

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Hamilton County School District	2 PROJECT NUMBER 240-1278B-8CH01		
3 PROJECT/PROGRAM TITLE Title IX Part A Homeless Children and Youths <p style="text-align: right;">TAPS 18A006</p>	4 AUTHORITY 84.196A Title IX Part A Homeless ESSA USDE or Appropriate Agency FAIN#: S196A170010		
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2017 - 06/30/2018 Program Period: 07/01/2017 - 06/30/2018		
7 AUTHORIZED FUNDING Current Approved Budget: \$44,100.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$44,100.00	8 REIMBURSEMENT OPTION Federal Cash Advance		
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: <u>06/30/2018</u> Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2018</u> Last date for receipt of proposed budget and program amendments: <u>05/31/2018</u> Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: Federal Award Date : <u>07/01/2017</u> 			
10 DOE CONTACTS Program: Skip Forsyth Phone: (850) 245-0089 Email: Skip.Forsyth@fldoe.org Grants Management: Unit A (850) 245-0496	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> Comptroller Office Phone: (850) 245-0401 </td> <td style="width: 50%; border: none;"> Duns#: 121892491 FEIN#: F596000629013 </td> </tr> </table>	Comptroller Office Phone: (850) 245-0401	Duns#: 121892491 FEIN#: F596000629013
Comptroller Office Phone: (850) 245-0401	Duns#: 121892491 FEIN#: F596000629013		
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. 			
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;"> 12 APPROVED: <div style="text-align: center; margin-top: 20px;"> <p>Authorized Official on behalf of Pam Stewart Commissioner of Education</p> </div> </div> <div style="width: 45%; text-align: center;"> <div style="font-size: 1.5em; margin-bottom: 5px;">9/13/17</div> <p>Date of Signing</p> </div> <div style="width: 10%; text-align: right;"> <p style="font-size: 0.8em;">FLORIDA DEPARTMENT OF EDUCATION fldoe.org</p> </div> </div>			

**INSTRUCTIONS
PROJECT AWARD NOTIFICATION**

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

REVIEW FOR COMPLIANCE WITH SENATE BILL 2386

(Sections 8, 9, and 25, Chapter 2011-151, Laws of Florida)

2017-18 Discretionary Advance Payment Project Applications

Required for Discretionary, Non-Competitive Projects of \$35,000 or more

Fiscal Agent: Hamilton Date Rec'd in DOE: 05/02/2017

Program/Project Name: Title IX, Part A - Education of Homeless Children and Youth Project - Year 3

Project Number(s): (#) 240-1278B-8CH01 (#) _____ (#) _____

TAPS Number(s): (#) 18A006 (#) _____ (#) _____

(1) Scope of Work that clearly establishes all of the tasks required to be performed:

Refer to:

The Request for Proposal (RFP) outlines the expected goals and measurable objectives, anticipated outcomes, timelines, activities, and deliverables, for each year of the three-year project.

(2) Maintenance of documentation by recipient to evidence the completion of tasks:

Refer to:

Signed General Assurances, Terms, and Conditions for Participation in Federal and State Programs

(3) Specific deliverables, to be accepted in writing prior to payment, that are directly related to the task(s) specified in the scope of work, identify the minimum level of service to be performed, and are quantifiable, measurable, and verifiable:

Refer to:

Not applicable. On-line reporting required monthly to record expenditures. End-of-Year report required for each year of grant.

(4) Criteria that will be used by the Department to determine successful performance:

Refer to:

The expected objectives, anticipated outcomes, timelines, activities, and deliverables identified in the RFP will be used to determine successful performance. Projects will report on the status of project tasks/activities at least twice per year.

Staff will review this reporting semi-annually.

(5) Financial consequences that may be applied if the contractor fails to perform (to be included on the DOE 200):

Failure to perform the tasks or submit deliverables as specified in the approved Project Application will result in a partial payment or nonpayment, as appropriate.

(6) Provision addressing the property rights of intellectual property related to the contract, and specific rights of the state if the contractor fails to provide the services or is no longer providing services:

<u>Not applicable</u>	<input checked="" type="checkbox"/>
<u>Project application will be revised to address this issue</u>	<input type="checkbox"/>

Refer to:

John R. Forsyth

DOE 950 (Created 7/10)
July 2010

Signature/Date:

7/13/17

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

 2017 MAY -2 AM 8:54
 CONFIDENTIAL

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 2017-2018 TAPS NUMBER: 18A006	DOE USE ONLY Date Received <hr/> Project Number (DOE Assigned) 240-1278B-8CH01								
B) Name and Address of Eligible Applicant: Hamilton County District School Board 5683 US Highway 129 South Suite 1 Jasper, 32052										
C) Total Funds Requested: \$ 44,100.00 DOE USE ONLY Total Approved Project: \$ 44,100.00	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> Contact Name: Phyllis Porter </td> <td style="width: 40%;"> Telephone Numbers: 386-792-7807 </td> </tr> <tr> <td> Fiscal Contact Name: Michael Vinson </td> <td></td> </tr> <tr> <td> Mailing Address: 5683 US Highway 129 South Suite 1 Jasper, 32052 </td> <td> E-mail Addresses: phyllis.porter@hamiltonfl.com </td> </tr> <tr> <td> Physical/Facility Address: 5683 US Highway 129 South, Suite 1 Jasper, 32052 </td> <td> DUNS number: 121892491 FEIN number: 59-6000629 </td> </tr> </table>		Contact Name: Phyllis Porter	Telephone Numbers: 386-792-7807	Fiscal Contact Name: Michael Vinson		Mailing Address: 5683 US Highway 129 South Suite 1 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: 59-6000629
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Physical/Facility Address: 5683 US Highway 129 South, Suite 1 Jasper, 32052	DUNS number: 121892491 FEIN number: 59-6000629									
CERTIFICATION										
<p>I, <u>Rex L. Mitchell</u>, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</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>E) <u><i>Rex L. Mitchell</i></u> Signature of Agency Head</p>										



**FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM -**

Title IX, Part A Education of Homeless Children and Youth Project 2015-2018: Year 3

A) NAME OF ELIGIBLE RECIPIENT: **Hamilton County District School Board**

B) Project Number (DOE USE ONLY): **240-1278B-8CH01**

E) TAPS Number 18A006

count	Activity	Function	Object	Account Title and Description	FTE	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 Highly qualified teachers (4) to tutor 25 elementary/middle/high school homeless children in identified areas of need for a total of 143 hours at an average rate of \$30/hour.	0.110	\$ 4,290.00	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 7.52%	0.000	\$ 323.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3	Educational Support Services	5100	220	Social Security and Medicare- for extended day/extended year highly qualified tutors at 6.2% for Social Security and 1.45% for Medicare	0.000	\$ 328.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4	Educational Support Services	5100	240	Workers Compensation for extended day/extended year highly qualified teacher tutors at 2%	0.000	\$ 33.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5	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"/>
6	Parent Education and Training	5100	330	Travel for community liaison to meet with students and families. 25 gallons of gas @ approximately \$4.00 per gallon.	0.000	\$ 100.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
7	Educational Support Services	5100	360	Rentals online services, Rosetta Stone software for online reading for homeless students and youth and families 10 students X \$50.00 per student for times when the students are not in school.	0.000	\$ 500.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
8	School Supplies	5100	510		0.000	\$ 4,119.51	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

				Supplies Supplemental Instructional materials and supplies for 335 homeless students identified on survey 5 from 2015-2016 above and beyond those provided by Title 1 for comparable services for homeless students. Estimated per pupil amount of \$11.86 for materials for the extended day/extended year program and home based program including backpacks, reading, math, science and other general school supplies.						
9	School Supplies	5100	510	Supplies Provision of extraordinary or emergency assistance or supplies such as personal care, hygiene items and uniform clothing to enable homeless students to attend school.	0.000	\$ 1,706.49	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
10	Educational Support Services	5100	730	Dues and Fees for students to take additional SAT, ACT tests @ \$ 50.00 each once waivers/exemptions have been exhausted or prep materials and to attend instructional programs and events to help them remain engaged in activities and attend school, community events such as: plays, museums and educational opportunities.	0.000	\$ 500.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
11	Manage and Coordinate Project Activities	6110	160	Other Support Personnel Salary for one part-time Parent Resource Specialist (.5) to provide administrative, community referral services/outreach (including activities or referrals of families experiencing domestic violence) and data entry support to HEP.	0.500	\$ 13,392.00	50.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
12	Manage and Coordinate Project Activities	6110	210	Retirement 7.52% for part-time Parent Resource Specialist	0.000	\$ 1,008.00	50.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
13	Manage and Coordinate Project Activities	6110	220		50.000	\$ 1,025.00	50.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

				Social Security 6.2% and 1.45% for Medicare for Parent Resource Specialist						
14	Manage and Coordinate Project Activities	6110	230	Group Insurance for part-time Parent Resource Specialist. Group Insurance is \$4,000 per year for full-time employee and \$2,000 for .5 employee.	0.000	\$ 2,000.00	50.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
15	Manage and Coordinate Project Activities	6110	240	Workers Compensation .0075 for Parent Resource Specialist	0.000	\$ 101.00	50.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
16	Educational Support Services	6110	390	Contracted Services to work part-time, hourly to work with homeless students and parents.	0.000	\$ 1,000.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
17	Outreach and Identification	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	\$ 520.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
18	Educational Support Services	6110	622	Audio Visual Materials Non-Capitalized 5 educational CDs at approximately \$15 each = \$75 and small globes and audio visual materials for teacher and liaison use with students and parents for tutoring and educational activities at approximately \$25.00.	0.000	\$ 100.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
19	Educational Support Services	6110	642	Furniture, Fixtures and Equipment Non-Capitalized 2 DVD players @ approximately \$100 each = \$200, for teacher and liaison to use with students and parents for tutoring and other educational activities	0.000	\$ 200.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
20	Outreach and Identification	6150	160	Other Support Personnel part-time homeless liaisons (3) to work with homeless students and parents as a link between school and place of residence a total of 572 hours @ approximately \$13.50 hourly rate.	0.360	\$ 7,722.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
21	Outreach and Identification	6150	210		0.000	\$ 581.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

				Retirement 7.52% for three part-time homeless liaisons						
22	Outreach and Identification	6150	220	Social Security 6.2% for (3) homeless liaisons FICA and 1.45% for Medicare	0.000	\$ 591.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
23	Outreach and Identification	6150	240	Workers Compensation .0075 for three (3) para homeless liaisons	0.000	\$ 58.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
24	Professional Development	6150	330	Travel for homeless liaisons 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, and NAECHY, ECTAC, Homeless Conference (2 liaisons X \$255.50= \$511 per conference. 2 conferences X \$511= \$1,022 to include registration, per diem, hotel, and travel) so as to heighten awareness of homelessness in schools and provide district and staff technical assistance.	0.000	\$ 1,122.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
25	Manage and Coordinate Project Activities	7200	790	Miscellaneous Expenses- Indirect Cost PLAN B at 6.00% Negotiated Rate	0.000	\$ 2,480.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Total:						\$ 44,100.00				

DOE 101 S



Pam Stewart, Commissioner

Max
 4,380.00
 43,800.00
 2,479.25
 *

44,100.00
 100.00
 200.00
 43,800.00
 *

INDIRECT COSTS
 PLAN B
 0.00

44,100.00
 3.00
 1,323.00
 *

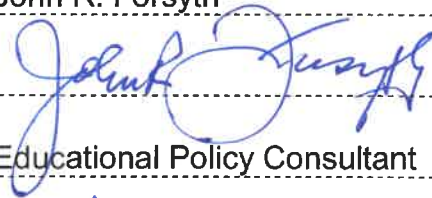
Excess Costs
 of Transportation
 0.00

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.

Printed Name:

John R. Forsyth

Signature:**Title:**

Educational Policy Consultant

Date:

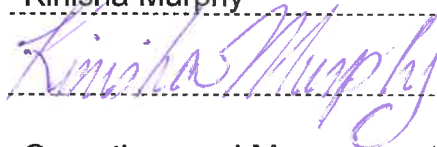
7/13/2017

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.

Printed Name:

Kinisha Murphy

Signature:**Title:**

Operations and Management Consultant I

Date:

08/29/2017

Assurances and Reporting Outcomes

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 paragraph (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.
- 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.

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

Reporting Outcomes

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

- The LEA will report on required data for the Consolidated State Performance Report.
- The LEA will maintain documentation of each activity implemented using these funds for onsite, desktop, or self-certification monitoring.
- The LEA will submit Sub-grant Progress Reports for Year 1 and Year 2 that include actual year-to-date counts of activities, participants, and outcomes.
- The LEA will submit End-of-Year Reports that include annual final counts of activities, participants, and outcomes.

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

Project Abstract or Summary

Year 1

The Hamilton County School District proposes to identify, enroll and provide services to children and families who are homeless through effective educational programs and community services during the 2015-2016 school year. A large number of school-age children and youth in the school district of Hamilton County, Florida lack permanent and affordable housing. 2013-2014 Survey 5 data indicate 233 identified homeless children and youth enrolled in Hamilton County schools in pre-k through grade 12. The percent of students in this rural area is approximately 14% of the student population and over the state average of 10%. 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) implementing 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) implement networking 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 uniforms 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, 2016-2017 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 "whole child" and will expand to assist families in transition through strong community collaboration. The data collected during year 1, 2015-2016 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 2017-2018 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

Title IX, Part A Education of Homeless Children and Youth
Hamilton County District School Board
2017-2018

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, 2015-2016 school year, and year 2, 2016-2017 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.

Local Educational Agency Profile

Relevant Current Year Information about the LEA

Information about LEA's 2016-2017 Homeless Education Program

Program Element	Response Program Element
Name of Your LEA's Homeless Education Program	Hamilton Homeless Education Program
Percent of Schools with a designated Homeless Contact	100.00
Percent of Trained School McKinney-Vento Contacts (Current Contacts Who Received On-Site or Online Training either in the Current or Previous School Year on the following McKinney-Vento Topics):	
• The Educational Rights of Homeless Children and Youth	100.00
• The LEA's Homeless Students Policy	100.00
• The LEA's Process for Identifying and Enrolling Homeless Children and Youth	100.00
• The LEA's McKinney-Vento Dispute Resolution Process	100.00
Percent of Homeless Students Who Received an Educational Needs Assessment	100.00
Number of Homeless Students Who Requested School of Origin Transportation	2
Number of Homeless Students Who Received School of Origin Transportation	2
Number of LEAs that Border Your LEA (including LEAs in a Neighboring State)	5

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Number of Written Inter-LEA Transportation Agreements Executed with Bordering LEAs (that Provide for School of Origin Transportation for Homeless Students)	0
Methods of Transportation used by the LEA for McKinney-Vento School of Origin Transportation	<ul style="list-style-type: none"> • School Bus; • ESE Bus; • Qualified Passenger Vehicle*:

The common and best practices implemented in the 2016-2017 school year by the Homeless Education Program

Area of Operation	Best or Common Practices Currently Employed
McKinney-Vento Services	<ul style="list-style-type: none"> • Case Management/Social Work Services; • After-school Educational Programs; • Summer Educational Programs
Current Year McKinney-Vento Training	<ul style="list-style-type: none"> • School McKinney-Vento Contacts; • School Administrators (i.e., principals, assistant principals, deans, etc.); • School Instructional Staff (i.e., teachers, coaches, etc.); • School Non-Instructional Staff (i.e., school registrars, front-desk receptionists, guidance counselors, etc.); • LEA Program Partners (i.e., transportation staff, food services staff, pupil assignment staff, etc.)
McKinney-Vento Transportation	<ul style="list-style-type: none"> • Coordinate with the transportation department to arrange school of origin transportation; • Coordinate with the transportation department to arrange comparable services transportation
McKinney-Vento Referrals Made To	<ul style="list-style-type: none"> • Academic Programs and Educational Services (i.e., ESE, ELL, Gifted, etc.); • Community Social Service Providers; • Community Health Services Providers (including Dental); • Community Housing Authorities
Program Management	<ul style="list-style-type: none"> • Monitor McKinney-Vento homeless students' attendance at least one per month; • Monitor McKinney-Vento homeless students' academic performance at least once each grading period
Local Funding or In-kind Contributions	<ul style="list-style-type: none"> • The LEA contributes district funds to support homeless education program operations.; • Volunteers contribute time to the Homeless Education Program.; • The following amount has been donated this year to support homeless students and their families.; <p>6000.00</p>
Communication and Collaboration	<ul style="list-style-type: none"> • Annual written communication with community partners regarding the educational rights of homeless students and the duties and contact information of the LEA's McKinney-Vento Liaison; • Annual written communication to the directors of other LEA programs

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	regarding the educational rights of homeless students and the duties and contact information of the LEA's McKinney-Vento Liaison
Other Significant Practices:	Presentations to and collaboration with faith based organizations and community partners, such as, Hamilton County Alcohol and other Drug Prevention Coalition, and distribution of brochures and materials to community and governmental agencies in Hamilton County.

Community Partnerships

Service areas of collaboration in which you have strong community partnerships and the strongest partner in the selected areas

Service Area	Name of Partner
Transitional Housing	United Way of Suwannee
Shelter	Vivid Visions ; Another Way
Food and Nutrition	local faith based; Operation Home; New Bethel A.M.E.; Harvest Fellowship; Greater Poplar Springs Baptist Church
Adult/Vocational Education	Suwannee Vo Tech
Clothing	Partnership for Strong Families; United Methodist Church (Jasper)
Law Enforcement	Hamilton County Sheriff's Office; Police Departments in Jasper, Jennings and White Springs
Faith Community	New Bethel A.M.E.; Greater Poplar Springs Baptist Church; Harvest Fellowship
Civic/Community Service	Catholic Charities; Operation Home

The names of your Homeless Education Program's (HEP) primary community partners for the current school year in the following areas

Service Area	Name of strongest partner in each selected Service Area
Health	Hamilton Health Department
Dental	Smile Mobile Bus, Health Department, local dentists
Mental Health	Meridian Behavioral Health Care, Inc.

Access to Postsecondary Education

The names and proximities of the closest public workforce education program, college, and university

Technical Centers (for GED preparation, adult and vocational, and technical education)	
The number of district technical centers located in your county:	0

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Technical Centers	
(for GED preparation, adult and vocational, and technical education)	
If zero, name the county in which the closest technical center is located:	Suwannee
Distance from your LEA's central office:	20.00

State College	
Name of the closest state college:	North Florida Community College
Relative location of closest state college:	in a neighboring county

State University	
Name of the closest state university:	University of Florida
Relative location of the closest public university:	neither

Needs Identification Process

McKinney-Vento Student Needs Assessment Process: Provide the following information about the process you used to identify the needs of homeless children and youth for Need A, Need B, and Need C by checking all that apply.

People Who Provided Input or Assistance	<ul style="list-style-type: none"> LEA Program Directors/Staff; LEA Leadership; Homeless Education Program Staff; School Staff; Community Partners; Parents/Guardians of Homeless Students; Homeless Students; Migrant Education Program
How Input Was Gathered	<ul style="list-style-type: none"> Needs Assessment Meetings with LEA Program Staff; Needs Assessment Meetings with Community Partners; Survey of School Staff; Survey of Parents of Homeless Students; Survey of Homeless Students; Homeless Education Program Staff Meetings

Indicate the **McKinney-Vento Standards** that were examined and discussed in the assessment of Need A, Need B, and Need C. Be sure that the assessment includes the examination of at least one standard for Needs A, B, and C. (select at least one in each Need Area or as many as apply).

McKinney-Vento Need A: Identification of Homeless Children and Youth	<ul style="list-style-type: none"> McKinney-Vento Standard 3: The extent to which all children in homeless situations are identified.; McKinney-Vento Standard 9: The extent to which all parents or guardians of homeless children and youth are informed of the educational and related opportunities available to their children.
McKinney-Vento Need B: Attendance of Homeless Students.	<ul style="list-style-type: none"> McKinney-Vento Standard 5: All homeless students experience stability in school.; McKinney-Vento Standard 4: Within one full day of an attempt to enroll in school, homeless students are in attendance;

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	<ul style="list-style-type: none"> McKinney-Vento Standard 8: All unaccompanied homeless youth enroll in and attend school.
McKinney-Vento Need C: Academic Achievement of Homeless Students	<ul style="list-style-type: none"> McKinney-Vento Standard 1: All homeless students, identified and enrolled at the time of the state assessment, take the state assessment required for their grade levels.; McKinney-Vento Standard 2: All homeless students demonstrate academic progress.

Collaboration and Operations

This is an assessment of collaboration efforts (with other LEA programs and community providers) and program operations (assisting schools and implementing good program management and practices). Provide the following information about the process you used to identify the needs of homeless children and youth for Need D and Need E, and program operations.

People Who Provided Input or Assistance	<ul style="list-style-type: none"> LEA Program Directors/Staff; LEA Leadership; Homeless Education Program Staff; School Staff; Community Partners; Parents of Homeless Students; Homeless Students; meetings with Migrant Education Program
How Input Was Gathered	<ul style="list-style-type: none"> Needs Assessment Meetings with LEA Program Staff; Needs Assessment Meetings with Community Partners; Interviews or Focus Groups with Homeless Students; Survey of School Staff; Survey of Homeless Students; Survey of Parents of Homeless Students

Indicate the **standards** examined and discussed in the assessment of McKinney-Vento collaboration and program operation needs:

McKinney-Vento Need D: Collaboration with other LEA Programs	<ul style="list-style-type: none"> McKinney-Vento Standard 6: The extent to which program operations assure that all homeless students receive specialized and comparable services when eligible.; McKinney-Vento Standard 10: The extent to which program operations help with the needs of all homeless children and youth through collaborative efforts within the LEA.
McKinney-Vento Need E: Collaboration with Community Service Providers	<ul style="list-style-type: none"> McKinney-Vento Standard 11: The extent to which program operations help with the needs of all homeless children and youth through collaborative efforts beyond the LEA.
General Program Operations	<ul style="list-style-type: none"> School Level: The effectiveness of processes employed to ensure that school staff are identifying and enrolling homeless children and youth and assessing the academic needs and supporting the academic achievement of homeless students.; LEA Level: The effectiveness of LEA policies, policy implementation, and academic support services to ensure the regular attendance and academic progress of homeless students.; Program Level: The extent to which the Homeless Education

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	Program implements best practices in program management and service coordination and delivery.
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Assessment Process Summary

Summarize the steps taken to assess the needs of homeless children and youth and the operations of the Homeless Education Program. Also, provide the needs assessment timeframe and the criteria used to determine project priorities:

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 District Outreach Liaison. The homeless liaison works with the school administration, guidance staff, classroom teachers and others as needed in the identification process. Data are collected on the District data system. 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, school uniforms, backpacks with school supplies, food, community services and other services needed for students to enter school. Data are gathered on a Federal Programs Survey in the Spring, Visitation logs, Title 1 Parent Involvement Survey that provide positive information concerning services and educational opportunities for students. The services for students and families is determined by the needs assessment of the student with services such as enrollment, breakfast, lunch and transportation beginning immediately.

Need A: Identification of Homeless Children and Youth

Identified Need Standard and Measure

McKinney-Vento Act 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"> Number of students identified homeless per the McKinney-Vento Act (IHS). Number of students determined to be economically disadvantaged (EcDS)
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.

Trend Data

LEA Homeless Student Identification Rate Trend Data

Number of Homeless Students Identified (IHS)	Number of Economically Disadvantaged Students (EcDS)	HSIR Calculation: (IHS/EcDS) x 100	2011-2014 Three-year Average Rate
2013-2014: 233 2014-2015: 251 2015-2016: 335	2013-2014: 1,008 2014-2015: 872 2015-2016: 1,112	2013-2014: 23.1 % 2014-2015: 28.8 % 2015-2016: 30.1 %	27.3 %

Anticipated HSIR

Discuss the anticipated HSIR for:

- 2016-2017 - Higher? Lower? About the same? Why?

The anticipated HSIR for 2016-2017 will be about the same or higher due to process for identifying student as economically disadvantaged. Hamilton uses Direct Cert Data to determine poverty for food services and the District meets the criteria (poverty level) for Community Eligibility Provision (CEP) for the total district. The numbers of students in the calculation remain about the same for the 2016-2017 school year and 2017-2018.

Local Educational Agency Snapshot Data

Quantitative Data

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

Data Element	Data	Data Source
Percent of Students in the LEA Identified as Homeless	20.1 %	Homeless/Non-homeless Counts by District
Number of Unaccompanied Homeless Youth Enrolled in School	25	Homeless by UY and Grade
Percent of Homeless Youth Enrolled in School who are Unaccompanied	7.46 %	Homeless by UY and Grade
Other State Report Data: Career and Technical Ed	329	HMLS/Non-HMLS in Vocational Education
Other State Report Data: ESE	49	HMLS by ESE Category
Other State Report Data: Attendance	90.7	HMLS Attendance

McKinney-Vento Act Homeless Student Identification Indicators: Locally Collected and Other Data

McKinney-Vento Indicators	Data	Data Source
Number of homeless students enrolled in school	335	FDOE Survey 5

Qualitative Considerations

If necessary, provide additional information about the nature of your LEA's need related to the consistent and complete identification of homeless children and youth that cannot be quantified: N/A

Program Strengths

Based on the information collected in the needs assessment process, rank the relative strength of each of the areas of your homeless education program described below in identifying homeless children and youth. Rank the three areas from 1 to 3, with 1 being the strongest area and 3 being the least strong.

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School-level Processes:	LEA-level Policy and Processes:		Homeless Education Program Practices:
<ul style="list-style-type: none"> School staff MVA knowledge School staff LEA Homeless Students Policy knowledge MVA rights promotion Identification practices Parent involvement practices 	<ul style="list-style-type: none"> LEA Homeless Students Policy LEA Dispute Resolution procedure LEA staff MVA knowledge LEA outreach practices LEA MVA rights promotion LEA parent involvement practices 		<ul style="list-style-type: none"> Communication / collaboration practices with schools regarding identification Communication / collaboration practices with other LEA programs regarding identification Communication / collaboration practices with community partners regarding identification Communication with parents of homeless children regarding educational rights
Operational Arena	Rank (1-3)	Explain your ranking and indicate up to three policies, processes, or practices that can be most readily strengthened.	
School-level Processes	2	The Operational Arena ranking indicates strength in district processes and understanding of the homeless program through assurance of strong policies and procedures.	
LEA-level Policy and Processes	1		
Homeless Education Program Practices	3		

Identify and discuss this district's priority or priorities for identifying homeless children and youth based on the data provided above and discussed in the Needs Identification Process:

The areas of greatest need identified from the needs assessment in Hamilton County can be summarized in the areas of enrolling and assuring attendance in school, creating academic stability for homeless children and youth, meeting the personal and health needs of homeless children and youth, and achieving community awareness and community resources. Many of the children identified are failing to meet state standards, have personal and health issues that interfere with learning and are not knowledgeable about community resources available to assist them as they transition into the community. The area of greatest need in Hamilton County, a small rural community with over 90% poverty, is the building of capacity for community services including: food banks, service centers for food stamp applications, appropriate housing, funds for electricity, school clothes and supplies and quality childcare for babies and young children and after school programs(tutoring)for school age children. There is a need to continue to build capacity with private for profit, faith-based, governmental, and community-based organizational support.

Project Design

Goals, Outcomes, and Objectives

Project Performance and Accountability

2013-2016 Homeless Student Identification Rate (HSIR)	27.3 %
Three-year Outcome	Our three-year HSIR was over 5%; three-year outcome (by June 30, 2018) will be a HSIR of at least 20.60 %
Year 1 HSIR Objectives	By June 30, 2016, the LEA's HSIR will be 20.60 %
Year 2 HSIR Objectives	By June 30, 2017, the LEA's HSIR will be 20.60 %
Year 3 HSIR Objectives	By June 30, 2018, the LEA's HSIR will be 20.60 %

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Short-term Progress Indicators

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

Project Implementation Plan

Collaboration

Internal LEA Collaboration

McKinney-Vento Standard 6: All homeless students receive specialized and comparable services when eligible.

McKinney-Vento Standard 10: The LEA helps with the needs of all homeless children and youth through collaborative efforts within the LEA.

LEA program partners this LEA will work with to achieve the goals and objectives of this need area:

- Title I, Part A;
- Exceptional Student Education (ESE);
- Transportation;
- Gifted;
- Vocational Education;
- HIPPY (Home Instruction for Parents of Pre-School Youngsters); FDLRS Gateway, Title II Part A.
- Title I, Part C Migrant;
- English Language Learners (ELL);
- Food and Nutrition;
- Student Services;

Describe how you will collaborate with these programs to meet the goals and objectives of this need area:

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, Title II 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.

Describe the services, related to this need area, these programs will provide to homeless students during the year:

Hamilton will continue to collaborate and coordinate services with other LEA federal, state and local programs in order to maximize the services and prevent duplication within the LEA.

Community Collaboration

McKinney-Vento Standard 10: The LEA helps with the needs of all homeless children and youth through collaborative efforts beyond the LEA.

Community partners this LEA will work with to achieve the goals and objectives of this need area:

- County health department for health services;
- Other providers of health services;
- Mental health services providers;
- DCF: SNAP;
- Food Pantry(ies);
- County health department for dental services;
- Other providers of dental services;
- Local housing authority;
- DCF: Medicaid;
- Faith-based organizations;

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- Local state college;
- Business -Private for profit, such as, PotashCorp; Banks and Credit Unions; Stores (Grocery and general merchandise).

Describe how you will collaborate with these partners to meet the goals and objectives of this need area:

There is a need to coordinate and collaborate with other service programs and local social service agencies and agencies of programs providing services to homeless children and youth and their families to address the needs of homeless children and youth within and outside the school district to ensure that homeless children and youth have access and reasonable proximity to available education and related support services and to raise the awareness of community service providers of the effects of homelessness and the medical, social, and educational needs of homeless students and their families.

Describe the services or support, related to this need area, these partners will provide to homeless students during the year:

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, and other agencies in formal interagency agreements. The district outreach includes coordinating activities with local faith-based organizations, civic organizations, community colleagues, WFSU-PBS station, Barnes and Noble (Tallahassee), private businesses in the community, such as PotashCorp, First Federal Bank of Florida, universities and community colleges, public library, Hamilton County Health Department, local law enforcement, and other governmental agencies and local businesses. FDLRS (Florida Diagnostic Learning and Resource Services), a federally funded program, provides professional development opportunities and resources for teachers in addition to District and Title II staff development opportunities. The district collaborative partnerships and relationships both intra and interagency, foster improved complimentary supplemental support services for students and their families and improve the response time to provided needed services.

MVA Activities

The McKinney-Vento Act describes activities for which Title X, Part C sub-grant funds may be used. The relevant activities for this need area are embedded in the table below. It is important to provide a robust summary of each selected MVA Activity, describing how it will be carried out during the year and to identify and define the single most important deliverable that will be produced by each selected MVA Activity.

Need A Project Activities, Tasks, and Deliverables

Activity #1	Outreach and identification
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.
Supplementary Nature	This is a continuation of a McKinney-Vento Act activity from the 2012-2015 Title X, Part C Sub-grant.
Target Group	Homeless Children and Youth; Parents of Homeless Children and Youth; Unaccompanied Homeless Youth (9-12); School Staff;
Summary	Schools will receive an updated registration packet and questionnaire with training provided for staff on identification and services for homeless students and families prior to the start of the school year for school staff responsible for counseling and enrolling students in school to ensure students are enrolled and receiving services.

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Timeline	2015-2016 through 2017-2018
Deliverable Description	Updated enrollment packet and list of services and resources for homeless student and families
Deliverables/Beneficiaries	2015-2016 - 3 / 4; 2016-2017 - 3 / 4; 2017-2018 - 3 / 4;
Deliverable Documentation	The number of enrollment packets distributed and the list of services and resources will be maintained by the Federal Program Coordinator

Activity #2	Professional Development
Description	Professional development and other activities for educators and pupil services personnel that are designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youths, the rights of such children and youths under this subtitle, and the specific educational needs of runaway and homeless youths.
Supplementary Nature	This is a continuation of a McKinney-Vento Act activity from the 2012-2015 Title X, Part C Sub-grant.
Target Group	School Staff; Community Partners;
Summary	Federal Program district staff will provide training and materials on identification and rights of homeless students and families for teacher, paraprofessionals and support staff at the beginning of the school year to ensure students are identified, enrolled and receiving services. In addition, meetings will be attended with community partners to advocate and share information regarding the Homeless Education Program and the students/families served.
Timeline	2015-2016 through 2017-2018 school years
Deliverable Description	Training for school staff; Collaborative Meetings
Deliverables/Beneficiaries	2015-2016 - 4 / 4; 2016-2017 - 4 / 25; 2017-2018 - 4 / 4;
Deliverable Documentation	The number of training sessions, agendas, sign-in sheets and training materials will be collected and maintained by the Federal Program Director..

Need B: Enrollment and Attendance of Homeless Children and Youth

Identified Need Standard and Measure

McKinney-Vento Act 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
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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"> The total number of days homeless students were counted as present during eligible school days (school days present, SDP). The total number of days homeless students were counted as absent during eligible school days (school days absent, SDA)
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.

Trend Data

LEA Homeless Student Attendance Rate Trend Data

Percent of Days Present for Homeless Students (SDP)	Percent of Days Absent for Homeless Students (SDA)	HSAR Calculation: $(SDP/(SDP+SDA)) \times 100$	2011-2014 Three-year Average Rate
2013-2014: 87.9 % 2014-2015: 90.0 % 2015-2016: 90.7 %	2013-2014: 12.0 % 2014-2015: 10.0 % 2015-2016: 9.3 %	2013-2014: 88.0 % 2014-2015: 90.0 % 2015-2016: 91.0 %	89.7 %

Anticipated HSAR

Discuss the anticipated HSAR for:

- 2016-2017 – Higher? Lower? About the same? Why?

The anticipated HSAR for 2016-2017 will be slightly higher 90.1 and the District will meet the project standard of 90% due to quality services provided for homeless youth (free breakfast and lunch, transportation, school supplies, reading materials, home visits).

Local Educational Agency Snapshot Data

Quantitative Data

Provide 2013-2014 data that illustrates the nature of your LEA's need related to the enrollment and attendance of homeless students. Data from the LEA's report to the FDOE are provided as are opportunities to add other data elements considered in the needs assessment. You may add up to three additional key state report data elements, as well as other locally collected data relevant to McKinney-Vento Act Indicators or locally defined indicators. Only the prepopulated data and data added by the applicant will appear in the printed application.

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

Data Element	Data	Data Source
Percent of Days Present for Homeless Students	90.7 %	Homeless Attendance

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Percent of Days Present for Non-homeless Students	91.7 %	Homeless Attendance
Other State Report Data: Promotion	21	HMLS/Non-HMLS Promotion/Retention
Other State Report Data: Retained	9	HMLS/Non-HMLS Promotion/Retention
Other State Report Data: ESE	38	HMLS by ESE Category

McKinney-Vento Act Student Enrollment and Attendance Indicators: Locally Collected and Other Data

McKinney-Vento Indicators	Data	Data Source
Percent of homeless students who attended class on the same day of enrollment	100	Survey 5 FDOE Automated Data Base

Qualitative Considerations

If necessary, provide additional information about the nature of your LEA's need related to the timely enrollment and consistent attendance. N/A

Program Strengths

Based on the information collected in the needs assessment process, rank the relative strength of each of the areas of your homeless education program described below in enrolling and supporting the consistent attendance homeless children and youth. Rank the three areas from 1 to 3, with 1 being the strongest area and 3 being the least strong.

School-level Processes:	LEA-level Policy and Processes:	Homeless Education Program Practices:
<ul style="list-style-type: none"> School staff MVA knowledge School staff LEA Homeless Students Policy knowledge MVA rights promotion Attendance practices Parent involvement practices 	<ul style="list-style-type: none"> LEA Homeless Students Policy LEA Dispute Resolution procedure LEA staff MVA knowledge LEA outreach practices LEA MVA rights promotion LEA parent involvement practices 	<ul style="list-style-type: none"> Communication/collaboration practices with schools regarding attendance Communication/collaboration practices with other LEA programs regarding attendance Communication/collaboration practices with community partners regarding attendance Communication with parents of homeless children regarding educational rights
Operational Arena	Rank (1-3)	Explain your ranking and indicate up to three policies, processes, or practices that can be most readily strengthened.
School-level Processes	3	Needs assessment indicates an average attendance rate for homeless student of 87.7, slightly lower than the HSAR Standard of 90. This would indicate a need to strengthen school staff knowledge of attendance practices, MVA knowledge and understanding of LEA Homeless Students Policy. The Homeless Education Program practices are strong and the District is building capacity within the District and Community for greater outreach services for families in transition.
LEA-level Policy and Processes	2	
Homeless Education Program Practices	1	

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Identify and discuss this district's priority or priorities for enrolling and supporting the consistent attendance of homeless children and youth based on the data provided above and discussed in the Needs Identification Process:

Hamilton County School District 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. The Homeless Liaison provides leadership and oversight for the homeless program ensuring there is coordination of effort for serving students and families. School staff receive training in the identification of homeless including unaccompanied youth. School and district staff working in conjunction with the Homeless Liaison, review and contact families to verify status upon completion of the Student Residency Questionnaire. The Liaison and/or staff discusses educational rights and services under McKinney-Vento Act with parent/guardian/student. The student is immediately placed on free lunch status (includes free breakfast). Families are provided with material that outlines the comprehensive supports and services offered in and around the community including; health care, dental, mental health, and other community agencies that provide family assistance. The intent of the district is to identify students and provide specific services needed as quickly as possible.

Project Design

Goals, Outcomes, and Objectives

Project Performance and Accountability	
2012-2015 Homeless Student Attendance Rate (HSAR)	89.7 %
Three-year Outcome	Our three-year HSAR was below 5%; our three-year outcome (by June 30, 2018) will be a HSAR of at least 5%.
Year 1 HSAR Objectives	By June 30, 2016, the LEA's HSAR will be 12.00 %
Year 2 HSAR Objectives	By June 30, 2017, the LEA's HSAR will be 13.00 %
Year 3 HSAR Objectives	By June 30, 2018, the LEA's HSAR will be 90.00 %

Short-term Progress Indicators

Data Element Name	Justification	Collection Schedule	Data Source
Citizenship	Citizenship grades are related to attendance.	2nd and 4th 9-week periods	District database
Absences	Absences 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

Project Implementation Plan

Collaboration

Internal LEA Collaboration

McKinney-Vento Standard 6: All homeless students receive specialized and comparable services when eligible.

McKinney-Vento Standard 10: The LEA helps with the needs of all homeless children and youth through collaborative efforts within the LEA.

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LEA program partners this LEA will work with to achieve the goals and objectives of this need area:

- Title I, Part A;
- Exceptional Student Education (ESE);
- Transportation;
- Gifted;
- Vocational Education;
- HIPPY (Home Instruction For Parents of Pre-School Youngsters), FDLRS Gateway
- Title I, Part C Migrant;
- English Language Learners (ELL);
- Food and Nutrition;
- Student Services;

Describe how you will collaborate with these programs to meet the goals and objectives of this need area:

The services provided by the Hamilton County School District Title X Part C program are integrated and coordinated with other federal, state and local programs such as; Title 1 Part A, Title II 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.

Describe the services, related to this need area, these programs will provide to homeless students during the year:

There is a need to continue to collaborate and coordinate services with other LEA federal, state and local programs in order to maximize the services and prevent duplication with the LEA. The District will work to ensure district collaboration and coordination between the homeless education program and other federal, state and local services including: Transportation, MIS, food services, and educational programs such as, special education, gifted programs, Migrant Education Program, English Language Learners (ELL), and vocational and technical programs. In addition, coordination will be done with other service programs and local service agencies providing services to homeless children and youth within and outside the school district to ensure the homeless children and youth have access and reasonable proximity to available education support services and to raise the awareness of school personnel and service providers of the effects of short-term residential stays and other challenges associated with homelessness. The District will coordinate efforts of LEA-administered Pre-k programs and other programs to ensure homeless students are identified, enrolled, retained, and provided equal access to the same free, appropriate public education as other children and youth.

Community Collaboration

McKinney-Vento Standard 10: The LEA helps with the needs of all homeless children and youth through collaborative efforts beyond the LEA.

Community partners this LEA will work with to achieve the goals and objectives of this need area:

- County health department for health services;
- Other providers of health services;
- Mental health services providers;
- DCF: SNAP;
- Food Pantry(ies);
- Civic clubs and organizations;
- Businesses, such as, PotashCorp; First Federal of Florida, Grocery and General Merchandise stores.
- County health department for dental services;
- Other providers of dental services;
- Local housing authority;
- DCF: Medicaid;
- Faith-based organizations;
- Local state college;

Describe how you will collaborate with these partners to meet the goals and objectives of this need area:

There is a need to coordinate and collaborate with other service programs and local social service agencies programs providing services to homeless children and youth and their families to address the needs of homeless children and youth within and outside the school district to ensure that homeless children and youth have access and reasonable proximity to available education and related support services and to raise the awareness of community service providers of the effects of homelessness and the medical, social, and educational needs of homeless students and their families.

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Describe the services or support, related to this need area, these partners will provide to homeless students during the year:

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, and other agencies in formal interagency agreements. The district outreach includes coordinating activities with local faith-based organizations, civic organizations, community colleagues, WFSU-PBS station, Barnes and Noble (Tallahassee), private businesses in the community, such as PotashCorp, First Federal Bank of Florida, universities and community colleges, public library, Hamilton County Health Department, local law enforcement, and other governmental agencies and local businesses. FDLRS (Florida Diagnostic Learning and Resource Services), a federally funded program, provides professional development opportunities and resources for teachers in addition to District and Title II staff development opportunities. The district collaborative partnerships and relationships both intra and interagency, foster improved complimentary supplemental support services for students and their families and improve the response time to provided needed services.

MVA Activities

The McKinney-Vento Act describes activities for which Title X, Part C sub-grant funds may be used. The relevant activities for this need area are embedded in the table below. It is important to provide a robust summary of each selected MVA Activity, describing how it will be carried out during the year and to identify and define the single most important deliverable that will be produced by each selected MVA Activity.

Need B Project Activities, Tasks, and Deliverables

Activity #1	Manage and Coordinate Enrollment and Attendance Activities
Description	Internal administrative support and management activities to assure proper and timely implementation of the Enrollment and Attendance Implementation Plan.
Supplementary Nature	This is a continuation of a McKinney-Vento Act activity from the 2012-2015 Title X, Part C Sub-grant.
Target Group	Homeless Children and Youth; Parents of Homeless Children and Youth; Unaccompanied Homeless Youth (9-12); School Staff;
Summary	The District staff responsible for Homeless and District MIS Department will maintain and track a student roster in collaboration with schools to ensure students are identified and receiving the appropriate services (ex; FRPLP, Transportation).
Timeline	Throughout the school year beginning - July 1, 2017 through June 30, 2018 for grant year 3.
Deliverable Description	Year 1: student roster with list of services Year 2: student roster with list of services Year 3: Semi-annual reports
Deliverables/Beneficiaries	2015-2016 - 2 / 4; 2016-2017 - 2 / 100; 2017-2018 - 2 / 4;
Deliverable Documentation	Student Rosters Semi-Annual Reports

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Activity #2	School Supplies
Description	The provision of school supplies, including those supplies to be distributed at shelters or temporary housing facilities, or other appropriate locations.
Supplementary Nature	This is a continuation of a McKinney-Vento Act activity from the 2012-2015 Title X, Part C Sub-grant.
Target Group	Homeless Children and Youth; Parents of Homeless Children and Youth; Unaccompanied Homeless Youth (9-12);
Summary	School supplies including backpacks, hygiene kits and other supplies to assist students to enter school with all needed supplies were provided to all identified homeless students at the beginning of the school year and replenished during the school year as needed or requested by school staff, parents or students. During the year of 2016-2017 distributed according to need during the school year and summer. Logs with student and parent names signed by the parent and staff delivering the supplies will be used to document these services.
Timeline	During the year of 2017-2018 -distributed according to need during the school year and summer.
Deliverable Description	Distribution Logs
Deliverables/Beneficiaries	2015-2016 - 200 / 200; 2016-2017 - 200 / 200; 2017-2018 - 225 / 225;
Deliverable Documentation	Documentation of backpacks and school supplies purchased; logs of students who received school supplies, home visits and home delivery of school supplies and backpacks.

Need C: Academic Achievement of Homeless Student

Identified Need Standard and Measure

McKinney-Vento Act Standard	Standard 2: All Homeless students demonstrate academic progress.
Standard Measures	<p>Reading Gap (RGap): The RGap is the percentage point difference between homeless and non-homeless students scoring at or above proficient on the state standardized test for reading.</p> <p>Math Gap (MGap): The MGap is the percentage point difference between homeless and non-homeless students scoring at or above proficient on the state standardized test for math.</p> <p>High School Promotion Rate (HSPR): The HSPR is the percent (portion) of homeless students who are promoted to the next grade (9-11).</p>
Measure Justifications	<p>Reading and Math Proficiency: The extent to which group scores for homeless and non-homeless students on the state standardized test are the same, reflects the assurance that homeless students are participating equally in and benefiting from available educational programs and services.</p>

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	<p>Progression through Grades: Success in school enhances commitment to education and reduces the risk of school dropout.</p>
Data Elements	<p>Reading Gap (RGap) Measure:</p> <ul style="list-style-type: none"> • LEA aggregate reading proficiency rate (RPR) on state standardized test for homeless students (RPR-H). • LEA aggregate reading proficiency rate (RPR) on state standardized test for non-homeless students (RPR-N). <p>Math Gap (MGap) Measure:</p> <ul style="list-style-type: none"> • LEA aggregate math proficiency rate (MPR) on state standardized test for homeless students (MPR-H). • LEA aggregate math proficiency rate (MPR) on state standardized test for non-homeless students (MPR-N). <p>High School Promotion Rate (HSPR):</p> <ul style="list-style-type: none"> • The total number of homeless students identified in grades 9-11 who were promoted and retained (HSP+R). • The number of homeless students (IHS) promoted to the next grade (HSP).
Project Standards	<p>Reading Gap (RGap) Measure Option:</p> <ul style="list-style-type: none"> • The LEA must have a NEED C Plan that results in an RGap of no more than 15-percentage points by the end of Project Year 3 (June 30, 2018). • If the LEA's RGap trend for the three most recently completed school years shows a three-year average of greater than 15-percentage points, then NEED C must be a priority reflected in this proposal's needs identification, project design, and implementation plan. <p>Math Gap (MGap) Measure Option:</p> <ul style="list-style-type: none"> • The LEA must have a NEED C Plan that results in an MGap of no more 18-percentage points by the end of Project Year 3 (June 30, 2018). • If the LEA's MGap trend for the three most recently completed school years shows a three-year average of greater than 18 percentage points, then NEED C must be a priority reflected in this proposal's needs identification, project design, and implementation plan. <p>High School Promotion Rate (HSPR) Option:</p> <ul style="list-style-type: none"> • The standard High School Promotion Rate is 90%.

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Trend Data

LEA Reading Gap Data

Average Homeless Students Reading Proficiency (RPR-H)	Average Non-homeless Students Reading Proficiency (RPR-N)	Reading Gap Calculation: (RPR-N – RPR-H)	2011-2014 Three-year Average RGap
2013-2014: 32 2014-2015: 22 2015-2016: 25	2013-2014: 40 2014-2015: 27 2015-2016: 25	2013-2014: 8 2014-2015: 5 2015-2016: 0	4.3

LEA Math Gap Data

Average Homeless Students Math Proficiency (MPR-H)	Average Non-homeless Students Math Proficiency (MPR-N)	Math Gap Calculation: (MPR-N – MPR-H)	2011-2014 Three-year Average MGAP
2013-2014: 38 2014-2015: 33 2015-2016: 37	2013-2014: 43 2014-2015: 36 2015-2016: 38	2013-2014: 5 2014-2015: 3 2015-2016: 1	3.0

High School Promotion Rate Data

Homeless Students in Grades 9-11 Promoted and Retained (HSP+R)	Homeless Students in Grade 9-11 Promoted to Next Grade (HSP)	Annual HSPR Calculation: $(HSP/(HSP+R)) \times 100$	2011-2014 Three-year Average HSPR
2013-2014: 17 2014-2015: 20 2015-2016: 20	2013-2014: 17 2014-2015: 20 2015-2016: 20	2013-2014: 100.0 2014-2015: 100.0 2015-2016: 100.0	100.0

Anticipated Data Trends

Discuss the anticipated trends for the LEA's Reading and Math gaps and High School Promotion:

- 2016-2017 - Higher? Lower? About the same? Why?

Since the 2014-2015 MGap, RGap, and HSPR exceeded the project standards of 18%, 15%, and 90%, respectively, it is anticipated that the trend for the 2016-2017 year will be about the same as 2015-2016.

Local Educational Agency Snapshot Data

Quantitative Data

Provide 2013-2014 data that illustrates the nature of your LEA's need related to the academic achievement of homeless students. Data from the LEA's report to the FDOE are provided as are opportunities to add other data elements considered in the needs assessment. You may add up to three additional key state report data elements, as well as other locally collected data relevant to McKinney-Vento Act Indicators or locally defined indicators. Only the prepopulated data and data added by the applicant will appear in the printed application.

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

Data Element	Data	Data Source
Number of Homeless Students Who Took the State Standardized Test in Reading	128	FSA Reading Crosstab
Percent of Homeless Students Who Scored Proficient or Above on the State Standardized Test in Reading	25 %	FSA Reading Crosstab
Number of Homeless Students Who Took the State Standardized Test in Math	124	FSA Math Crosstab
Percent of Homeless Students Who Scored Proficient or Above on the State Standardized Test in Math	37 %	FSA Math Crosstab
Number of Homeless Students in Grades 9-11 Promoted to Next Grade Level	20	Promotion and Retention by Grade
Number of Homeless Students in Grades 9-11 Retained at Current Grade Level	0	Promotion and Retention by Grade
Number of Unaccompanied Homeless Youth Enrolled in High School Grades	0	Promotion and Retention by Grade
Percent of Homeless Youth Enrolled in High School Grades who are unaccompanied	0 %	Homeless / Non-homeless by Grade
Other State Report Data: Certificates	18	HMLS/Non-HMLS in Vocational Ed
Other State Report Data: Regular diploma	4	Diploma Type
Other State Report Data: Dropout	1	HMLS/Non-HMLS Promo/Retain

Identification of Homeless Children and Youth Indicators: Locally Collected and Other Data

McKinney-Vento Indicators	Data	Data Source
Percent of homeless students who took the standards-based assessment in Math.	FAA	FDOE Survey 5
Percent of homeless students who took the standards-based assessment in reading	FAA	FDOE Survey 5

Qualitative Considerations

If necessary, provide additional information about the nature of your LEA's need related to the academic achievement of Homeless students that cannot be quantified. N/A

Program Strengths

Based on the information collected in the needs assessment process, rank the relative strength of each of the areas of your homeless education program described below in identifying homeless children and youth. Rank the three areas from 1 to 3, with 1 being the strongest area and 3 being the least strong.

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School-level Processes:	LEA-level Policy and Processes:	Homeless Education Program Practices:
<ul style="list-style-type: none"> School staff MVA knowledge School staff LEA Homeless Students Policy knowledge MVA rights promotion Academic achievement practices Parent involvement practices 	<ul style="list-style-type: none"> LEA Homeless Students Policy LEA Dispute Resolution procedure LEA staff MVA knowledge LEA outreach practices LEA MVA rights promotion LEA parent involvement practices 	<ul style="list-style-type: none"> Communication/collaboration practices with schools regarding academic achievement Communication/collaboration practices with other LEA programs regarding academic achievement Communication/collaboration practices with community partners regarding academic achievement Communication with parents of homeless children regarding educational rights
Operational Arena	Rank (1-3)	Explain your ranking and indicate up to three policies, processes, or practices that can be most readily strengthened.
School-level Processes	1	Policies are the guidelines and practices that will influence the implementation of the Homeless Education Program at the district and school level. A clear understanding of policies and practices are essential for full implementation of the program. Communication and collaboration with schools and the community are also critical pieces for implementing the program. Finally, School level processes, such as a highly qualified staff who are knowledgeable about Homeless program issues can have a significant impact on student performance and parental involvement. Without clear LEA-level policies and effective communication of the policies to schools and parents, school-level staff will not be able to fully implement the program as planned.
LEA-level Policy and Processes	3	
Homeless Education Program Practices	2	

Identify and discuss this district's priority or priorities for homeless children and youth based on the academic achievement data provided above and discussed in the Needs Identification Process.

District staff, the superintendent, and school board 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, back packs, home visits and reading materials. In addition, professional development will be ongoing with all Hamilton County staff.

Project Design

Goals, Outcomes, and Objectives

Instructions: Select one three-year outcome from the table below and fill in the appropriate fields. Fill in the appropriate Objective fields for Years 1-3.

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Project Performance and Accountability

2011-2014 Reading Proficiency Gap	4.3
2011-2014 Math Proficiency Gap	3.0
2011-2014 High School Promotion Rate	100.0

Outcome Area(s)	Three-Year Outcome for each selected Outcome Area
Reading Gap (RGap)	Our three-year RGap was less than 15 percentage points; our three-year outcome (by June 30, 2018) will be an RGap of no more than 15.00 %
Math Gap (MGap)	Our three-year HSAR was over 5%; our three-year outcome (by June 30, 2018) will be a HSAR of at least 10.00 %
High School Promotion Rate (HSPR)	

Annual objectives for each Outcome Area selected above	
Reading Gap (RGap)	<p>By June 30, 2016, the LEA's Reading Gap will be 12.00%.</p> <p>By June 30, 2017, the LEA's Reading Gap will be 11.00%.</p> <p>By June 30, 2018, the LEA's Reading Gap will be 10.00%.</p>
Math Gap (MGap)	<p>By June 30, 2016, the LEA's Math Gap will be 10.00 %.</p> <p>By June 30, 2017, the LEA's Math Gap will be 9.00 %.</p> <p>By June 30, 2018, the LEA's Math Gap will be 8.00 %.</p>
High School Promotion Rate (HSPR)	<p>By June 30, 2016, the LEA's High School Promotion Rate will be 95.00 %.</p> <p>By June 30, 2017, the LEA's High School Promotion Rate will be 96.00 %.</p> <p>By June 30, 2018, the LEA's High School Promotion Rate will be 97.00 %.</p>

Short-term Progress Indicators

Data Element Name	Justification	Collection Schedule	Data Source
Attendance	Attendance and instructional days are related to academic achievement.	2nd and 4th 9-week periods	District database
Grades	Grades are related to academic achievement.	2nd and 4th 9-week periods.	District database
Behavior	Positive behavior related to academic achievement.	2nd and 4th 9-week periods.	District database

Project Implementation Plan

Collaboration

Internal LEA Collaboration

McKinney-Vento Standard 6: All homeless students receive specialized and comparable services when eligible.

McKinney-Vento Standard 10: The LEA helps with the needs of all homeless children and youth through collaborative efforts within the LEA.

LEA program partners this LEA will work with to achieve the goals and objectives of this need area:

- Title I, Part A;
- Exceptional Student Education (ESE);
- Transportation;
- Gifted;
- Vocational Education;
- HIPPY (Home Instruction For Parents of Pre-School Youngsters), FDLRS Gateway
- Title I, Part C Migrant;
- English Language Learners (ELL);
- Food and Nutrition;
- Student Services;

Describe how you will collaborate with these programs to meet the goals and objectives of this need area:

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, Title II 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.

Describe the services, related to this need area, these programs will provide to homeless students during the year:

Hamilton will continue to collaborate and coordinate services with other LEA federal, state and local programs in order to maximize the services and prevent duplication with the LEA. The District will work to ensure district collaboration and coordination between the homeless education program and other federal, state and local services including: Transportation, MIS, food services, and educational programs such as, special education, gifted programs, Migrant Education Program, English Language Learners (ELL), and vocational and technical programs. In addition, coordination will be done with other service programs and local service agencies providing services to homeless children and youth within and outside the school district to ensure the homeless children and youth have access and reasonable proximity to available education support services and to raise the awareness of school personnel and service providers of the effects of short-term residential stays and other challenges associated with homelessness. The District will coordinate efforts of LEA-administered Pre-k programs and other programs to ensure homeless students are identified, enrolled, retained, and provided equal access to the same free, appropriate public education as other children and youth.

Community Collaboration

McKinney-Vento Standard 10: The LEA helps with the needs of all homeless children and youth through collaborative efforts beyond the LEA.

Community partners this LEA will work with to achieve the goals and objectives of this need area:

- County health department for health services;
- Other providers of health services;
- Mental health services providers;
- DCF: SNAP;
- Food Pantry(ies);
- County health department for dental services;
- Other providers of dental services;
- Local housing authority;
- DCF: Medicaid;
- Faith-based organizations;

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- Civic clubs and organizations;
- Local state college;
- Businesses, such as, PotashCorp; First Federal of Florida, Grocery and General Merchandise stores

Describe how you will collaborate with these partners to meet the goals and objectives of this need area:

Hamilton will coordinate and collaborate with other service programs and local social service agencies programs providing services to homeless children and youth and their families to address the needs of homeless children and youth within and outside the school district to ensure that homeless children and youth have access and reasonable proximity to available education and related support services and to raise the awareness of community service providers of the effects of homelessness and the medical, social, and educational needs of homeless students and their families.

Describe the services or support, related to this need area, these partners will provide to homeless students during the year:

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. The district outreach includes coordinating activities with local faith-based organizations, civic organizations, community colleagues, WFSU-PBS station, Barnes and Noble (Tallahassee), private businesses in the community, such as PotashCorp, First Federal Bank of Florida, universities and community colleges, public library, Hamilton County Health Department, local law enforcement, and other governmental agencies and local businesses. FDLRS (Florida Diagnostic Learning and Resource Services), a federally funded program, provides professional development opportunities and resources for teachers in addition to District and Title II staff development opportunities. HCADPC (Hamilton County Alcohol and Other Drug Prevention Coalition) provides education to children, youth and families on the dangers of alcohol, tobacco, drug abuse and guidance to assistance as needed. The district collaborative partnerships and relationships both intra and interagency, foster improved complimentary supplemental support services (referral for health and social services, academic support, school supplies and backpacks) for students and their families and improve the response time to provided needed services.

MVA Activities

The McKinney-Vento Act describes activities for which Title X, Part C sub-grant funds may be used. The relevant activities for this need area are embedded in the table below. It is important to provide a robust summary of each selected MVA Activity, describing how it will be carried out during the year and to identify and define the single most important deliverable that will be produced by each selected MVA Activity.

Need C Project Activities, Tasks, and Deliverables

Activity #1	Educational Support Services
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.
Supplementary Nature	This is a continuation of a McKinney-Vento Act activity from the 2012-2015 Title X, Part C Sub-grant.
Target Group	Homeless Children and Youth (K-12);
Summary	During 2017-2018 homeless students scoring below proficiency on the state assessment will be offered tutoring, Homeless liaison and Title I program will work together to coordinate funding for after school tutoring, which will include federal, state and local funds targeted for student achievement.
Timeline	Tutoring will be monthly for approximately 167 hours of tutoring each year.
Deliverable Description	Tutoring sessions.

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Deliverables/Beneficiaries	2015-2016 - 9 / 1; 2016-2017 - 6 / 27; 2017-2018 - 9 / 1;
Deliverable Documentation	Year 1: Log of hours for student tutoring Year 2: Log of hours for student tutoring Year 3: Log of hours for student tutoring

Activity #2	Parent Education and Training
Description	Education and training for parents of homeless children and youths about the rights of, and resources available to, such children and youths.
Supplementary Nature	This is a continuation of a McKinney-Vento Act activity from the 2012-2015 Title X, Part C Sub-grant.
Target Group	Homeless Children and Youth (K-12); Parents of Homeless Children and Youth (K-12);
Summary	During the 2017-2018 liaisons will provide home visits to 80% of families coded homeless to deliver information to families about available services, distribute educational materials for reading and math and build a stronger relationship with the families who are transitioning into the community. If possible, at least one liaison will be bilingual for our Spanish-speaking homeless families who may be also Migrant or ELL. We will also coordinate with the Migrant Program for Spanish-speaking families.
Timeline	Year 1: Home visitation logs with description of activities during visit (baseline) Year 2: Home visitation logs with description of activities for 80% of homeless families Year 3: Home visitation logs with descriptions of activities for 90% of homeless families. Home visitation logs showing; date and time of visit and description of activities during visit.
Deliverable Description	Home visits
Deliverables/Beneficiaries	2015-2016 - 9 / 2; 2016-2017 - 2 / 200; 2017-2018 - 9 / 2;
Deliverable Documentation	Monthly home visitation logs with descriptions of activities during visit.

Activity #3	Manage and coordinate identification activities
Description	Internal administrative support and management activities to assure proper and timely implementation of the Academic Achievement Implementation Plan.
Supplementary Nature	This is a continuation of a McKinney-Vento Act activity from the 2012-2015 Title X, Part C Sub-grant.
Target Group	Homeless Children and Youth (K-12); School staff;
Summary	In June 2017, the Homeless liaison will collaborate with the Hamilton County School District MIS Dept. to secure a roster of students coded homeless FSA Math and Reading to monitor progress. The information will be used to identify areas in need of improvement. Each June, the liaison will request FSA data to monitor progress and determine the impact of the Homeless Program
Timeline	Test data will be secured each June (2016, 2017, 2018)

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Deliverable Description	Student performance reports from MIS and FLDOE
Deliverables/Beneficiaries	2015-2016 - 1 / 2; 2016-2017 - 1 / 2; 2017-2018 - 1 / 2;
Deliverable Documentation	FSA test records from MIS for 2016, 2017, and 2018

Use of Title I, Part A Set-Aside Funds

The amount of the Title I, Part A Homeless Set-Aside for Project Year 3: \$25,000.00

Indicate how the amount of the Set-Aside was determined: Identify and assess the needs of students in homeless situations in the LEA and set aside funds accordingly.

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 an 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 services will be modified to meet the needs 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 services 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 and 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.

The following activities or services will be supported with Title I, Part A Homeless Education Set-Aside funds:

- Other professional or para professional staff funding;
- Training and education (school staff, LEA staff, partners, parents);
- State/regional meeting participation;
- Needs assessment;
- Outreach, advocacy, mentoring;
- Tutoring, supplemental instruction, enriched education services;
- Attendance, guidance, psychological services;
- Nutrition programs enrollment;
- Collaboration with community partners;
- Provision of school supplies;
- Other: Educational services include, tutoring, book bags, supplemental materials and other services.

Summarize how Title I, Part A will coordinate with and support the Homeless Education Program to achieve the outcomes of this Title X, Part C Sub-grant proposal:

The McKinney-Vento Homeless Liaison will collaborate on an ongoing basis with the Title 1 Coordinator and other district staff throughout 2015-2016 (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 services will be modified to meet the needs 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

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programs and services 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 and 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 weekly scheduled meetings to collaborate and coordinate services. The Homeless Liaison provides leadership and oversight for the homeless program ensuring there is coordination of effort for serving students and families. Key school personnel will receive training in the identification of homeless students. School staff working in conjunction with the Homeless Liaison/Title 1 Coordinator will review and contact families to verify status upon completion of the Student Residency Questionnaire. The Liaison ensure there is a discussion on educational rights and services under McKinney-Vento Act with the parent/guardian/student. The student is immediately placed on free lunch and breakfast status. Families are provided with materials that outline the comprehensive supports and services offered in and around the community, including health care, dental, mental health, and other community agencies that provide family assistance. The Title 1 Coordinator will work very closely with the District Leadership who provide oversight and leadership for the Title programs in this small rural county. The intent of this LEA is to identify students and families and to provide specific services needed as quickly as possible. The program activities will be monitored on a continuous basis by the Federal Programs Coordinator and District Leadership to ensure mandates are met and services provided according to plan. District Management and Leadership Team meetings are scheduled on a regular basis (usually weekly) by the Superintendent. The Title 1 Coordinator/Homeless Liaison will be responsible to ensure information is disseminated and marketed to appropriate populations including district and school staff, parents and the community through the following: 1)The homeless liaison and staff will meet with school guidance counselors, registrars, bus drivers, parent facilitators and social workers to inform them of the criteria, rights and enrollment barriers of homeless children 2)Presentations at school board meetings, community agencies and faith-based organizations 3)Presentations for community groups such as Rotary Club, United Way, Suwannee Economic Council, and other local organizations 4)Participation in local and statewide meetings, workshops and trainings related to education of homeless children and youth 5)Provide programs, staff development and activities designed to raise awareness among educators, pupil service personnel, parents and the public about the rights of homeless children and youth under the McKinney –Vento Act. 6)Distribute multimedia tools to increase and develop awareness of homeless families and their rights. Examples: posters, brochures, radio and television PSAs, newspaper articles 7)Web site information, flyers, newsletters, and electronic communications about the rights of homeless students and families 8)Meetings with parents and school staff on awareness issues such as: providing transportation, tutoring, Title 1 services, immediate free lunch program, and enrolling students immediately into the school, even if immunization and school records are temporarily missing

Capacity to Implement the Implementation Plans

Liaison Information

The name and contact 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 Suite
Phone number	3867927807
Fax number	3867923681
Email address	phyllis.porter@hamiltonfl.com

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Provide the educational qualifications of the Homeless Liaison:

Completed Education Programs	Major(s) or Concentration(s)
Bachelor's Degree	B.S.
Master's Degree	M.Ed.
Doctoral Degree	ABD -Educational Leadership
Other relevant education or training	Phyllis Porter, Coordinator of Special Services and Federal Programs has M.Ed. in Education with four areas of certification and over 40 years of experience in education. Educational experience includes classroom teacher, school and district administration and over 15 years as a manager/director of federal and state grants and programs in four districts in Florida.

Describe the relevant work experience of the Homeless Liaison:

Number of years serving as an LEA Homeless Liaison	7
Number of years working in homeless education	17
Number of years working in the education field	47
Other relevant work experience	Work experience includes private company, contracted services and private tutoring.

Indicate the responsibilities of the LEA's Homeless Liaison and the percent of the FTE that will be devoted to the following activities (select all that apply and provide the portion of an FTE dedicated to each responsibility checked):

Homeless Education Program	0.00
Other Title I, Part A responsibilities	75.00
Other federal program responsibilities	0.00
Other non-federal LEA-level responsibilities	25.00
Other school-level responsibilities	0.00

Additional Staff

The names, positions, percentage of time devoted to homeless education duties, and, if funding from another program, the title of the other program:

Name	Position	Position FTE %	Primary HEP Duties	HEP FTE %	Position Funding for HEP	HEP Training Completed in Last 12 Months
Phyllis Porter	Coordinator-Liaison	0 %	Title X Project management; Outreach and identification; Title X Project activities;	0 %	Other federal funds; Other LEA funds;	LEA homeless children and youth identification and enrollment procedures; Other; FASFEPA & ECTAC Forum selected topics
TBD	Outreach and Identification Liaisons (3)Hourly	.36 %	Outreach and identification; Title X Project activities;	.36 %	Title X, Part C Sub-Grant;	Educational rights of homeless children and youth; LEA homeless children and youth identification and enrollment procedures; FL Institute on Homelessness;
Highly Qualified Teacher Tutors	Academic Support Services (hourly)	.11 %	Other; Tutoring	.11 %	Title X, Part C Sub-Grant;	The effect of homelessness on academic achievement; LEA homeless children and youth identification and enrollment procedures;
Phillis Johnson	Homeless Support Liaison and Data Entry	1 %	Outreach and identification; Title X Project activities; Clerical support; Data entry; Project evaluation; Coordinate community services;	.5 %	Title X, Part C Sub-Grant; Title I, Part A Homeless Set-Aside;	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;

McKinney-Vento LEA Policy Requirements

Indicate the requirements below that are covered in your current or proposed LEA's Homeless Students Policy:

- an assurance that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth, to include receiving comparable services offered to other students in the school [No Child Left Behind Act, Title X, Part C, §721(1)-(4) and §722(d), P.L.107-110].
- an assurance that homeless children and youth are not stigmatized or separated, segregated, or isolated on the basis of their status as homeless [No Child Left Behind Act, Title X, Part C, §722(e)(3), §722(g)(1)(J)(i), and §723(b)(5), P.L.107-110].
- the access of homeless children and youth to the education and other services that such students need to ensure that such students have an opportunity to meet the same challenging state student academic achievement standards to which all students are held [No Child Left Behind Act, Title X, Part C, §721(1)-(4) and §722(d), P.L.107-110].
- the access of homeless preschool-aged children and their families to educational services for which they are eligible, including preschool programs administered by the LEA [No Child Left Behind Act, Title X, Part C, §721(1)-(4) and §722(d), P.L.107-110].
- the removal of barriers that affect the enrollment and retention of homeless children and youth in schools in the LEA, including issues pertaining to guardianship and transportation, immunization, residency, birth certificates, school records, and other documentation [No Child Left Behind Act, Title X, Part C, §722(g)(1)(I), §722(g)(7)(A), and §722(g)(7)(B), P.L.107-110].
- the immediate enrollment of homeless students [No Child Left Behind Act, Title X, Part C, §722(g)(7)(A), P.L.107-110].
- the rights of homeless students to remain in their school of origin and provision of transportation, at the request of the parent or guardian, to and from the school of origin, including the provision for inter-LEA transportation [No Child Left Behind Act, Title X, Part C, §722(g)(1)(J)(iii), P.L.107-110].

Describe the level of awareness of LEA leadership, including school board members, about the Homeless Students Policy and their support of the Homeless Education Program:

LEA leadership, including the district superintendent and school board members, are aware of the educational rights and protections for children and youth experiencing homelessness. The LEA has access to updated information on enrollment and attendance statistics, as well as academic indicators from the District's MIS Department and the FL Dept. of Education. Workshops and meetings are held at the beginning of each school year to build the capacity of district staff about homeless education issues. Generally, these topics are discussed: districts must provide educational stability for homeless students, districts must provide immediate school access for homeless students, districts must appoint a local homeless education liaison, and districts must serve homeless students with Title I funds. District staff regularly attended meetings and conferences with sections dealing with homeless education issues. Through the grant process, itself, the School Board, is kept aware of the goals of the program and progress made during the school year. They are also made aware of the challenges and continued needs of the homeless population. They are invited to meetings related to the homeless and have the same access to statistics (e.g., enrollment, academics, demographics) about homeless children and youth. The Board has provided support for the homeless in its approval of Homeless Education Program; staff to support the program; travel to conferences and meetings for leading and managing the program, and in, encouraging intra-agency community providers for the homeless.

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:

- Title of activity
- Name of the lead staff for the activity
- Number of events.
- A description of the participants or recipients
- The number of participants or recipients

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- Deliverables completed
- 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:

- Title of the project outcome
- 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:

- Title of standard per approved application
- 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.

EVALUATION The LEA Director will be responsible for managing all data collection activities. An external evaluator (from Title I) will develop a tool for collecting information on the implementation of project activities and will be responsible for processing and analyzing the implementation 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 FLDOE, 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. The major documents that will be used to measure the implementation and outcomes of goal are listed below each goal in the grant. Note that other documents may be added as the grant develops over the three-year period. **GOAL 1: IDENTIFICATION OF HOMELESS CHILDREN AND YOUTH** 1. Number of homeless children and youth identified by referrals and enrollment forms 2. Updated database with student information 3. Documentation of collaboration with other agencies to identify and refer students 4. End products of posters, brochures, newspaper articles and radio PSA's 5. Receipts of transportation services that indicate that students and parents were transported to school or relevant activities 6. Documentation of receipts or appointments for students (vision, medical, dental and counseling and mental health services) **GOAL 2: ENROLLMENT AND ATTENDANCE OF HOMELESS CHILDREN AND YOUTH** 1. Number of homeless students enrolled by each school 2. Attendance data from district's MIS Dept. 3. Enrollment packets **GOAL 3: ACADEMIC ACHIEVMENT OF HOMELESS STUDENT** 1. Documentation showing increase of students scoring state proficiency levels on FSA reading and math 2. Documentation of tutor's log of hours and students tutored 3. Documentation of Performance Matters and report card grades to show improvement and monitoring of student progress **GOAL 4: COORDINATION WITH OTHER LEA PROGRAMS** 1. District anecdotal records from interagency departments and schools 2. Number of collaborative contacts with other federal programs (e.g. Head Start, HUD, Runaway and Homeless and Youth shelters) 3. Meeting notices, contact lists, agendas, sign-in sheets, minutes **GOAL 5: COORDINATION WITH COMMUNITY SERVICE PROVIDERS** 1. Number of collaborative contacts with community service providers (e.g., child welfare, health, mental health, child care, faith-based). 2. Meeting notices, contact lists, agendas, sign-in sheets, and minutes 3. Receipt of donations and services from community partners

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.

For details refer to URL: <http://www.fl DOE.org/core/fileparse.php/7734/urlt/0075039-strategicv3.pdf>.

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The Board of Education Strategic Plan Priorities that have been incorporated into this project:

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 FAIR or STAR 360 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 – Istation, 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, and during the summer
Expand STEM-related educational opportunities	STEM: The Hamilton County School District will address math and science through the implementation of Science, Technology, Engineering and Math (STEM) initiatives and provide curriculum and instructional strategies utilizing Florida Standards. This project will support and provide research-based core supplemental math activities that will enable students to reach proficiency levels (proficiency on state assesement) in math and science or pass the EOC exam. 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 the summer 7)Provide supplemental materials in mathematics for students to take home and provide home visits for families to assist them in helping their children master the challenging curriculum. The DIAP, 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

Executive Order 11-116 (Supersedes Executive Order 11-02)

"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) for Federal Programs

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>.

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In accordance with the requirements of Section 427 of the General Education Act (GEPA), Public Law 103-381, the Hamilton County School District will provide equitable access to all programs and services. This includes ensuring freedom 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 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 supporting 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 major information for stakeholders and other initiatives supporting access to all program and services.

Title IX, Part A (ESSA) Addendum

1. Describe how the district assures that homeless students receive appropriate credit for full or partial coursework satisfactorily completed while attending a prior school. (s.722(g)(1)(F)(ii))

The district will award credits for all coursework completed at a prior school. The district will consult the student's prior school about a student's coursework and evaluate the student's current mastery of coursework even if only partially completed. For work partially completed the district will offer partial credit and counsel the student to attend credit retrieval courses.

2. Describe how the district assures that children and youth who meet relevant eligibility criteria to enroll in a summer school, magnet school, career and technical education, advanced placement, online learning, or charter school, but missed an application or enrollment deadline during a period of homelessness, are provided access to those programs. (s.722(g)(1)(F)(iii))

To prevent students from missing enrollment deadlines, school staff, including teachers, paraprofessionals and support staff, will be trained on the definition of homelessness, and the enrollment required for services. They will also be trained in the appropriate academic resources, community services and transportation available to homeless students. In cases where students do miss enrollment deadlines, the district will work closely with school staff and community providers to develop a plan on how the students can still take advantages of educational and community services

3. Describe how unaccompanied homeless high school students will receive assistance from counselors to prepare and improve the readiness of those youth for postsecondary education. (s.722(g)(1)(K))

Counselors will meet with homeless students individually or in small groups to explain the graduation requirements of the school and district and the opportunities for post secondary education. If appropriate counselors will arrange for tutors or mentors for the students for extra academic supports. TO make up any missing credits students will be encouraged to enroll in credit retrieval courses. Throughout the school year, counselors will regularly confer with identified homeless students so they are on track to graduate and have made necessary preparations for post secondary education when appropriate.

4. Describe how the district will leverage other federal, district, or local resources for the position of the designated homeless education liaison. (s.723(c)(3)(G))

The District will leverage other federal, district, or local resources for the position of the homeless education liaison by developing inter-agency partnerships. Currently, the Homeless Liaison is funded by the District through general funds. Some federal programs, such as Title 1 Part A, Head start and IDEA are required to identify and serve homeless children and youth. By coordinating referrals for homeless families and families

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with the district these agencies will improve the identification of homeless students and help these agencies meet their federal requirements.

5. Describe how the district will leverage other federal, district, or local resources to provide comparable transportation service for homeless children and youth and for the excess cost school of origin transportation. (s.723(c)(3)(G))

The District will leverage other federal, district and local resources to help with transportation costs for homeless students by developing inter-agency partnerships for students who are homeless or in foster care, if necessary. Currently, all students are offered transportation paid through District state and local funds for clubs, sports and general transportation to and from school and to school of origin. The various agencies, when appropriate, may coordinate their transportation services and a method developed such that duplicated bus routes and services can be consolidated. Transporting all students to Hamilton County schools will help to defray the excess cost of transportation.