

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Hamilton County School District	2 PROJECT NUMBER 240-1270B-0CH01
3 PROJECT/PROGRAM TITLE Title IX, Part A: Education for Homeless Children and Youth Project <p style="text-align: right;">TAPS 20A006</p>	4 AUTHORITY 84.196A Title IX Part A Homeless ESSA USDE or Appropriate Agency FAIN#: S196A190010
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2019 - 06/30/2020 Program Period: 07/01/2019 - 06/30/2020
7 AUTHORIZED FUNDING Current Approved Budget: \$36,750.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$36,750.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: 06/30/2020 Date that all obligations are to be liquidated and final disbursement reports submitted: 08/20/2020 Last date for receipt of proposed budget and program amendments: 05/31/2020 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 : 07/01/2019 	
10 DOE CONTACTS Program: Skip Forsyth Phone: (850) 245-0089 Email: Skip.Forsyth@fldoe.org Grants Management: Unit A (850) 245-0496	<div style="display: flex; justify-content: space-between;"> <div> Comptroller Office Phone: (850) 245-0401 </div> <div> Duns#: 121892491 FEIN#: F596000629013 </div> </div>
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;"> Authorized Official on behalf of Richard Corcoran Commissioner of Education </div> <div style="text-align: center;"> Date of Signing </div> </div> <div style="text-align: right; margin-top: 20px;"> </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**

Please return to: Florida Department of Education Office of Grants Management Room 332, Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: Title IX, Part A Education of Homeless Children and Youth Project 2019-2020 ✓ TAPS NUMBER: 20A006 ✓	DOE USE ONLY Date Received: RECEIVED Project Number (DOE Assigned): 2019 JUN 27 AM 9:26 240-1270B-0CH01 ✓ OFFICE OF GRANTS MANAGEMENT								
B) Name and Address of Eligible Applicant: Hamilton County District School Board ✓ 5683 US Highway 129 South Jasper, 32052										
C) Total Funds Requested: \$36,750.00 DOE USE ONLY Total Approved Project: \$36,750.00	D) Applicant Contact & Business Information <table border="1"> <tr> <td data-bbox="540 604 1065 688"> Contact Name: Phyllis Porter </td> <td data-bbox="1065 604 1451 688"> Telephone Numbers: 386-792-7807 </td> </tr> <tr> <td data-bbox="540 688 1065 772"> Fiscal Contact Name: Crystal Workman </td> <td data-bbox="1065 688 1451 772"> FAX: 386-792-3681 </td> </tr> <tr> <td data-bbox="540 772 1065 856"> Mailing Address: 5683 US Highway 129 South, Jasper, 32052 </td> <td data-bbox="1065 772 1451 856"> E-mail Addresses: phyllis.porter@hamiltonfl.com </td> </tr> <tr> <td data-bbox="540 856 1065 951"> Physical/Facility Address: 5683 US Highway 129 South, Suite 1 Jasper 32052 </td> <td data-bbox="1065 856 1451 951"> DUNS number: 121892491 FEIN number: F596000629013 </td> </tr> </table>		Contact Name: Phyllis Porter	Telephone Numbers: 386-792-7807	Fiscal Contact Name: Crystal Workman	FAX: 386-792-3681	Mailing Address: 5683 US Highway 129 South, Jasper, 32052	E-mail Addresses: phyllis.porter@hamiltonfl.com	Physical/Facility Address: 5683 US Highway 129 South, Suite 1 Jasper 32052	DUNS number: 121892491 FEIN number: F596000629013
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Physical/Facility Address: 5683 US Highway 129 South, Suite 1 Jasper 32052	DUNS number: 121892491 FEIN number: F596000629013									
<p align="center">CERTIFICATION</p> <p>I, <u>Rex L. Mitchell</u> (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 <u>REA or RFP</u> 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.</p> <p>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.</p> <p>EY <u>Rex L. Mitchell</u> Signature of Agency Head <u>Superintendent</u> Title <u>6/17/19</u> Date</p>										

A) Hamilton County District School Board

Name of Eligible Recipient

TAPS Number

20A006

B) 240-1270B-0CH01

Project Number (DOE USE ONLY)

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

	Activity	(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE (DOE USE ONLY)	REASONABLE (DOE USE ONLY)	NECESSARY (DOE USE ONLY)
1	* Educational support services	5100	120	Classroom Teachers (2) Highly Qualified teachers to tutor 25 elementary/middle/high school homeless children in identified areas of need for a total of 71.5 hours at an average rate of \$30/hour	0.110	\$2,145.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	* Educational support services	5100	210	Retirement for extended day/extended year highly qualified teacher tutors at 6.47%	0.000	\$182.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3	* Educational support services	5100	220	Social Security for extended day/extended year highly qualified teacher tutors at 6.2%	0.000	\$133.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4	* Educational support services	5100	221	Medicare for extended day/extended year highly qualified tutors at 1.45%	0.000	\$32.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5	* Educational support services	5100	240	Workers Compensation for extended day/extended year highly qualified teacher tutors .002	0.000	\$43.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6	* Educational support services	5100	330	Travel for extended day/extended year teacher tutors to enable the tutor to meet with students and families. 75 gallons of gas @ approximately \$4.00 per gallon.	0.000	\$300.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
7	* Educational support services	5100	510	Supplemental Instructional materials and supplies for 335 homeless students identified on survey 5 from 2017-2018 above and beyond those provided by Title 1 for comparable services for homeless students. Estimated per pupil amount of \$12.01 for materials for the extended day/extended year programs and home based program including backpacks, reading, math, science and other general school supplies.	0.000	\$3,830.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
8	* Educational support services; * Outreach to identify homeless children and youth in the community	6110	160	Other Support Personnel Salary for one part-time Parent Resource Specialist (.5) to provide administrative, community referral service/outreach (including activities or referrals for families experiencing domestic violence and data entry support to HEP)	0.500	\$13,794.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
9	* Educational support services; * Outreach to identify homeless children	6110	210	Retirement at 8.47% for part-time Parent Resource Specialist (.5)	0.000	\$1,169.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

	and youth in the community									
10	• Educational support services; • Outreach to identify homeless children and youth in the community	6110	220	Social Security at 6.2% for Parent Resource Specialist (.5)	0.000	\$856.00	0.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
11	• Educational support services; • Outreach to identify homeless children and youth in the community	6110	221	Medicare/FICA at 1.45% for Parent Resource Specialist (.5)	0.000	\$201.00	0.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
12	• Educational support services; • Outreach to identify homeless children and youth in the community	6110	230	Group Insurance for Parent Resource Specialist. Group Insurance is \$5,000 per year for full-time benefits and \$2,500 for .5 employee benefits.	0.000	\$2,500.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
13	• Educational support services; • Outreach to identify homeless children and youth in the community	6110	240	Workers Compensation for Parent Resource Specialist (.02)	0.000	\$276.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
14	• Educational support services; • Outreach to identify homeless children and youth in the community	6110	390	Other Purchased Services Printing of outreach materials, letters, post cards for homeless children, youth and families to communicate program information (Home-School Connection Program) 335 students X \$1.55	0.000	\$519.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
15	• Educational support services; • Outreach to identify homeless children and youth in the community	6150	160	Other Support Personnel part-time homeless liaisons (2) to work with homeless students and parents as a link between school and place of residence a total of 381 hours @approximately \$13.50	0.260	\$5,144.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
16	• Educational support services; • Outreach to identify homeless children and youth in the community	6150	210	Retirement 8.47% for two part-time homeless liaisons	0.000	\$436.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
17	• Educational support services; • Outreach to identify homeless children and youth in the community	6150	220	Social Security 6.2% for (2) homeless liaisons	0.000	\$318.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
18	• Educational support services; • Outreach to identify	6150	221	Medicare/FICA at 1.45% for (2) homeless liaisons	0.000	\$75.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

	homeless children and youth in the community									
19	• Educational support services; • Outreach to identify homeless children and youth in the community	6150	240	Workers compensation for two (2) part-time homeless liaisons (.02)	0.000	\$103.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
20	• Educational support services; • Outreach to identify homeless children and youth in the community	6150	330	Travel for homeless community liaison to attend homeless related meetings to Lake City Homeless Services Network of Suwanee Valley (.20 per mile X 500 miles = \$100) collaborate with community partners, workshops and statewide conferences FASFEPA, NAECHY, ECTAC, Homeless Conference (2 liaisons X \$356.00 = \$712=\$1,424 to include registration, per diem, hotel and travel) so as to heighten awareness of homelessness in schools and provide district and staff technical assistance through distribution of materials and home visits	0.000	\$1,637.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
21		7200	790 <i>792</i>	Indirect Costs	0.000	\$3,056.00		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
				TOTAL:		\$36,750.00				

DOE USE ONLY (Program)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

John R. Forsyth

Name



Signature

Director, Homeless Education Program

Title

8/29/19

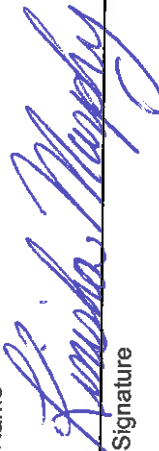
Date

DOE USE ONLY (Grants Management)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Kinisha Murphy

Name



Signature

Operations and Management Consultant I

Title

10/04/2019

Date

Excess Costs of Transport

36,750.00
3.00
1,102.50

INDIRECT COSTS
PLAN B

9.07% 36,750.00
1,090.75

33,659.25

36,750.00

3,090.75

7200 792

3,056.04

Current

3,056.05

0.01

Line Item 5100 510

0.01

3,830.42

Supplies

3,830.43

Hamilton County District School Board

Title IX, Part A Education of Homeless Children and Youth Project 2018-2021: Year 2

Program Specific Assurances

In order to receive funding, the applicant (LEA) must assure that:

- Each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth;
- Homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth;
- It will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth;
- It will not separate homeless students from the mainstream school environment or segregate homeless students in a separate school, or in a separate program within a school, based on such students' status as homeless;
- Homeless children and youth have access to the education and other services that they need to in order to meet the same challenging state student academic achievement standards to which all students are held;
- Its combined fiscal effort per student, or the aggregate expenditures of the LEA and the state with respect to the provisions of free public education by the LEA for the fiscal year preceding the fiscal year for which the determination is made, was not less than 90 percent of such combined fiscal effort or aggregate expenditures for the second fiscal year preceding the fiscal year for which the determination is made (unless the state receives a waiver);
- It complies with, or will use requested funds to comply with paragraphs (3) through (7) of section 722(g) of the McKinney-Vento Act;
- It will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
- It will designate an appropriate staff person, who may also be a coordinator for other federal programs, as a local educational agency liaison for homeless children and youths, to carry out the duties described in Title IX, Part A, section 722(g)(1)(6)(A);
- It will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin, as determined in the McKinney-Vento Act; and,
- It will adopt policies and practices to ensure participation by the designated homeless liaison in professional development and other technical assistance provided by or as determined appropriate by, the State Homeless Education Coordinator.
- It will provide assistance to unaccompanied homeless high school youth to prepare them and improve their readiness for postsecondary education.
- If the homeless student's living arrangement in the area served by the LEA of origin terminates and the student, though continuing his or her education in the school of origin, begins living in an area served by another LEA, the LEA of origin and the LEA in which the homeless student is living shall agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.
- It will meet the requirements of Title IX, Part A, section 722(g)(3).
- Qualified homeless high school students, while enrolled in high school, will earn accelerated credit, such as advanced placement courses, dual enrollment, and industry certifications.
- Homeless high school seniors who receive a standard diploma will receive a letter verifying their status as homeless for the purpose of supporting their application for Florida's state tuition and fee exemption for individuals lacking a fixed, regular and adequate nighttime residence under Section 1009.25(1)(f), Florida Statutes.

☒ Select this checkbox to indicate that your homeless education program provides for the above program specific assurances.

Needs Assessment

McKinney-Vento Standards & Measures

All measures, both primary and secondary, are part of an LEA's homeless student data profile. All will be tracked and reported annually for all projects.

Primary Standards and Measures

Need A: Identification of Homeless Children and Youth

MVA Standard	Standard 3: All children in homeless situations are identified.
Standard Measure	Homeless Student Identification Rate (HSIR): The HSIR is the total number of homeless children and youth divided by the total number of all students identified as economically disadvantaged.
Measure Justification	National reports estimate that approximately ten percent (10%) of children and youth living in poverty experience homelessness each year.
HSIR Elements	<ul style="list-style-type: none"> • Identified Homeless Students (HIS): Number of students identified homeless per the McKinney-Vento Act. • Economically Disadvantaged Students (EcDS): Number of students determined to be economically disadvantaged.
HSIR Project Standard	All LEAs must have a NEED A Plan that results in a HSIR of at least five percent (5%) by the end of Project Year 3.

Need B: Regular School Attendance by Homeless Children and Youth

MVA Standard	Standard 4: Within one full day of an attempt to enroll in school, homeless students are in attendance. Standard 5: All homeless students experience stability in school. Standard 8: All unaccompanied homeless youth enroll in and attend school.
Standard Measure	Homeless Student Attendance Rate (HSAR): The HSAR is the percent (portion) of school days for which homeless students are determined to be in attendance, per district policy and practice.
Measure Justification	Regular school attendance is a sign of educational environment stability and engagement in the school's educational program, which enhances academic achievement and personal development.
HSAR Elements	<ul style="list-style-type: none"> • School Days Present (SDP): The total number of days homeless students were counted as present during eligible school days. • School Days Absent (SDA): The total number of days homeless students were counted as absent during eligible school days.
HSAR Project Standard	All LEAs must have a Need B Plan that results in a HSAR of at least 90% by the end of Project Year 3.

Need C: Academic Progress of Homeless Children and Youth - Grade Promotion (all grades)

MVA Standard	Standard 2: All Homeless students demonstrate academic progress.
Standard Measure	All Grade Homeless Student Promotion Rate (AGHSPR): The HSPR is the percent (portion) of homeless students who are promoted to the next grade (all grades).

Measure Justification	Progression through Grades: Success in school enhances commitment to education and reduces the risk of school dropout.
Data Elements	<ul style="list-style-type: none"> • All Grades Homeless Students Promotion Plus Retention (AGP+R): The total number of homeless students identified in grades K-12 who were promoted plus those who were retained. • All Grades Homeless Students Promoted (AGP): The total number of homeless students promoted to the next grade.
Project Standard	The standard Homeless Student Promotion Rate is TBD.

Need C: Academic Progress of Homeless Children and Youth - Grade Promotion (grades 9-11)

MVA Standard	Standard 2: All Homeless students demonstrate academic progress.
Standard Measure	High School Homeless Student Promotion Rate (HSHSPR): The HSPR is the percent (portion) of homeless students who are promoted to the next grade (9-11).
Measure Justification	Progression through Grades: Success in school enhances commitment to education and reduces the risk of school dropout.
Data Elements	<ul style="list-style-type: none"> • High School Homeless Students Promoted Plus Retained (HSHSP+R): The total number of homeless students identified in grades 9-11 who were promoted plus those who were retained. • High School Homeless Student Promotion (HSHSP): The number of homeless students (IHS) promoted to the next grade.
Project Standard	The standard High School Promotion Rate is 90%.

Need C: Academic Progress of Homeless Children and Youth - Cohort Graduation Rate

MVA Standard	Standard 2: All Homeless students demonstrate academic progress.
Standard Measure	Homeless Student Cohort Graduation Rate (HSCGR): The four-year adjusted HSCGR is the number of students who experience homelessness from the 9th grade and graduate in four years with a regular high school diploma divided by the total number of students who form the adjusted cohort for the graduating class and who experienced homelessness at least once during the cohort period. Adjusted Cohort and Cohort Period: students who enter the 9th grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die by the end of the fourth year after entering 9th grade for the first time.
Measure Justification	On-time Receipt of a Standard Diploma: On-time graduation of all students is the ultimate goal of the Florida Education System.
Data Elements	<ul style="list-style-type: none"> • Cohort Homeless Standard Diploma Recipients; CHSDR: The total number of high school recipients of a standard diploma who also experienced homelessness at least once within four years of enrolling in the 9th grade. • Cohort Homeless High School Students; CHHS: The total number of high school cohort members who experienced homelessness within four years of enrolling in 9th grade.
Project Standard	The standard High School Homeless Student Cohort Graduation Rate is TBD.

Need A: Homeless Student Identification Trends

LEA Homeless Student Identification Rate (HSIR) Trend Data

	2015 - 2016	2016 - 2017	2017 - 2018		2015-2018 Three-year Average Rate
Number of Homeless Students Identified (IHS):	335	365	335		
Number of Economically Disadvantaged Students (EcDS):	1112	1318	1314		
HSIR Calculation (IHS/EcDS) x 100:	30.13%	27.69%	25.49%	→	27.77%

LEA HCY Housing at Time of Identification

Year	Shelters	Shared Housing	Motels	Unsheltered
2014-2015	0%	86%	14%	0%
2015-2016	0%	90%	9%	1%
2016-2017	0%	95%	5%	0%
2017-2018	0%	93%	5%	0%

- HCY = Homeless Children and Youth
- Shelters = Living in emergency or transitional shelters
- Sharing = Sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; "doubled-up"
- Unsheltered = Living in cars, parks, campgrounds, public spaces, abandoned buildings, substandard housing, bus or train stations
- Motels = Living in hotels or motels

Anticipated HSIR

Do you anticipate that the annual rate for 2018-2019 will be:

☐ Higher
 ☐ Lower
 ☒ About the same

Why?

The anticipated HSIR for 2018-2019 will be about the same or slightly higher due to process for identifying student as economically disadvantaged and slight influx of hurricane and severe weather related incidences bringing displaced families to the area. Hamilton uses Direct Cert Data to determine poverty for free meal services and the District meets the Criteria (poverty level) for Community Eligibility Provision (CEP) for the total district. The numbers of the students in the calculation for poverty is about the same for the 2019-2020 school year.

Need A: Homeless Student Identification Snapshot

Previous year grade-level identification-related data

Data Element	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	LEA Totals
# of HCY identified	16	40	25	40	44	20	37	20	20	27	15	<11	14	<11	335
# of FRL enrollment per grade	63	117	112	112	137	82	130	94	101	100	75	67	78	46	1314
# of HCY at 5% Grade HSiR	3.15	5.85	5.6	5.6	6.85	4.1	6.5	4.7	5.05	5	3.75	3.35	3.9	2.3	65.7
# of UHY identified	0	0	0	0	0	0	0	0	0	0	0	0	<11	<11	<11

Additional Data Elements

Identification of Homeless Children and Youth Indicators: State Demographics Reports (Survey 5, FDOE)

Data Element	Data Value	Data Source
No records found.		

Discussion

Discuss what the data and input says about the needs of the LEA's homeless children and youth.

Total identified homeless in PK through grade 12 is 335 students with higher numbers in elementary and intermediate grade levels. Grade levels above 5% identified are KG, first, second, third and fourth. Grades PK and 5-12, have fewer than 5% identified. UHY identified are only at secondary level with numbers below 11. All homeless students receive specialized and comparable services when identified. The LEA helps with the needs of all homeless children and youth through collaborative efforts within the LEA, the community at large and social service outreach programs.

Need B: Homeless Student Attendance Trends**LEA Homeless Student Attendance Rate (HSAR) Trend Data**

	2015 - 2016	2016 - 2017	2017 - 2018	2015-2018 Three-year Average Rate
Percent of Days Present for Homeless Students (SDP)	90.7%	90%	91.31%	
Percent of Days Absent for Homeless Students (SDA)	9.3%	10%	8.68%	
HSAR Calculation: (SDP/(SDP+SDA)) x 100	90.7%	90%	91.32%	90.67%

Threats to HCY Attendance: HMLS vs. NHMLS

Year	% Out of School Suspension		% Expulsion		% HS Dropout	
	HMLS	NHMLS	HMLS	NHMLS	HMLS	NHMLS
2015 - 2016	7.0 %	7.0 %	1.0 %	0.0 %	3.0 %	2.0 %
2016 - 2017	6.0 %	3.0 %	0.0 %	0.0 %	6.0 %	3.0 %
2017 - 2018	9.0 %	6.0 %	0.0 %	0.0 %	2.0 %	9.0 %

Anticipated HSAR

Do you anticipate that the annual rate for 2018-2019 will be:

☒ Higher
 ☐ Lower
 ☐ About the same

Why?

The anticipated HSAR for 2018-2019 will be slightly higher and the District will meet the project standard of 90% due to identification process and quality personal services provided for homeless children and youth (free breakfast and lunch), transportation, school supplies, reading material, clothing and home visits and tutoring) and referrals for other services.

Need B: Homeless Student Attendance Snapshot**Previous year grade-level HCY attendance-related data**

Data Element	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	LEA Totals
HCY % of Days Present	91.4%	92.1%	91.4%	90.9%	91.9%	95.1%	93.7%	92.7%	88.7%	90.4%	90.7%	90%	82.9%	86.1%	
UHY % of Days Present	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	89.1%	89.1%
NCHY % of Days Present	91.3%	90.9%	90.9%	91.4%	93%	92.4%	92.8%	94%	91.6%	90.1%	89.9%	92%	83.6%	92.3%	91.2%

Additional Data Elements

McKinney-Vento Act Student Enrollment and Attendance Indicators: State Demographics Reports (Survey 5, FDOE)

Data Element	Data Value	Data Source
No records found.		

Discussion

Discuss what the data and input says about the needs of the LEA's homeless children and youth.

Homeless children and youth in most grade levels are at or exceed 90% of days present. Some grade levels need more assistance with attendance. All homeless students should receive specialized and comparable services when identified and eligible. The LEA helps with the needs of all homeless children and youth through collaborative efforts within the LEA, purchase of backpacks with school supplies, clothing, food, home visits, tutoring, health and other services to enable them to attend school and achieve at high levels.

Need C: Homeless Student Academic Trends**LEA Homeless Student Academic Achievement Trend Data****Homeless Student Grade Promotion Rate (K-11 - HSPM-AG)**

	2015 - 2016	2016 - 2017	2017 - 2018	2015-2018 Three-year Average Rate
Number of Homeless Students in Grades K-11 Who Were Promoted or Retained (HSP+R)	251	317	271	
Number of Homeless Students in Grades K-11 Promoted to Next Grade (HSP)	226	285	248	
HSPR (HSP/(HSP+R)) * 100	90.04%	89.91%	91.51%	90.49%

Homeless Student Grade Promotion Rate (grades 9-11 - HSPM-HS)

	2015 - 2016	2016 - 2017	2017 - 2018	2015-2018 Three-year Average Rate
Number of Homeless Students in Grades 9-11 Who Were Promoted or Retained (HSP+R)	20	36	30	
Number of Homeless Students in Grades 9-11 Promoted to Next Grade (HSP)	20	32	30	
HSPR (HSP/(HSP+R)) * 100	100%	88.89%	100%	96.3%

Homeless High School Student Cohort Graduation Rate (HSCGR)

	2015 - 2016	2016 - 2017	2017 - 2018	Three-year Average Rate
Homeless Student Graduation Cohort* Members Who Received a Standard Diploma and Experienced Homelessness at least once during High School HSCSD)	4	5	0	
Homeless Student Cohort Members Who Experienced Homelessness (HSGC)	5	5	0	
Annual HSCGR Calculation (HSGCSD/HSGC) x 100	80%	100%	0%	60%

* Student Graduation Cohort = students who enter the 9th grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die by the end of the fourth year after entering 9th grade for the first time.

Threats to Academic Progress – HMLS vs. NHMLS

Year	Grade Retention Rate (all grades)			% Grade Retention Rate (9-11)			FSA ELA % Level 3			FSA Math % Level 3		
	HMLS	NHMLS	Gap	HMLS	NHMLS	Gap	HMLS	NHMLS	Gap	HMLS	NHMLS	Gap
2014-2015	16%	8%	-8%	0%	8%	8%	22%	28%	5%	33%	37%	3%
2015-2016	10%	6%	-4%	11%	9%	-2%	25%	26%	1%	38%	38%	0%
2016-2017	10%	9%	-1%	11%	9%	-2%	23%	27%	4%	38%	35%	-3%
2017-2018	8%	5%	-4%	0%	0%	0%	27%	33%	5%	47%	43%	-3%

Anticipated Academic Progress

Do you anticipate that the annual rates for the HSPR Rate for the current year will be:

☒ Higher ☐ Lower ☐ About the same

Why?

The anticipated annual rates for the HSPR for the current year should be higher due to district initiatives to attend to curriculum and instruction and monitoring of student progress for all students in all grade levels. The District staff, the superintendent, school board and the Florida Department of Education, are committed to providing the necessary support to aid the schools in achieving high performance for all students. Academic achievement data indicate homeless students are closing the achievement gap in reading and math and have a high promotion rate over a three year period. The district will continue tutoring, providing school supplies, backpacks, home visits and reading materials and other services needed to enable students to attend school and make academic progress and graduate on time. In addition, professional development will be on going with all Hamilton County staff.

Need C Homeless Student Academic Trends Snapshot

Instructions: The data from the previous year's State Demographics Reports that are embedded in the following table.

Previous year grade-level academic-related data

Data Element	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	LEA Totals
% HCY per grade	0%	26.1%	17.5%	28.2%	25.9%	16.8%	22.7%	14.9%	14.9%	19.7%	12.2%	7.7%	11.9%	0%	18.9%
% UHY per grade	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0.8%	0%	0.1%
% UHY who took FSA/Math	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
% UHY scoring Level 3 or Above – FSA/Math	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
% UHY who took FSA/ELA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
% UHY scoring Level 3 or Above – FSA/ELA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
% HCY who took FSA ELA	NA	NA	NA	NA	100%	92.9%	100%	100%	100%	95.8%	88.9%	NA	NA	NA	97.6%
% HCY who took FSA Math	NA	NA	NA	NA	100%	92.9%	96.4%	100%	100%	93.3%	100%	100%	NA	NA	97.8%
% HCY scoring Level 3 or Above – FSA/ELA	NA	NA	NA	NA	60%	61.5%	32.1%	78.6%	16.7%	30.4%	37.5%	NA	NA	NA	46.7%
% HCY scoring Level 3 or Above – FSA/Math	NA	NA	NA	NA	20%	46.2%	14.8%	42.9%	33.3%	35.7%	12.5%	30%	NA	NA	27.5%
% HCY promoted	NA	94.4%	95.5%	87.9%	79.1%	100%	97.1%	100%	100%	70%	100%	100%	100%	NA	91.5%
% UHY promoted	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Additional Data Elements

McKinney-Vento Student Academic Achievement Indicators: State Demographics Reports (Survey 5, FDOE)

Data Element	Data Value	Data Source
No records found.		

Discussion

Discuss what the data and input says about the needs of the LEA's homeless children and youth.

The data indicate the following: 1. For Math, as grade level increases, percent scoring Level 3 or above decreases. To support students' academic performance as they continue to middle and high school, programs, such as tutoring and mentoring, will be offered to students. Additionally, students' grades and attendance should be monitored to ensure that they are on track to graduate from high school. 2. For ELA, the secondary grade level (9), is performing at a higher level than the lower grade levels. Students in the middle grades (6 – 8) seem to be struggling and not performing as well as the other grades. As with math, tutoring and mentoring should be provided to students to support their academics as they transition to high school. Classroom grades and attendance should also be monitored closely. 3. Overall, the promotion percentages are acceptable. These grades should be monitored more carefully: Grades 3, 8 and 9. The 3rd grade rate (79.07%) can be partially explained by the connection of promotion and 3rd grade FSA scores. The 8th (70%) and 9th (100%) grade percentages could be related to promotion rates and programs students have as they transition to high school. Students at-risk of being retained should be identified immediately (test scores, grades, attendance, teacher recommendation) and support services should be made available to help them succeed in school.

Project Operations Assessment

Current Staffing: Homeless Liaison

Instructions

Provide the following information for the LEA's current Homeless Liaison or the person acting as the LEA's Homeless Liaison.

First Name: Phyllis
Last Name: Porter
Mailing address, city, and zip code: 5683 US Highway 129 South Ste 1
Phone Number: 3867927807 (i.e. 8005551212)
Fax Number: 3867923681 (i.e. 8005551212)
Email Address: Phyllis.Porter@hamiltonfl.com
Bachelor's Degree: B.S.
Master's Degree: M.Ed.
Doctoral Degree: ABD Educational Leadership
Other relevant education or training: Work experience includes private company, contracted services and private tutoring.
Number of years serving as the LEA Homeless Liaison: 9
Number of years working in homeless education: 19
Number of years working in the education field: 49
Other relevant work experience that assures that the person is qualified to carry out the duties described in ESSA, Title IX, Part A, s.722(g)(6): Phyllis Porter, Coordinator of Special Services and Federal Programs has an M.Ed. in Education with four areas of certification and over 45 years of experience in education. Educational experience includes classroom teacher, school and district administration and over 15 years as manager/director of federal and state grants and programs including four Florida districts.

Indicate the percent of the FTE that will be devoted to the following activities.

Homeless Education Program: 0.00%
Other Title I, Part A responsibilities: 0.75%
Other federal program responsibilities: 0.00%
Other non-federal LEA-level responsibilities: 0.25%
Other school-level responsibilities: 0.00%

Current Staffing: Additional Staff

Person's Name	Position	Position FTE %	HEP Duties	HEP FTE %	HEP Funding	HEP Training
Phillis Johnson	Parent Resource Specialist	100	Outreach and identification; Title IX Project activities; Clerical support; Data entry; Coordinate community services; Other; Home Visits	.5	Title IX, Part A Sub-Grant; Title I, Part A Homeless Set-Aside;	Issues and needs of homeless students; The effect of homelessness on academic achievement; Educational rights of homeless children and youth; LEA Homeless Students Policy; LEA homeless children and youth identification and enrollment procedures; LEA homeless student data coding process; FL Institute on Homelessness; LEA school assignment dispute resolution process; Understanding homelessness; Poverty Simulation Training
Deborah Horne	Parent Resource Specialist	100	Outreach and identification; Other; Home Visits, Bilingual Support	0	Title I, Part A Homeless Set-Aside; Other; Title III, PT A English Language Acquisition	The effect of homelessness on academic achievement; Educational rights of homeless children and youth; LEA homeless student data coding process;
TBD	Part-Time homeless liaisons	Hourly	Outreach and identification; Other; Home Visits and supplemental material dissemination	.260	Title IX, Part A Sub-Grant; Title I, Part A Homeless Set-Aside;	The effect of homelessness on academic achievement; Educational rights of homeless children and youth; LEA homeless children and youth identification and enrollment procedures;
Highly qualified teacher tutors	Academic Support Services (hourly)	.05	Other; Tutoring	.05	Title IX, Part A Sub-Grant; Title I, Part A Homeless Set-Aside; Other;	Issues and needs of homeless students; The effect of homelessness on academic achievement; LEA homeless children and youth identification and enrollment procedures;

Need A: Homeless Student Identification Operations Assessment

Consider the current year when responding to the following questions.

Who are your homeless children and youth identification partners? Select all that assist in working with the LEA to identify homeless children and youth.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> School homeless contacts | <input checked="" type="checkbox"/> School guidance counselors | <input checked="" type="checkbox"/> School building administrators |
| <input checked="" type="checkbox"/> Social workers | <input checked="" type="checkbox"/> District Student Services Program | <input checked="" type="checkbox"/> Food Services |
| <input checked="" type="checkbox"/> Transportation (bus drivers) | <input type="checkbox"/> Truancy officers | <input type="checkbox"/> Homeless shelter |
| <input type="checkbox"/> Runaway shelter | <input checked="" type="checkbox"/> Community food pantry | <input checked="" type="checkbox"/> County health department |
| <input checked="" type="checkbox"/> Local law enforcement | <input checked="" type="checkbox"/> Parents and guardians of homeless children and youth | |

Other: Coordinator of Title 1, Part A Family and Community Outreach Coordinator, teachers, custodians, office staff, school volunteers, staff of Florida Diagnostic and Learning Resources System (FDLRS Gateway) located at Hamilton School District site and Child Find.

For the current school year:

1. **Summarize how the LEA's homeless education program is organized and operates to identify homeless children and youth.**

In Hamilton County, the HEP sets as a priority the identification of homeless children and youth to enroll them within 24 hours of being identified so they receive immediate services available to other students. The HEP program is organized and operates through the LEA leadership and over site for the homeless program ensuring there is a coordination of effort for serving students and families. School staff, registrars and counselors receive training in the identification of homeless students including unaccompanied youth. The program is organized through school and district staff working in conjunction with the Homeless Liaison, to review and contact families to verify status upon completion of the Student Residency Questionnaire.

2. **Describe how HEP and school staff and district and community partners are engaged and equipped to identify HCY.**

The Homeless Education Program staff work with the school administration, registrars and guidance counselors to identify homeless students through questions on the registration form when families or youth register for school. Brochures, flyers and posters are placed in strategic areas in the community to provide information for referral to the HEP staff, school or other agency.

3. **For each of the following partner groups, summarize 1) the strengths of their contributions to identifying homeless children and youth and 2) the challenges they face in the areas of knowledge, skills, abilities, and material inadequacies in order to improve the effectiveness of their contributions.**

- a. **HEP Staff (as the program staff is described above)**

1) The Homeless Education Program staff are knowledgeable concerning the process for identifying homeless children and youth and familiar with the school and community resources. They are dedicated and passionate about the students and their families and needs. 2) The challenges they face are time to meet the needs of the growing homeless population and adequate community resources for the family inadequacies, such as, utilities and food, medical and social services

- b. **School-level Staff**

(1) School level staff at the elementary and middle/high school are well trained on the policies and procedures for identifying and enrolling homeless children in school. They also receive training to help families of homeless students to access community resources and services as they transition from homelessness to better living conditions. (2) Their challenges are making sure that all children are properly identified and are receiving appropriate services to meet their needs.

c. LEA-level Partners

(1) The LEA-level partners foster improved complimentary supplemental services for students and their families and improve the response time to provide needed social services. (2) The challenges are making sure that they have updated information on identifying homeless students and families and the services that are available to them.

d. Community Partners

1) Community partners are important in the process of identifying homeless students and families and in providing services. Partner categories include: transitional housing, domestic violence shelter, food and nutrition, clothing, faith community, civic/community service, law enforcement, local businesses, local drug prevention coalition. 2) The challenges community partners face are duplication efforts across agencies and keeping up to date about the services and resources that meet the needs of HCY.

4. Given this assessment of the LEA's homeless education program and capabilities:

- a. Identify and describe the easiest program operation or partner contribution challenge to address in the next year in order to achieve improved performance of the LEA's effort to identify homeless children and youth? Why did you select this challenge? (Do not describe how you will do this work at this time.)**

Collaboration with partners in the community would be an easy and productive program challenge for the 2019-2020 school year. The current superintendent has initiated community focus groups including lunch meetings with ministers of local churches and retired Hamilton staff. This challenge was selected because the District is building the capacity for a strong volunteer component with mentors to assist students who are in need of academic assistance. Peer tutoring is also being discussed along with the need for a strong social and emotional learning program and intervention teachers. Homeless students and youth will benefit from the enhanced community outreach and partner collaboration.

- b. Identify and describe the most important program operation or partner contribution challenge to address in the next year in order to achieve sustained high performance of the LEA's effort to identify homeless children and youth? Why did you select this challenge? (Do not describe how you will do this work at this time.)**

For Hamilton County Schools the most important partner contribution challenge to address in the next year is working with the staff within the LEA to expand their knowledge of homeless children and youth and services available in the district and community at large. This challenge was selected to enhance the LEA's role in serving homeless students and families.

Need B: Homeless Student Attendance Support Operations Assessment

Consider the current year when responding to the following questions.

Who are your homeless children and youth attendance partners? Check all that assist in working with the LEA to support school attendance.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> School homeless contacts | <input checked="" type="checkbox"/> School guidance counselors | <input checked="" type="checkbox"/> Social workers |
| <input checked="" type="checkbox"/> School discipline deans | <input checked="" type="checkbox"/> District Student Services Program | <input checked="" type="checkbox"/> District Transportation Office |
| <input type="checkbox"/> Truancy office | <input type="checkbox"/> Homeless shelter | <input type="checkbox"/> Runaway shelter |
| <input checked="" type="checkbox"/> County health department | <input checked="" type="checkbox"/> Food pantry | <input checked="" type="checkbox"/> Parents and guardians of homeless children and youth |

Other: Mentors, Teachers, Faith-based partners, retired teachers and staff, Parent Resource Specialists

For the current school year:

1. Summarize how the LEA's homeless education program is organized and operates to identify and remove barriers to regular school attendance of homeless children and youth.

1) HEP staff is trained to identify and process the enrollment of HCY. Their priority is to ensure that all identified homeless students are enrolled in school within 24 hours of being identified and they receive services available to other students. 2) Their greatest challenge is to continue to build the capacity within the district and community for greater outreach services for families in transition and to make sure that all persons understand the relationship between attendance and academic achievement.

2. Describe how HEP and school staff and district and community partners are engaged and equipped to identify barriers to attendance for HCY and to take steps to remove or overcome those barriers.

District staff provide training and materials on the identification and rights of homeless students and families to teachers, paraprofessionals and support staff at the beginning of the school year to ensure that students are identified, enrolled and receiving services. Community partners often take part in these meetings and information about the HEP and the students/families is shared and discussed. The district collaborative partnerships and relationships foster improved complimentary supplemental support services for students and their families and improve the response time to provided needed services.

3. For each of the following partner groups, summarize 1) the strengths of their contributions to identifying and removing or overcoming barriers to regular school attendance by HCY and 2) the challenges they face in areas of knowledge, skills, abilities and material inadequacies to address in order to improve the effectiveness of their contributions.

a. HEP Staff (as the program staff is described above)

1) HEP staff have been well trained to identify and process the enrollment of HCY. Their priority is to ensure that all identified homeless students are enrolled in school within 24 hours of being identified and they receive services available to other students. 2) Their greatest challenge is to continue to build the capacity within the district and community for greater outreach services for families in transition and to make sure that all persons understand the relationship between attendance and academic achievement.

b. School-level Staff

1) HEP staff have been well trained to identify and process the enrollment of HCY. Their priority is to ensure that all identified homeless students are enrolled in school within 24 hours of being identified and they receive services available to other students. 2) Their greatest challenge is to continue to build the capacity within the district and community for greater outreach services for

families in transition and to make sure that all persons understand the relationship between attendance and academic achievement

c. LEA-level Partnership Strengths

1) Their strength is in the coordinated efforts they provide to HCY and families so that identification, enrollment and attendance policies are maintained. LEA-level partners have been well trained in the policies and procedures related the identification, enrollment and attendance. 2) The greatest challenge of partners is to have clear communication among each partner so that services will not be duplicated across partners. To a large extent this challenge is addressed in the coordination meetings conducted by the District HEP.

d. Community Partnership Strengths

1) The strength of the partnership is that they provide supplemental services to support the academic and social development of HCY and families. Their efforts are coordinated by the District HEP so that services provided by the partners are not duplicated. 2) As with LEA-level partners, the greatest challenge of partners is to have clear communication among each partner so that services will not be duplicated across partners. To a large extent this challenge is addressed in the coordination meetings conducted by the District HEP.

4. Given this assessment of the LEA's homeless education program and capabilities:

- a. Identify and describe the easiest program operation or partner contribution challenge to address in the next year in order to strengthen staff and partner ability to identify and remove barriers to attendance by HCY? Why did you select this challenge? (Do not describe how you will do this work.)**

Collaboration with partners in the community would be an easy and productive program challenge for the 2019-2020 school year. The current superintendent has initiated community focus groups including lunch meetings with ministers of local churches and retired Hamilton staff. The District is building the capacity for a strong volunteer component with mentors to assist students who are in need of academic assistance. Peer tutoring is also being discussed along with the need for a strong social and emotional learning program and intervention teachers. Homeless students and youth will benefit from the enhanced community outreach and partner collaboration.

- b. Identify and describe the most important program operation or partner contribution challenge to address in the next year in order to achieve and sustain a high level of school attendance by homeless children and youth? Why did you select this challenge? (Do not describe how you will do this work.)**

For Hamilton County Schools the most important partner contribution challenge to address in the next year is more communication and training with the staff within the LEA to expand their knowledge of homeless children and youth and services available in the district and community at large. This operation was selected because the staff within the LEA is responsible for much of the training for school level staff and community partners. Their knowledge of the programs, policies and procedures needs to be current to meet the state and federal requirements.

Need C: Homeless Student Academic Support Operations Assessment

Consider the current year when responding to the following questions.

Who are your homeless children and youth academic support partners? Check all that assist in working with the LEA to provide academic support.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> School homeless contacts | <input checked="" type="checkbox"/> School guidance counselors | <input checked="" type="checkbox"/> School social workers |
| <input type="checkbox"/> Instructional coaches | <input type="checkbox"/> District Student Services Program | <input checked="" type="checkbox"/> District Curriculum Office |
| <input checked="" type="checkbox"/> District Testing Support Office | <input type="checkbox"/> Local college | <input checked="" type="checkbox"/> Local technical school |
| <input checked="" type="checkbox"/> Parents and guardians of homeless children and youth | | |

Other: In addition: School Dean, Parent Resource Specialists (one fluent in Spanish), Community Outreach Coordinator, teacher tutors and school volunteers.

For the current school year:

- 1. Summarize how the LEA's homeless education program is organized to support the academic achievement of HCY.**

District HEP staff provide training to all support partners so each group know the policies and procedures for identifying, enrolling and tracking the academic progress of homeless children and youth. School staff receive additional training on assessing the academic needs of homeless students and what services will support the academic achievement of homeless students. The district provides services such as tutoring, school supplies, back packs, home visits, and instructional materials. Professional development is ongoing so that school-level staff can implement the HEP program.

- 2. Describe how HEP and school staff and district and community partners are engaged and equipped to support the academic achievement of HCY.**

Through meetings, home visits, and training sessions, all groups (HEP, school staff, district and community partners) are engaged and equipped to support the academic achievement of HCY. The district attempts to coordinate services of each group to maximize the services and prevent duplication of efforts. For example the HEP liaisons and the Title I program work together to coordinate funding for after school tutoring, which includes federal, state and local funds targeted to student achievement. The liaisons also deliver information to families about available services, distribute educational materials for reading and math and build a strong relationship with the families who are transitioning into the community.

- 3. For each of the following partner groups, summarize 1) the strengths of their contributions to supporting homeless children and youth to high academic achievement and 2) the areas of partner knowledge, skills, abilities and material inadequacies to address in order to improve the effectiveness of their contributions.**
 - a. HEP Staff (as the program staff is described above)**

HEP Staff (as the program staff contributes through meetings, home visits, and training sessions, all groups (HEP, school staff, district and community partners) are engaged and equipped to support the academic achievement of HCY. The district attempts to coordinate services of each group to maximize the services and prevent duplication of efforts. For example the HEP liaisons and the Title I program work together.

- b. School-level Staff**

1) School-level staff are knowledgeable about the policies and practices of HCY. They provide tutoring and counseling to HCY and work with families to promote good academic practices in coordination with the home school liaisons. 2) Their greatest challenge is to make sure that

students are attending school regularly and making sure that families understand the educational demands of HCY students (tests, promotion), so that they can support the school's efforts.

c. LEA-level Partners

1) The services provided by the Hamilton County School District Title IX Part A program are integrated and coordinated with other federal, state and local programs such as: Title 1 Part A, IDEA, Title III, FDLRS and other internal units to provide maximum use of funding to increase student services and student achievement and to assure participation in educational programs for which they are eligible. 2) Partner knowledge of identification process and strategies for serving students and families, needs of students and referral processes will build capacity for the effectiveness of the District and the HEP.

d. Community Partners

1) The Hamilton County School District has developed collaborative partnerships with community agencies to include the Early Childhood Coalition of Florida's Gateway, Inc., State of Florida Voluntary Prekindergarten Education Program, Head Start, The Department of Children and Family Services, Partnership for Strong Families, United Way of Suwannee Valley, and other agencies. The district outreach includes coordinating activities with local faith-based organizations, civic organizations, community colleagues, private businesses in the community, such as, PotashCorp, First Federal Bank of Florida, universities, community colleges, public library, Hamilton County Health Department, local law enforcement and other governmental agencies and local businesses.

4. Given this assessment of the LEA's homeless education program and capabilities:

- a. Identify and describe the easiest program operation or partner contribution challenge to address in the next year in order to strengthen academic support of HCY? Why did you select this challenge? (Do not describe how you will do this work.)**

The easiest program operation or partner contribution challenge to address is building the capacity with community partners. This operation was selected because the District HEP program has, over the years, developed a successful training program so that community partners understand the policies of HEP and the ways in which community partners can supplement the services provided to HCY families.

- b. Identify and describe the most important program operation or partner contribution challenge to address in the next year in order to achieve and sustain a high level of academic performance by homeless children and youth? Why did you select this challenge? (Do not describe how you will do this work.)**

The most important program partner contribution to address in the next year in order to achieve and sustain a high level of academic performance by homeless children and youth is internal LEA collaboration to target parent engagement with teachers and continue to support 100% of the identified homeless students who are in need of academic support. This operation was selected because parent engagement in their child's education has continued to be a major challenge for Hamilton County Schools. Special efforts need to be extended to work with HCY families to meet their academic needs and coordinate with other social and economic concerns.

Project Design

Need A: Identifying HCY

1. Goals, Outcomes, and Objective

Instructions:

Fill in the LEA's Annual Objective goals for Years 1 and 2, or fill in the Alternative Outcome Description section instead.

Outcome and Objectives

Need A Goal	Identification of Homeless Children and Youth To identify all homeless children and youth in the LEA
Standard: Homeless Student Identification Rate (HSIR)	All Florida LEAs will identify a number of homeless children and youth in their community that is equal to at least 5% of their FRPL enrollment.
2014 - 2017 Three-year HSIR	28.87%
Three-year Outcome	The LEA's three-year HSIR was above the standard of 5%; by June 30, 2021, the LEA's HSIR will be at least 28.87%.
Year 1 HSIR Objectives	By June 30, 2019, the LEA's HSIR will be 28.87 %.
Year 2 HSIR Objectives	By June 30, 2020, the LEA's HSIR will be 28.87 %.

2. Within Year Progress Indicators

Instructions:

Identify at least one and up to three data elements that will be tracked during the school year to determine progress toward the annual objective for this sub-grant year.

- **Data Element Name:** a descriptor for the information that will be tracked.
- **Justification:** an explanation of how this data element is relevant to the project annual objective for Need A. (I.e. What will it tell you about whether you are on track to meet the annual objective for Need A?)
- **Collection Schedule:** a description of how the data is collected, who collects it, and when it is collected during the year.
- **Data Source:** a description of where the data is stored, and how it is made available to the program.

Data Element Name	Justification	Collection Schedule	Data Source
Homeless referrals	Time of referral and actual enrollment in school needs to be monitored	Quarterly	School Records
Quarterly attendance	Monitoring attendance every 9-week period will help to ensure that all homeless students have been identified and enrolled in school.	Quarterly	District database

Need B: Regular School Attendance

1. Goals, Outcomes, and Objective

Instructions:

Fill in the LEA's Annual Objective goals for Years 1 and 2, or fill in the Alternative Outcome Description section instead.

Outcome and Objectives

Need B Goal	Enrollment and Attendance of Homeless Children and Youth All homeless students will attend school regularly.
Standard: Homeless Student Attendance Rate (HSAR)	The overall "days present" rate for homeless students for each Florida LEA will be at least 90%.
2014 - 2017 Three-year HSAR	90.23%
Three-year Outcome	The LEA's three-year HSAR was above the standard of 90%; by June 30, 2021, the LEA's HSAR will be at least 90.23%.
Year 1 HSAR Objectives	By June 30, 2019, the LEA's HSAR will be 91.30 %.
Year 2 HSAR Objectives	By June 30, 2020, the LEA's HSAR will be 91.30 %.

2. Within Year Progress Indicators

Instructions:

Identify at least one and up to three data elements that will be tracked during the school year to determine progress toward the annual objective for this sub-grant year.

- **Data Element Name:** a descriptor for the information that will be tracked.
- **Justification:** an explanation of how this data element is relevant to the project annual objective for Need B. (I.e. What will it tell you about whether you are on track to meet the annual objective for Need B?)
- **Collection Schedule:** a description of how the data is collected, who collects it, and when it is collected during the year.
- **Data Source:** a description of where the data is stored, and how it is made available to the program.

Data Element Name	Justification	Collection Schedule	Data Source
Absences	Absences are related to enrollment	2nd and 4th 9-week periods	District database
Referrals-suspensions	Suspensions are related to enrollment	2nd and 4th 9-week periods	District database

Need C: Academic Support

1. Goals, Outcomes, and Objective

Instructions:

Fill in the LEA's Annual Objective goals for Years 1 and 2, or fill in the Alternative Outcome Description section instead.

Outcome and Objectives

Need C Goal	Academic Achievement of Homeless Student All homeless students demonstrate academic progress.		
Standard: Homeless Student Promotion Rate (HSPR)	The overall LEA grade promotion rates for homeless students in grades K through 8 in each Florida LEA will be at least 90%.		
2014 - 2017 Three-year HSPR	87.73% (HSPM-AG [All Grades])	93.4% (HSPM-HS [9-11])	
Three-year Outcome	The LEA's three-year HSPR was below the standard of 90%; by June 30, 2021, the LEA's HSPR will be at least 90%.		
Year 1 HSPR Objectives	By June 30, 2019, the LEA's HSPR will be 92.00 %.		
Year 2 HSPR Objectives	By June 30, 2020, the LEA's HSPR will be 92.00 %.		

2. Within Year Progress Indicators

Instructions:

Identify at least one and up to three data elements that will be tracked during the school year to determine progress toward the annual objective for this sub-grant year.

- **Data Element Name:** a descriptor for the information that will be tracked.
- **Justification:** an explanation of how this data element is relevant to the project annual objective for Need A. (I.e. What will it tell you about whether you are on track to meet the annual objective for Need A?)
- **Collection Schedule:** a description of how the data is collected, who collects it, and when it is collected during the year.
- **Data Source:** a description of where the data is stored, and how it is made available to the program.

Data Element Name	Justification	Collection Schedule	Data Source
Grades	Grades are related to academic achievement	2nd and 4th 9-week periods	District database

Program Operations Improvement Activities

Need A: Identification of Homeless Children and Youth

Easiest to address:

Collaboration with partners in the community would be an easy and productive program challenge for the 2019-2020 school year. The current superintendent has initiated community focus groups including lunch meetings with ministers of local churches and retired Hamilton staff. This challenge was selected because the District is building the capacity for a strong volunteer component with mentors to assist students who are in need of academic assistance. Peer tutoring is also being discussed along with the need for a strong social and emotional learning program and intervention teachers. Homeless students and youth will benefit from the enhanced community outreach and partner collaboration.

Most important to address:

For Hamilton County Schools the most important partner contribution challenge to address in the next year is working with the staff within the LEA to expand their knowledge of homeless children and youth and services available in the district and community at large. This challenge was selected to enhance the LEA's role in serving homeless students and families.

Need B: Regular School Attendance of Homeless Students

Easiest to address:

Collaboration with partners in the community would be an easy and productive program challenge for the 2019-2020 school year. The current superintendent has initiated community focus groups including lunch meetings with ministers of local churches and retired Hamilton staff. The District is building the capacity for a strong volunteer component with mentors to assist students who are in need of academic assistance. Peer tutoring is also being discussed along with the need for a strong social and emotional learning program and intervention teachers. Homeless students and youth will benefit from the enhanced community outreach and partner collaboration.

Most important to address:

For Hamilton County Schools the most important partner contribution challenge to address in the next year is more communication and training with the staff within the LEA to expand their knowledge of homeless children and youth and services available in the district and community at large. This operation was selected because the staff within the LEA is responsible for much of the training for school level staff and community partners. Their knowledge of the programs, policies and procedures needs to be current to meet the state and federal requirements.

Need C: Academic Support of Homeless Students

Easiest to address:

The easiest program operation or partner contribution challenge to address is building the capacity with community partners. This operation was selected because the District HEP program has, over the years, developed a successful training program so that community partners understand the policies of HEP and the ways in which community partners can supplement the services provided to HCY families.

Most important to address:

The most important program partner contribution to address in the next year in order to achieve and sustain a high level of academic performance by homeless children and youth is internal LEA collaboration to target parent

engagement with teachers and continue to support 100% of the identified homeless students who are in need of academic support. This operation was selected because parent engagement in their child's education has continued to be a major challenge for Hamilton County Schools. Special efforts need to be extended to work with HCY families to meet their academic needs and coordinate with other social and economic concerns.

1. **Of the six operational weaknesses identified in the needs assessment, which two will be addressed in Project Year 1? Select one "easy" weakness to address and the "most important" weakness to address. How will the weaknesses be addressed?**

Easiest to address: Need A

Most important to address: Need C

2. **Explain why these were selected and how overcoming these challenges will strengthen the homeless education program (do not describe how you will overcome the challenge).**

In project year 1, Need A was addressed to build the capacity for identification of homeless children and youth and get them enrolled and engaged in school. Need C will provide students the additional academic support, materials, supplies and services to meet state proficiency and graduate from high school ready for post secondary options.

Project Implementation Plan

MVA Compliance and Achievement Summaries

Implementation Narrative

1. **Summarize the LEAs approach to identifying homeless children and youth to meet the provisions of the McKinney-Vento Act and achieve the identification outcome of this project. Include the activities that will be employed (and described in this application) and the roles that will be played by schools staff, district staff, community partners, and the homeless liaison and program staff.**

As students enroll or register to enter school programs during the year, surveys are done as part of the student's school registration packet to assist with identifying homeless children and youth for services. The results of the surveys from each school are used to identify and follow-up with students and youth who are homeless or determined to be homeless following a home visit by the Parent Resource Specialist (outreach liaison). The homeless liaison works with the school administration, guidance staff, classroom teachers, social workers and others as needed in the identification process. Data are collected on MIS. Data are also collected on visitations and services provided to eligible students. On-going training of guidance staff, as well as administration and teachers, and other support staff ensure students are identified and eligible to receive services such as immediate free breakfast and lunch, transportation, clothing, backpacks with school supplies, food, community services and other services needed for students to enter and stay in school. Data are collected on a Federal Programs Survey in the Spring, Visitation logs, Title 1 Parent Involvement Survey that provide information concerning attitudes and services about the educational opportunities for students. The services for students and families are determined by the needs assessment of the student with services such as enrollment, free breakfast and lunch and transportation beginning immediately.

2. **Summarize the LEAs approach to assuring that LEA meets the requirements of the school attendance and participation provisions of the McKinney-Vento Act and achieves the homeless student school attendance outcome of this project. Include the activities that will be employed (and described in this application) and the roles that will be played by schools staff, district staff, community partners, and the homeless liaison and program staff.**

The LEA will work with identified homeless students and youth and their families to provide necessary materials, supplies and services (transportation, food, clothing, medical and social) so the student can attend school on a regular basis. The Parent Resource Specialists, school counselors and social workers will meet with families and work with the Homeless liaison and community partners to meet the immediate needs of the families and children.

3. **Summarize the LEAs approach to supporting the academic progress of homeless students to meet the requirements of the McKinney-Vento Act and achieve the academic progress outcome of this project. Include the activities that will be employed (and described in this application) and the roles that will be played by schools staff, district staff, community partners, and the homeless liaison and program staff.**

Students identified as homeless will receive a backpack with appropriate school supplies for age and grade and other necessary materials and supplies, tutoring, counseling, social and community services to assist them in meeting academic challenges according to their determined needs.

4. **Explain how Title I, Part A funds will be used to meet ESSA Title IX, Part A, provisions to identify homeless children and youth, identify and remove barriers to regular school attendance, and support homeless students in their continued academic progress.**

A process is in place to identify homeless student and enroll them in school within 24 hours. Students have immediate free breakfast and lunch and option for dinner if they remain after school for tutoring or other school activity. Transportation is provided for all students including an activity bus for students who are accessing tutoring or school activities. Students and families receive a message to arrange for a home visit to determine if clothing, hygiene kits, or other supplies are needed. Counselors and the school social worker are made aware of student and family needs to assist in providing classroom support.

5. Explain how Education of Homeless Children and Youth (EHCY) sub-grant funds will supplement or expand the LEA's homeless education program.

The EHCY sub-grant funds will supplement state and local funds and expand the opportunities for services of homeless students in Hamilton County. The expansion of services include: home visits, parent and student contact, tutoring, backpacks, hygiene kits and supplemental core material to assist students to achieve at high levels in classes that provide a pathway to high school graduation.

Title I, Part A Set-Aside Summary

* Amount of the Title I, Part A Homeless Set-Aside for Project Year 2018-2019: \$ 10000.00

1. Indicate how the amount of the Set-Aside was determined (select one).

- ☒ The needs of homeless children and youth were assessed and the LEA set aside funds accordingly.
- ☐ The number of homeless children and youth identified in the previous school year was multiplied by the Title I, Part A per pupil allocation.
- ☐ An amount equal to or exceeding the amount sought for this Education of Homeless Children and Youth sub-grant was set aside.
- ☐ A specific portion of the LEA's Title I, Part A allocation was set aside based on the LEA's poverty level.
- ☐ Other:

2. Describe how the Homeless Liaison will access the funds or services of the Title I, Part A Homeless Set-Aside.

The McKinney-Vento Homeless Liaison will collaborate on ongoing basis with the Title 1 Coordinator and other district staff throughout (year 1) and years 2 and 3, to ensure that students in homeless situations will receive appropriate Title 1 Part A services by 1)meeting on a regular basis to examine the academic, behavioral and attendance of each student who was identified as below state proficiency levels on the state assessment in reading or math and where indicated, the service will be modified to meet the needs of each of each student, 2)Title 1 Coordinator and District Homeless Liaison will meet monthly with Instructional Services Staff and district leadership/management to share program information and provide updates on available resources and needs of homeless children, youth and families. All programs and service available utilizing Title 1 funds as well as other federal, state and local funds, will be used to meet the needs of identified homeless children youth and families. The Hamilton County District Liaison and other staff will be knowledgeable concerning resources both inside and outside the District and will be responsible for communicating this to the schools, students and families.

3. Describe how Title I, Part A Homeless Set-Aside and local funds (not EHCY sub-grant funds) support HCY identification activities.

The Title 1, Part A Homeless Set-Aside and local funds support the identification process through staff who communicate with the school registrars and office staff, collect Residence Forms and verify homeless status, enter data and work with MIS to ensure data are correct and make home visits to build relationships with families.

4. Describe how Title I, Part A Homeless Set-Aside and local funds (not EHCY sub-grant funds) support HCY school attendance and participation.

Title 1, Part A Homeless Set-Aside supports school attendance and participation through the purchase of backpacks with materials and supplies. Home visits by the Parent Resource Specialists provide an opportunity to build relationships with the students and their families. Students are given immediate free breakfast and lunch and transportation services. Local funds provide necessary classroom core materials for students and basic program support necessary for all students.

5. Describe how Title I, Part A Homeless Set-Aside and local funds (not EHCY sub-grant funds) support HCY academic achievement.

The Title 1 Part A Homeless Set-Aside supports academic achievement through purchase of backpacks and supplemental academic materials and supplies. Local and donated funds support academic achievement through payment of registration for events, entry fees and dues for events to enable students to participate in school events.

Homeless Education Activities

Instructions: Complete an Activity Entry Form for each primary homeless education activity to be conducted in 2019-2020 to 1) assure LEA compliance with the provisions of the McKinney-Vento Act and 2) to achieve homeless education outcomes. Together, the activities need to show that the applicant, with the help of sub-grant award, will carry out a homeless education effort that engages resources directly and through collaboration that is relevant to the identified needs of key target populations and will be implemented well enough and broadly enough to achieve annual homeless education objectives. It is expected that some activities will not be supported by EHCY sub-grant project funds, but are necessary to include here to assure that LEA resources are being used in a strategic manner so that homeless children and youth are given the same opportunities to succeed in their education as non-homeless children and youth and that sub-grant funds are being used properly to supplement or expand the LEA's federal homeless education compliance efforts.

Activity: 1													
Outreach to identify homeless children and youth in the community													
Activity Description:	Services, activities, and assistance to attract, engage, and retain homeless children and youths, and unaccompanied youths, in public school programs and services that are also provided to non-homeless children and youths and for which they are eligible.												
Secondary Activities:	Collaboration Outreach and Identification Referral Services to the Community												
Need Area(s) this activity will address:	Need A: Identification and Enrollment												
Activity Target Group(s):	Homeless Children and Youth												
Activity Reach:	This activity will involve 335 of all identified homeless students who enroll in Hamilton County Schools.												
Implementation Summary:	Students will be identified through the enrollment process during registration of the student at each school. Special materials or supports that will be used are: brochures, flyers, posters and communication supports that define homelessness and provide phone numbers and other information to students, families and community. The Homeless Liaison and program staff will work with the school staff in the LEA and community partners to ensure identification and attendance procedures are communicated.												
Annual Implementation Timeline													
Months in which Activity-related tasks will be conducted.													
Need Area	N/A	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Identification	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Documentary Evidence:	Dated and labeled attendance record Dated and labeled articles, letters, emails and/or other communications Dated and labeled action record Dated and labeled receipts Dated and labeled data reports Handouts												
Activity Resources													
Title I, Part A Homeless Set-Aside:	Backpacks, school supplies and supplemental reading materials												

Other funding sources:	State and local funds, other federal funds are used to purchase additional supplemental materials and supplies. Local and donated funds support academic achievement through payment of registration for events, entry fees and dues for events to enable students to participate in school events.
Leveraged/Donated support:	Clothing, Uniforms for Sports, etc.

Related Budget Items

Function Code	Object Code	Object Title	Description	FTE	Amount	% Allocated
6110	160	Other Support Personnel	Other Support Personnel Salary for one part-time Parent Resource Specialist (.5) to provide administrative, community referral service/outreach (including activities or referrals for families experiencing domestic violence and data entry support to HEP)	0.500	13794.00	100.00
6110	210	Retirement	Retirement at 8.47% for part-time Parent Resource Specialist (.5)	0.000	1169.00	100.00
6110	220	Social Security	Social Security at 6.2% for Parent Resource Specialist (.5)	0.000	856.00	0.00
6110	221	Medicare	Medicare/FICA at 1.45% for Parent Resource Specialist (.5)	0.000	201.00	0.00
6110	230	Group Insurance	Group Insurance for Parent Resource Specialist. Group Insurance is \$5,000 per year for full-time benefits and \$2,500 for .5 employee benefits.	0.000	2500.00	100.00
6110	240	Workers Compensation	Workers Compensation for Parent Resource Specialist (.02)	0.000	276.00	100.00
6110	390	Other Purchased Services	Other Purchased Services Printing of outreach materials, letters, post cards for homeless children, youth and families to communicate program information (Home-School Connection Program) 335 students X \$1.55	0.000	519.25	100.00
6150	160	Other Support Personnel	Other Support Personnel part-time homeless liaisons (2) to work with homeless students and parents as a link between school and place of residence a total of 381 hours @approximately \$13.50	0.260	5143.50	100.00
6150	210	Retirement	Retirement 8.47% for two part-time homeless liaisons	0.000	436.00	100.00

6150	220	Social Security	Social Security 6.2% for (2) homeless liaisons	0.000	319.00	100.00
6150	221	Medicare	Medicare/FICA at 1.45% for (2) homeless liaisons	0.000	75.00	100.00
6150	240	Workers Compensation	Workers compensation for two (2) part-time homeless liaisons (.02)	0.000	103.00	100.00
6150	330	Travel	Travel for homeless community liaison to attend homeless related meetings to Lake City Homeless Services Network of Suwanee Valley (.20 per mile X 500 miles =\$100) collaborate with community partners, workshops and statewide conferences FASFEPA, NAECHY, ECTAC, Homeless Conference (2 liaisons X \$356.00 =\$712=\$1,424 to include registration, per diem, hotel and travel) so as to heighten awareness of homelessness in schools and provide district and staff technical assistance through distribution of materials and home visits	0.000	1636.78	100.00

Activity: 2

Educational support services

Activity Description:	Tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of the same challenging State academic content standards and challenging State student academic achievement standards the State establishes for other children and youths.
Secondary Activities:	Collaboration Expedited Evaluation of Educational Needs Extraordinary or Emergency Assistance Referral Services to the Community
Need Area(s) this activity will address:	Need C: Academic Support
Activity Target Group(s):	Students identified as homeless and in need of academic support services. Tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of the same challenging State academic content standards and challenging State student academic achievement standards the State establishes for other children and youths.
Activity Reach:	This activity will impact 335 eligible homeless students through supplemental academic support; materials and supplies, tutoring, home visits with supplemental reading materials.
Implementation Summary:	1)The primary tasks or components of the activity include supplemental materials and supplies for academic support 2) Special materials or instructional supports will include: tutoring, mentoring, backpacks with supplemental classroom supplies, reading materials, math materials and services to enable students to

	participate in school activities. 3)The homeless liaison and program staff will work with the school staff and community partners to fully implement the academic support system including training for carrying out the defined roles.
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Annual Implementation Timeline

Months in which Activity-related tasks will be conducted.

Need Area	N/A	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Identification	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academics	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Documentary Evidence:	Dated and labeled Sign-in sheets Dated and labeled attendance record Dated and labeled session record
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Activity Resources

Title I, Part A Homeless Set-Aside:	Supplemental academic support materials and supplies for tutoring and classroom support
Other funding sources:	State and local funds will be used to purchase materials and supplies and services necessary for academic success. Other federal funds (Title grants I, III, IV, V), staff to serve students and families, entry fees for field trips to museums and other educational opportunities. Assessment fees ACT, SAT for college and career ready when waiver funds are depleted. Foundation grants to support graduation coaching, materials and supplies for students, families and schools.
Leveraged/Donated support:	Dues and fees and other support needed to attend activities not allowable through state and local or federal funding sources

Related Budget Items

Function Code	Object Code	Object Title	Description	FTE	Amount	% Allocated
5100	120	Classroom Teachers	Classroom Teachers (2) Highly Qualified teachers to tutor 25 elementary/middle/high school homeless children in identified areas of need for a total of 71.5 hours at an average rate of \$30/hour	0.110	2145.00	100.00
5100	210	Retirement	Retirement for extended day/extended year highly qualified teacher tutors at 8.47%	0.000	182.00	100.00
5100	220	Social Security	Social Security for extended day/extended year highly qualified teacher tutors at 6.2%	0.000	133.00	100.00
5100	221	Medicare	Medicare for extended day/extended year highly qualified tutors at 1.45%	0.000	32.00	100.00
5100	240	Workers Compensation	Workers Compensation for extended day/extended year highly qualified teacher tutors .002	0.000	43.00	100.00

5100	330	Travel	Travel for extended day/extended year teacher tutors to enable the tutor to meet with students and families. 75 gallons of gas @ approximately \$4.00 per gallon.	0.000	300.00	100.00
5100	510	Supplies	Supplemental Instructional materials and supplies for 335 homeless students identified on survey 5 from 2017-2018 above and beyond those provided by Title 1 for comparable services for homeless students. Estimated per pupil amount of \$12.01 for materials for the extended day/extended year programs and home based program including backpacks, reading, math, science and other general school supplies.	0.000	3830.42	100.00
6110	160	Other Support Personnel	Other Support Personnel Salary for one part-time Parent Resource Specialist (.5) to provide administrative, community referral service/outreach (including activities or referrals for families experiencing domestic violence and data entry support to HEP)	0.500	13794.00	100.00
6110	210	Retirement	Retirement at 8.47% for part-time Parent Resource Specialist (.5)	0.000	1169.00	100.00
6110	220	Social Security	Social Security at 6.2% for Parent Resource Specialist (.5)	0.000	856.00	0.00
6110	221	Medicare	Medicare/FICA at 1.45% for Parent Resource Specialist (.5)	0.000	201.00	0.00
6110	230	Group Insurance	Group Insurance for Parent Resource Specialist. Group Insurance is \$5,000 per year for full-time benefits and \$2,500 for .5 employee benefits.	0.000	2500.00	100.00
6110	240	Workers Compensation	Workers Compensation for Parent Resource Specialist (.02)	0.000	276.00	100.00
6110	390	Other Purchased Services	Other Purchased Services Printing of outreach materials, letters, post cards for homeless children, youth and families to communicate program information (Home-School Connection Program) 335 students X \$1.55	0.000	519.25	100.00
6150	160	Other Support Personnel	Other Support Personnel part-time homeless liaisons (2) to work with homeless students and parents as a link between	0.260	5143.50	100.00

			school and place of residence a total of 381 hours @approximately \$13.50			
6150	210	Retirement	Retirement 8.47% for two part-time homeless liaisons	0.000	436.00	100.00
6150	220	Social Security	Social Security 6.2% for (2) homeless liaisons	0.000	319.00	100.00
6150	221	Medicare	Medicare/FICA at 1.45% for (2) homeless liaisons	0.000	75.00	100.00
6150	240	Workers Compensation	Workers compensation for two (2) part-time homeless liaisons (.02)	0.000	103.00	100.00
6150	330	Travel	Travel for homeless community liaison to attend homeless related meetings to Lake City Homeless Services Network of Suwanee Valley (.20 per mile X 500 miles =\$100) collaborate with community partners, workshops and statewide conferences FASFEPA, NAECHY, ECTAC, Homeless Conference (2 liaisons X \$356.00 =\$712=\$1,424 to include registration, per diem, hotel and travel) so as to heighten awareness of homelessness in schools and provide district and staff technical assistance through distribution of materials and home visits	0.000	1636.78	100.00

LEA Program Operations Activities

Instructions: Provide the following information:

Project Management

1. Who will manage the EHCY sub-grant project?

The EHCY sub-grant project will be managed by the Coordinator of Federal Programs.

2. Describe the tasks that will be conducted by the EHCY sub-grant Project Manager, e.g., staff supervision, report writing, administration, dispute resolution, etc.?

The tasks that will be conducted by the EHCY sub-grant Project Manager will include: Staff supervision, report writing, administration of total project, dispute resolution, Communication with FDOE, School Board, Superintendent and community partners.

Staffing

3. How will the homeless education staffing change under this sub-grant proposal?

The homeless education staffing will remain the same as 2018-2019 for the 2019-2020 school year. The sub-grant will be managed by the District Coordinator who also manages Title 1, Part A. The project will have a Parent Resource Specialist funded (.5) with EHCY funds and (.5) with Title 1 funds to work with identification of students and families; make home visits and coordinate with community agencies. A second Parent Resource Specialist paid with other federal funds is located at the school site to assist with Migrant and ELL students and parents to address needs of parents who speak Spanish. Other part-time support personnel (2 homeless liaisons) will work with homeless students and parents as a link between school and place of residence to make home visits and disseminate supplemental academic materials.

4. How will this staffing change enhance the capacity for the LEA to achieve the outcomes in the priority need area(s) identified above?

The staff will allow the LEA to maintain the current program and work with schools, and District staff to build the capacity to achieve the priority needs and outcomes. The District's first priority is the safety and well being of the students and families. This sets an expectation to enhance the the capacity for the LEA to achieve outcomes in the priority and identified need areas by setting the needs of the students and families. Families who are in need of housing, utilities, food, clothing or other needs are given immediate assistance through donated funds or community referral.

Program Operations Improvement Activities

5. The following operational challenges were identified in the Program Design to address during the project.
a. Easiest to address:

Collaboration with partners in the community would be an easy and productive program challenge for the 2019-2020 school year. The current superintendent has initiated community focus groups including lunch meetings with ministers of local churches and retired Hamilton staff. This challenge was selected because the District is building the capacity for a strong volunteer component with mentors to assist students who are in need of academic assistance. Peer tutoring is also being discussed along with the need for a strong social and emotional learning program and intervention teachers. Homeless students and youth will benefit from the enhanced community outreach and partner collaboration.

b. Most important to address:

The most important program partner contribution to address in the next year in order to achieve and sustain a high level of academic performance by homeless children and youth is internal LEA

collaboration to target parent engagement with teachers and continue to support 100% of the identified homeless students who are in need of academic support. This operation was selected because parent engagement in their child's education has continued to be a major challenge for Hamilton County Schools. Special efforts need to be extended to work with HCY families to meet their academic needs and coordinate with other social and economic concerns.

6. How will the challenges be addressed in 2019-2020?

a. Easiest to address:

Collaboration with partners in the community would be an easy and productive program challenge for the 2019-2020 school year. The current superintendent has initiated community focus groups including lunch meetings with ministers of local churches and retired Hamilton staff that will continue in the 2019-2020 school year. This challenge was selected because the District is building the capacity for a strong volunteer component with mentors to assist students who are in need of academic assistance. Peer tutoring is also being discussed along with the need for a strong social and emotional learning program for all grade levels and intervention teachers for targeted students. Homeless students and youth will benefit from the enhanced community outreach and partner collaboration.

b. Most important to address:

The most important program partner contribution to address in the next year in order to achieve and sustain a high level of academic performance by homeless children and youth is internal LEA collaboration to target parent engagement with teachers and continue to support 100% of the identified homeless students who are in need of academic support. This operation was selected because parent engagement in their child's education has continued to be a major challenge for Hamilton County Schools. Special efforts need to be extended to work with HCY families to meet their academic needs and coordinate with other social and economic concerns.

Evaluation Plan

Standard Evaluation Plan

The LEA will implement the following Standard Evaluation Plan:

1. The LEA will collect the following information as each project activity is implemented, document as described in the approved Project Implementation Plan, and report on project activities by need area in Project Progress Reports and Project End-of-Year Reports:
 - o Title of activity
 - o Name of the lead staff for the activity
 - o Number of events.
 - o A description of the participants or recipients
 - o The number of participants or recipients
 - o Deliverables completed
 - o Narrative Summary
2. The LEA will collect the data necessary to calculate the annual progress toward the Project Outcomes and related annual objectives for Need A, Need B, and Need C as described in the approved Project Implementation Plan. The LEA will report accordingly in the Project Progress and Project End-of-Year Reports:
 - o Title of the project outcome
 - o Baseline (2012-2015 average), Year 1, Year 2, Year 3
3. The LEA will collect the data to calculate the annual progress toward standard indicators and related annual targets for Need D and Need E, as described in the approved Project Implementation Plan. The LEA will report accordingly in the Project Progress and Project End-of-Year Reports:
 - o Title of standard per approved application
 - o Baseline, per approved application, Year 1, Year 2, Year 3
4. Identify who will be responsible for collecting the evaluation data, describe additional evaluation activities that will be conducted(not required), and describe how and when evaluation data will be collected and stored.

The evaluation will comply with the guidelines of the Standard Evaluation Plan. 1. Collect documentation information for each project activity that will include: Title of activity, lead staff, number of events, participants or recipients, deliverables completed and a descriptive summary. 2. Collect or request from the district's MIS Office for data to calculate the annual progress toward Program Outcomes and related annual objectives for Need A, B and C. Reports will include the title of the project outcome and baseline information. 3. Collect data to track activities, beneficiaries of activities, and the schedule of activities. Reports will include: number of activities conducted, number of persons benefiting from each activity, and the dates of the activities. 4. The Coordinator of Federal Programs, Hamilton County, will be responsible for managing all data collection activities. An external evaluator will assist in the processing and analysis of program records and student achievement records. Data to calculate the annual progress toward the Project Objectives for Needs A-C and the standard indicators for Needs A, B and C will be accessed from the district's MIS Dept. and the FDOE, if available. All data will be collected from Year 1, Year 2, and Year 3 and any files will be stored in a secure location in the district's office. Any electronic files will be password protected.

Project Summary

Introduction

In the narrative, be succinct while letting your passion shine through, and covering the main parts of the proposal: needs, goals and outcomes, approach, and budget. The LEA Profile will give them context and the narrative is an opportunity to make a good first impression. While this section will not be scored, it will give the application reviewers and other readers a first impression.

Instructions

The purpose of the Project Summary is to answer two basic questions:

1. What is the project designed to do? (That is, what outcomes will be achieved?)
2. What will be implemented to achieve those outcomes? (That is, what kind of activities will be conducted with key target groups?)

A Project Summary for all three years of the project period is required to be considered for a sub-grant award. For the purpose of the initial application, summarize the project elements for all three project years. Summarize year one and then note anticipated changes to the project's goals, objectives, activities, or outcomes for the succeeding years.

Keep in mind that application reviewers will have familiarity with homeless education, but not necessarily with Florida's communities or school districts. Write the summary so that it accurately reflects the content of the rest of the application. **STRONG SUGGESTION:** Write the Project Summary after all other sections have been completed.

Suggested information to include in the Project Summary information:

- the trends of homelessness in your county/community, the needs of homeless families with school-age children, and the community's response to these needs
- the trends of the homeless student population enrolled in your LEA and their needs
- strengths of the LEA's homeless education program
- the outcomes the project is designed to achieve by the end of three years
- strategies that will be applied to achieve the outcomes
- partnerships within the LEA and the community that will contribute to the success of the project

Project Narrative Summary (Responses for all three years must be provided to be considered for grant.)

Year 1

The Hamilton County School District will identify, enroll and provide services to children and families who are homeless through effective educational programs and community services during the 2018-2019 school year. A large number of school-age children and youth in the school district of Hamilton County, Florida lack permanent and affordable housing. 2017-2018 Survey 5 data indicate 335 identified homeless children and youth enrolled in Hamilton County schools in pre-k through grade 12 indicating about the same identified students since 2015-2016 per trend data. The percent of students in this rural area is approximately 27.7% of the student population and over the state average. Homelessness and instability, according to research, impact students in several areas: academic instability, personal needs (food, school supplies, school uniforms), transportation, and increased physical and mental health issues. The Hamilton County School District's plan for assisting homeless children will focus mainly on three goals: a) create academic stability for homeless children and youth b) meet the personal and health needs of homeless children and youth c) increase community awareness. In order to reach these goals, we have targeted objectives that include: 1) implementing an effective identification process of homeless children and youth 2) continue enrollment procedures that expedite access to educational opportunities and remove traditional barriers 3) provide tutoring and supplemental assistance and materials for students and families 4) facilitate staff development on issues affecting the homeless 5) provide transportation services to increase attendance and school stability 6) network between schools, outside agencies and support services and 7) promote community awareness of the homeless situation in Hamilton County. To address some of the immediate needs of the

homeless children, youth and families, the district will initiate a variety of activities such as: after school tutoring and small-group instruction, home visits, provision of school supplies and school uniform and will continue to collaborate with community resources to provide for the physical and mental health of the children and families. With the establishment of a continuum of care, expected outcomes will include lack of enrollment delays, increased academic achievement in reading and math, and improved number of students remaining in school and graduating from high school. Additionally, this program will address the "whole child" and will expand to assist families in transition through strong community collaboration. Stronger linkages among community systems augment a student's sense of belonging and connection to school. Home visits will increase family relationships and encourage parental involvement and provision of needed services. A coordinated awareness campaign will focus on development and dissemination of materials (posters, brochures, flyers) in both English and Spanish.

Year 2

In year two, 2019-2020 the district will review program outcomes and student data and make modifications to the program as we continue to focus on each of the seven components that include: 1)continue identification process of homeless children and youth; 2)provide enrollment procedures that expedite access to educational opportunities to remove traditional barriers; 3)provide reading and math tutoring and educational materials; 4)facilitate staff development on issues affecting the homeless; 5) provide transportation services to increase attendance and academic, social and emotional stability; 6)implement networking between schools, outside agencies, and support services; and 7)promote community awareness of the homeless situation in Hamilton County. The District will continue to offer a variety of academic activities (tutoring and small group instruction) and will continue to collaborate with community resources to provide for the emotional, physical and mental health of the students. We will build on the continuum of care and our expected outcomes will include a lack of enrollment delays, increased academic achievement and increase graduation rate and number of students remaining in school. Additionally, this program will address the child and family and will expand to assist families in transition through strong community collaboration. The data collected during year 1, 2018-2019 school year, will be used to monitor and evaluate the services in order to make modifications to the program and ensure that our program is meeting the needs of the students and families. We will review our first year efforts to improve parental involvement and linkages to services and use feedback from our parents to make necessary changes to ensure their involvement in the education of their children. We will review the efforts of the coordinated awareness campaign and determine the changes needed to ensure the development and dissemination of materials, in both English and Spanish, are effective and increase the awareness within the district and community to meet the needs of the homeless families.

Year 3

In year three 2020-2021 the district will review program outcomes and student data and make modifications to the program as we continue to focus on each of the seven components that include 1)continue identification process of homeless children and youth; 2)implement enrollment procedures that expedite access to educational opportunities to remove traditional barriers; 3)provide reading and math tutoring and educational materials; 4)facilitate staff development on issues affecting the homeless; 5) provide transportation services to increase attendance and academic, social and emotional stability; 6)implement networking between schools, outside agencies, and support services; and 7)promote community awareness of the homeless situation in Hamilton County. The District will continue to offer a variety of academic activities (tutoring and small group instruction) and will continue to collaborate with community resources to provide for the emotional, physical and mental health of the students. We will build on the continuum of care and our expected outcomes will include a lack of enrollment delays, increased academic achievement and increase graduation rate and number of students remaining in school. Additionally, this program will address the "whole child" and will expand to assist families in transition through strong community collaboration. The data collected during year 1, 2018-2019 school year, and year 2, 2019-2020 school year, will be used to monitor and evaluate the services in order to make modifications to the program and ensure that our program is meeting the needs of the students and families. We will review our first year efforts to improve parental involvement and linkages to services and use feedback from our parents to make necessary changes to ensure their involvement in the education of their children. We will review the efforts of the coordinated awareness campaign and determine the changes needed to ensure the development and dissemination of materials, in both English and Spanish, are effective and increase the awareness within the district and community to meet the needs of the homeless families.

Strategic Imperatives, Executive Order, GEPA

Support for Strategic Imperatives

Instructions: Incorporate one or more of the Priorities included in Florida's State Board of Education Strategic Plan For the Public School System and The Florida College System. Select at least one PreK-12 Student Priority below and describe how it is incorporated. See this link for details: <http://www.fl DOE.org/core/fileparse.php/7734/urlt/0075039-strategicv3.pdf>

Criteria: The applicant has included effective methods for incorporating one or more of the Priorities from Florida's State Board of Education Strategic Plan For the Public School System and The Florida College System.

PreK-12 Student Priorities	Description of Incorporation
Increase the percentage of students performing at grade level	The Hamilton County School District will address increasing the percentage of students performing at grade level in reading in the following ways: •Implementing professional development activities for school staff based on the Just Read, Florida! reading strategies utilizing Florida Standards and text complexity •Using data management systems to monitor progress and evaluate student achievement •Monitoring the implementation of the core reading program and supplemental reading program •Offering family literacy workshops and activities •Using screening, diagnostic, and monitoring assessments such as iReady, STAR and Performance Matters •Implementing a 90 minute reading block in elementary schools; reading classes in high school •Providing grade 3 summer reading camps for students scoring below level 2 on FSA •Providing intervention programs – iReady, Accelerated Reader, classroom libraries, Reading A to Z, Leveled Literacy Intervention (LLI) and take home reading materials •Tutoring for homeless students who are struggling to meet state standards offered after school, on weekends and during the summer via digital and other methods of instructing the student.
Expand STEM-related educational opportunities	STEM: The Hamilton County School District will address math and science through the implementation of Science, Technology, Engineering and Mathematics (STEM) initiatives and provide curriculum and instructional strategies following the Florida Standards. This project will support and provide research-base core supplemental math activities that will enable students to reach proficiency levels (proficiency on state assessments) in math and science or pass the EOC exams. To ensure success, the district will: 1) implement professional development activities for school staff based on Florida Standards and STEM strategies 2) Use data management systems to monitor progress and evaluate student achievement 3) Monitor the implementation of the core math program 4) Use screening, diagnostic, and monitoring assessments, such as, Performance Matters 5) Provide classroom differentiated instruction and intervention programs 6) Provide tutoring for students who are struggling to meet state standards offered after school and during weekends and summer 7) Provide supplemental materials in mathematics and science for students to take home and provide home visits for families to assist them in helping their children master the challenging curriculum. The School Improvement Plans and core program will be implemented to provide research-based math instruction and intervention strategies to meet the needs of students.

Executive Order

Instructions: Read the statement on Executive Order 11-116 and then select the checkbox to continue.

- ☒ The employment of unauthorized aliens by any contractor is considered a violation of Section 274A (e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-Verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the Contract term, (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term.

General Education Provisions Act (GEPA)

Instructions: Provide a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details refer to URL: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>.

In accordance with the requirements of Section 427 of the General Education Provisions Act (GEPA), Public Law 103-381, the Hamilton County School District will provide equitable access to all programs and services. This includes ensuring freedom from barriers related to the following six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, each school will determine whether these or other barriers prevent stakeholders from accessing or participating in Career and Technical Education (CTE) or related activities. Every effort will be made by the Hamilton County School District to address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the programs and to achieve high standards. Consistent with program requirements and the approved application, the Hamilton County School District will also work in conjunction with local entities to increase

awareness of the needs and abilities of individuals with disabilities in an effort to assist in eliminating barriers. Special activities support this claim include: differentiating instruction, professional development, multi-lingual resources as appropriate, providing appropriate modifications and accommodations within the curriculum recruiting students for nontraditional fields, providing career information for stakeholders and other initiatives supporting access to all programs and services.