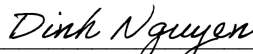



**Florida Department of Education  
Project Award Notification**


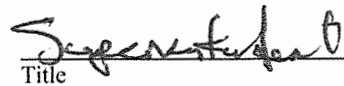


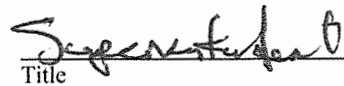


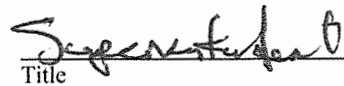

<b>1 PROJECT RECIPIENT</b> Charlotte County School District	<b>2 PROJECT NUMBER</b> 080-1023M-3CI01
<b>3 PROJECT/PROGRAM TITLE</b> Enhanced Instructional Opportunities for Recently-Arrived Immigrant Children and Youth  <p style="text-align: right;"><b>TAPS 23A013</b></p>	<b>4 AUTHORITY</b> <b>84.365A Title III Part A, English Language Acquisition USDE or Appropriate Agency</b>  <b>FAIN#:</b> S365A220009
<b>5 AMENDMENT INFORMATION</b> Amendment Number: Type of Amendment: Effective Date:	<b>6 PROJECT PERIODS</b>  Budget Period: 07/01/2022 - 06/30/2023 Program Period: 07/01/2022 - 06/30/2023
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$22,319.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$22,319.00	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>Last date for incurring expenditures and issuing purchase orders: <u>06/30/2023</u></li> <li>Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2023</u></li> <li>Last date for receipt of proposed budget and program amendments: <u>04/30/2023</u></li> <li>Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>Date(s) for program reports:</li> <li>Federal Award Date : <u>06/30/2022</u></li> </ul>	
<b>10 DOE CONTACTS</b> <b>Program:</b> Ginger Alberto <b>Phone:</b> (850) 245-0894 <b>Email:</b> <a href="mailto:Ginger.Alberto@fldoe.org">Ginger.Alberto@fldoe.org</a> <b>Grants Management:</b> Unit A (850) 245-0496	<div style="display: flex; justify-content: space-between;"> <div> <b>Comptroller Office</b>  <b>Phone:</b> (850) 245-0401         </div> <div> <b>UEI#:</b> NTKBZDVK3F25  <b>FEIN#:</b> F596000539002         </div> </div>
<b>11 TERMS AND SPECIAL CONDITIONS</b> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>The Department's approval of this contract/grant does not excuse compliance with any law.</li> <li>Other:</li> </ul>	
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;"> <b>12 APPROVED:</b>   <div style="text-align: center;">             Authorized Official on behalf of the            Commissioner of Education         </div> </div> <div style="width: 45%; text-align: center;"> <u>08/30/2022</u>            Date of Signing         </div> <div style="width: 10%; text-align: right;">  </div> </div>	

**INSTRUCTIONS  
PROJECT AWARD NOTIFICATION**

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

# FLORIDA DEPARTMENT OF EDUCATION

## PROJECT APPLICATION

<b>Please return to:</b>  Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	<b>A) Program Name:</b>  2022-2023 Enhanced Instructional Opportunities for Recently-Arrived Immigrant Children and Youth  <b>TAPS NUMBER:</b> 23A013	<b>DOE USE ONLY</b>  Date Received  <div style="text-align: center; font-size: 1.2em;">6/27/2022</div>								
<b>B) Name and Address of Eligible Applicant:</b> Charlotte County Public Schools 1445 Education Way Port Charlotte, FL 33948		<b>Project Number (DOE Assigned)</b>  080-1023M-2CI01								
<b>C) Total Funds Requested:</b>  \$ 22,319.00  <hr style="width: 50%; margin-left: 0;"/> <div style="text-align: center;"><b>DOE USE ONLY</b></div> <b>Total Approved Project:</b>  \$ 22,319.00	<b>D) Applicant Contact &amp; Business Information</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Contact Name: Ashley Monier</td> <td style="width: 40%;">Telephone Numbers: 941-255-0808 x2122 941-255-0808 x2014</td> </tr> <tr> <td>Fiscal Contact Name: Elizabeth Lewis</td> <td></td> </tr> <tr> <td>Mailing Address: 1445 Education Way Port Charlotte, FL 33948</td> <td>E-mail Addresses: <a href="mailto:Ashley.Monier@yourcharlotteschools.net">Ashley.Monier@yourcharlotteschools.net</a> <a href="mailto:Elizabeth.Lewis@yourcharlotteschools.net">Elizabeth.Lewis@yourcharlotteschools.net</a></td> </tr> <tr> <td>Physical/Facility Address: 1445 Education Way Port Charlotte, FL 33948</td> <td>DUNS number: 796112662  FEIN number: 596000539</td> </tr> </table>		Contact Name: Ashley Monier	Telephone Numbers: 941-255-0808 x2122 941-255-0808 x2014	Fiscal Contact Name: Elizabeth Lewis		Mailing Address: 1445 Education Way Port Charlotte, FL 33948	E-mail Addresses: <a href="mailto:Ashley.Monier@yourcharlotteschools.net">Ashley.Monier@yourcharlotteschools.net</a> <a href="mailto:Elizabeth.Lewis@yourcharlotteschools.net">Elizabeth.Lewis@yourcharlotteschools.net</a>	Physical/Facility Address: 1445 Education Way Port Charlotte, FL 33948	DUNS number: 796112662  FEIN number: 596000539
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Physical/Facility Address: 1445 Education Way Port Charlotte, FL 33948	DUNS number: 796112662  FEIN number: 596000539									
<b>CERTIFICATION</b>  <p>I, Steve Dionisio, 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>										
<table style="width: 100%;"> <tr> <td style="width: 40%; vertical-align: bottom;"> <b>E)</b>             Signature of Agency Head         </td> <td style="width: 30%; vertical-align: bottom;">             Title         </td> <td style="width: 30%; vertical-align: bottom;">             Date         </td> </tr> </table>			<b>E)</b>  Signature of Agency Head	 Title	 Date					
<b>E)</b>  Signature of Agency Head	 Title	 Date								

A) **Charlotte County Public Schools**  
 Name of Eligible Recipient  
 B) **080-1023M-2CI01**  
 Project Number (Title III, Immigrant

TAPS Number
23A013

## FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(1) Function	(2) Object	(3) Account Title & Narrative	(4) FTE Position	(5) Amount
5100	752	Salaries- part-time Immigrant Parent and Student Liaison. 15 hours per week for 34 weeks funded at \$17.10-\$22.50 per hour dependent on applicant credentials. Budgeted at \$22.50.	0.3	\$ 11,475.00
5100	200	Benefits including social security, medicare and workers' compensation for part-time Immigrant Parent and Student Liaison.		\$ 2,605.00
5100	510	Resources and materials for the creation of Newcomer Resource Kits including picture dictionaries, school supplies, flash cards, and English glossaries (150 kits at \$45 each).		\$ 6,750.00
5100	395	Printing costs for school directory, calendar, school information, english phrases, and welcome packet for Newcomer Resource Kits (150 kits @ \$5 each)		\$ 750.00
6100	510	Parent resources including English educational resources and food for parent events.		\$ 739.00
<b>C) TOTAL</b>				<b>\$ 22,319.00</b>

## **Narrative Section and Application**

### **Enhanced Instructional Opportunities for Recently-Arrived Immigrant Children and Youth**

#### **1. Needs Assessment**

Briefly provide evidence of need for each of the services that will be funded through this project application. Identify the unique needs of recently arrived immigrants. Describe the method(s) used to conduct the needs assessment (e.g. surveys, interviews, document reviews) and the data and information analyzed to determine the need for supplementary services. Ensure that identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program are carried out with the awarded funds.

The LEA analyzes the needs for immigrant students based on achievement data as it becomes available including progress monitoring data, student report cards, English language proficiency, attendance and behavior data, and teacher observations. The LEA also uses an annual parent survey, provided in home languages, to collect perceptions and information from parents of immigrant students.

Based on these data sources and consultation with school principals and ELL contacts, the highest priority needs for immigrant students are:

- Identifying immigrant students and providing acculturation immediately upon enrollment;
- Identify immigrant families and facilitating parent outreach to support effective school-home communication and acculturation for families;
- Providing supplemental staff support for classroom teachers and school leaders to ensure that immigrant students and families are receiving the additional resources and support necessary for successful language acquisition, academic progress, and healthy social acculturation;
- Extending already successful strategies to engage parents of immigrant students, involving them as partners in their children's education, and encouraging them to motivate their children to experience growth and achievement in English language acquisition and academic success;
- Identifying gaps in reading and math, measuring content knowledge proficiency, and differentiating instruction to support immigrant student achievement.

The LEA has not received immigrant funds since 2019-2020 due to a lack of newly enrolled immigrant students, however, for the 22-23 school year, the LEA has 98 identified immigrant students. This sudden increase is the reason the above priorities have been identified to support students and families as they transition to their new country.

#### **2. Programs, Services and Activities**

Briefly list and describe each of the major proposed programs, services, and activities and include how they are aligned with the needs assessment and achievement standards. Also, describe how the activities will enable LEAs to close the achievement gap and address acculturation needs of students and their families through programs that introduce immigrant students to Florida's educational system and civics education. Examples can include tutorials, mentoring, bilingual support, and academic or career counseling for immigrant children and youth. Identify how the activities proposed are supplementary and do not supplant activities and services funded under state or other federal funds. Include alignment to Title III's Area of Focus and program assurances. Indicate how the LEA will continue to build capacity at district and school levels to address needs and provide enhanced instructional opportunities for immigrant children and youth.

The LEA is proposing only two major activities for the 22-23 school year. The first is the allocation of a new part-time position dedicated to serving immigrant students and families and helping to acclimate them to their new school and culture. The position would be the Immigrant Parent and Student Liaison; this position would be funded for 15 hours per week to welcome and establish a relationship with newly/recently enrolled immigrant families, provide them with support and resources as they acclimate to the school and community culture, monitor and track student progress, provide ongoing communication with students and parents, and organize parent and family gatherings to provide access to community resources, establish family partnerships, inform parents about school programs, procedures, and opportunities, and connect families to each other for additional support. The second activity is the purchase and creation of Newcomer

Resource Kits for students and families. Each kit would contain student school supplies, at-home learning resources, school information, community resource information, English resources, all in a backpack for students to use at school. These would be given to families at the time of registration as a welcome to the new school and to ease stress by ensuring students are ready and prepared for the first day of school

### **3. Increasing Supplemental Professional Development Activities**

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

The professional development planned for the 22-23 school year is supported by both Titles II and III. The LEA has identified an ELL/Immigrant instructional expert who will provide ongoing training to paraprofessionals as well as the district Title III ELL/Immigrant Achievement and Parent Liaison and the Immigrant Parent and Student Liaison to train these professionals who will work directly with Immigrant students; they will be trained in high-yield strategies for newcomer students. This expert will also provide tutor training to 11 community members who will tutor Immigrant students during 30-minute sessions twice per week to support students in one-on-one and small group settings to help them acclimate to school and acquire English as a second language. The LEA also has the ELL/Immigrant expert scheduled to provide Immigrant newcomer training to teachers during the district professional development day and at the annual LEA CIA Conference in June.

### **4. Increasing Parental and Community Participation in the Educational Experience of Immigrant Children and Youth**

In accordance with applicable statutory and regulatory guidelines, describe the parent engagement activities for immigrant children and youth that the LEA proposes that will affect student achievement and language acquisition. Examples can include family literacy, parent and family outreach and training activities designed to assist parents and families to become active participants in the education of their children. Indicate how the LEA will continue to build capacity at district and school levels to address needs and provide meaningful family engagement activities and community outreach for immigrant families.

The LEA parent and community engagement activities will be led by the Title III ELL/Immigrant Achievement and Parent Liaison in partnership with the Immigrant Parent and Student Liaison and will include:

- Regularly scheduled, child-friendly meetings and gatherings with the ELL/Immigrant parents to identify and discuss concerns of ELL/Immigrant families;
- Personal invitations to and funding and transportation for immigrant parents to attend the Hooked on Family Engagement Conference in October 2022 in the Tampa/St. Petersburg area;
- Opportunity to participate in each school's Family Engagement Planning Team (FEPT) in the spring to provide input on issues specific to immigrant students and families;
- Opportunity to participate in the LEA ELL/Immigrant Parent Advisory Committee;
- LEA Family Engagement Plan in native languages in print and on school websites;
- Personal contact and welcome for new immigrant families to provide information on their school, community, family engagement opportunities, and ways they can be involved through school activities, teacher conferences, websites, and other resources;
- Translation and transportation services upon request for all school meetings, events, and activities.
- Parent and Student tutoring at the local library for parents and students to learn English together and for students to receive academic support.

### **5. Consultation with Private School Officials (Equitable Services for Private School Participation)**

Per Section 8501, ESEA as amended by ESSA, the applicant must provide detailed information about the required timely, meaningful, and ongoing consultation for equitable services to private school children and teachers within the LEA service area.

Include a detailed description that includes dates on how timely, meaningful, and ongoing consultation with private schools has been and will continue to be implemented to address equitable services to eligible students in private schools.

CCPS' State & Federal Program Coordinator and the Title III ELL/Immigrant Achievement & Parent Liaison meet with Private School Officials to determine their students' eligibility and needs, and the option available to them per the Equitable Services of federal grant programs. The meetings deliver all required information per statute, additional LEA information, and provide for further consultation as needed by the private schools.

At the meeting, the CCPS Federal Program Coordinator explains about the Title I, II, III, and IV federal programs and how they can serve their schools and students. The coordinator facilitates discussions with private school officials to help determine whether any of their students qualify for the services provided through the different federal programs, and in which programs the private school may wish to participate.

If a private school desires to participate with the LEA in a federal program, additional consultation meetings with the private school are scheduled to:

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

For SY2022-23, the Private School Consultation Meeting was held on October 28, 2021 and all schools listed in the DOE private school directory were invited to attend.

## **6. Equitable Services Allocations**

Section 8501(a)(3)(C), ESEA as amended by ESSA, requires the Florida Department of Education to provide notice to the appropriate private school officials of the allocation of funds for educational services and other benefits that LEAs have determined are available for eligible private school children. Please provide the amount your LEA has allocated for the provision of private school equitable services.

Total allocation for equitable services is \$ 0.

If none, please indicate "0" and explain why.

At this time, no eligible students have been identified at any of the 2022-2023 participating private schools.

## **7. Coordination of Services (other funding sources)**

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

The LEA has purposefully coordinated services to immigrant students and their families through Titles I, II, III, and III – Immigrant. The supplemental Title III ELL/Immigrant Achievement & Parent Liaison serves both immigrant and ELL students and families and supports teachers of those students. Funds from both Title III and Title III-Immigrant are also budgeted for immigrant and ELL parents to attend the Family Engagement conference in St. Petersburg/Tampa.

The Title III ELL/Immigrant Achievement & Parent Liaison and new Immigrant Parent and Student Liaison support collaboration with school and district initiatives under Title I, and most importantly facilitates coordination with the Title I Resource & Family Engagement Liaison in developing focused family engagement opportunities, communications, and trainings for immigrant and ELL parents.

Title II funds are used to provide professional development opportunities for teachers and school leaders to obtain ESOL endorsements, learn new skills and strategies to engage ELL and immigrant students and families, communicate with ELL and Immigrant families, and integrate Title III funded resources into classroom instruction.

The Coordinator for State and Federal Programs, which is funded by Titles I and II, ensures that Title efforts are supplemental to the immigrant and ELL services required of the LEA and also appropriately aligned.

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

## **8. Collaborative Partners (community based)**

**Identify federal/state/local community and faith based organizations, post-secondary institutions and/or community partners and include the program(s) and primary target group(s). Describe the activities and coordination with community-based organizations, institutions of higher education, and private sector entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive services.**

The LEA's Coordinator of State and Federal Programs facilitates the collaborative relationship among the federal program team members and related divisions and departments. A formal federal program meeting is part of the LEA district kickoff for the new school year, and informal meetings among all or groups are ongoing. LEA schools have Partnership and Performance Councils (PPCs) that continuously target barriers to student achievement that will be a focus at the school level through identified strategic actions. Beyond school and district personnel for student services and achievement, the LEA maintains a strong collaborative relationship with the teachers and support staff unions.

The LEA has an ELL/Immigrant Team that works to strengthen existing relationships, and develop further collaborative relationships within the schools and the community. Additional collaborative partners include:

- Parental Involvement activities targeted to ELL/Immigrant families, both uniquely and in combination with the Title I sponsored Family Center programs at each Title I school;
- The Adult and Community Education program provides educational opportunities for Immigrant parents and older students in the family;
- The LEA's website provides current and relevant information, resources, and community links for Immigrant families which can be translated into multiple languages;
- Titles I and III and the LEA facilitates the attendance of translators for numerous school and district programs and activities to assist Immigrant families;
- The LEA is very active with community stakeholders who support our students and schools in a variety of ways; many of these groups direct efforts specifically to Immigrant students and families. Such groups include:
  - The Charlotte County Family Services Center is located directly in the center of the county, and houses multiple nonprofit organizations that serve Immigrant students and their families through after school tutoring, parenting classes, youth leadership and development, homework assistance, adult and family literacy, social services, housing assistance, juvenile diversion and re-entry programs, community health services, and service learning opportunities;
  - The Suncoast Credit Union Foundation provides grant funds to the LEA each year to meet specific student and teacher needs through a mini-grant program for innovative classroom projects;
  - The Charlotte Local Education Foundation (CLEF) sponsors the "Teacher Depot," where teachers can select from donated items for their classrooms and their students free of charge. Items include books and textbooks, backpacks, shoes, classroom and art supplies, instructional materials, and more. CLEF sponsors an annual "Back to School Fair" where families can obtain free school supplies, physicals, and related information;



- The Boys and Girls Club provides after school activities and tutoring through their own grant programs and in partnership with the LEA and county government;
- The LEA fosters a strong collaborative relationship with the Hispanic Council within the community, whose members are generous in volunteering to assist both students and adults;
- The Charlotte County Imagination Library (CCIL), an affiliate of the Dolly Parton Imagination Library, partners with CCPS to bring books into the homes of pre-k children and to encourage early literacy;

The Community Health Department provides nutrition education, BMI screening, Dental Sealants, Flu Vaccines, Tdap vaccines, and Sexual Risk Avoidance Education programs to Charlotte County students free of charge.

## **9. Dissemination of Information of Programs, Services, and Activities**

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

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

- The Director of Elementary Education who oversees ELL/Immigrant grades pre-K-12, along with the Curriculum & Instruction Specialist for Arts and Languages, directly communicate with school principals and teachers not only about required components of the district ELL plan, but also of supplemental resources and opportunities;
- The district ELL Team will coordinate outreach for Immigrant parents to attend meetings specifically for addressing their communication and information needs and providing them opportunities for input;
- The Title III ELL/Immigrant Achievement & Parent Liaison will assist schools in ensuring that regular school-to-home communication is in the home language as appropriate and feasible;
- Schools provide information to parents and the community through annual open houses, monthly newsletters, school websites, parent conferences per request, monthly advisory groups (including SAC committees and Parent Teacher Organizations) and through school social media accounts including Facebook, Remind, and Twitter;
- The LEA uses ParentConnect telephone communications as appropriate or necessary to disseminate information from the district and the schools. ParentConnect is available in several languages for messages sent to the parents of Immigrant students;
- The LEA's home page at [www.yourcharlotteschools.net](http://www.yourcharlotteschools.net) houses specific segments for Titles I, II, and III, as well as Head Start and Early Head Start. In addition to program specific information, there are links to related sites that are valuable sources of relevant information for parents, ELL and Immigrant families, ELL teachers and administrators, LEA staff, and any interested stakeholder. The entire website can be translated into more than 40 languages at the click of a button on the Website's home page;
- FOCUS and EDIS Family Portal, the LEA's student information systems, have parent accounts that provide parental access to their students' grades, diagnostic and state test scores, attendance and discipline information at any time. Both programs are parent-friendly and can be viewed in multiple languages; and
- Translators are utilized when possible/available for Immigrant parents. The LEA has been diligent in translating common information, forms, and regular communications into Spanish and French/Haitian Creole, with the most used documents already translated in other languages such as German and Vietnamese. The LEA's contract with ULG provides for additional translation services as needed.

## **10. Methods of Reporting Outcomes**

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

The LEA uses a variety of methods to report student and program outcomes resulting from the implemented programs and projects funded through Title III-Immigrant.

- The LEA communicates official student grades to parents quarterly with informal mid-quarter progress reports at three-to-four week intervals, with the exception of the three Year-Round elementary schools which operate on a trimester schedule. All school levels schedule parent conferences per school or parent request. Elementary schools host annual student-led conferences that may be requested more frequently.

Individual school-based ELL staff will communicate quarterly progress monitoring assessments of student English language progression to ELL/Immigrant parents and will be sending home the progress monitoring form 3 times per year.

In 2022-2023, the LEA will host an ELL meeting for ELL contacts, paraprofessionals and ELL/Immigrant parents to discuss school and district WIDA assessment data.

- FOCUS and EDIS Family Portal, the LEA's student information systems, have parent accounts that provide parental access to their students' grades, attendance and discipline information at all times. Parents can view daily assignments, homework, and grades across subject areas and teachers. . Both programs are parent-friendly and can be viewed in multiple languages. Using EDIS Family Portal, parents can view progress monitoring assessments in addition to daily work, term grades, and state assessments. The links to FOCUS and EDIS Family Portal are prominently displayed on the home page every school's website as well as for the LEA. Parents are given information to create their accounts upon registration.
- The Title III ELL/Immigrant Achievement & Parent Liaison collaborates with the Title I Resource & Family Engagement Liaison to host parent workshops on understanding state assessments and provide resources to help parents assist in preparing their students for these assessments. Workshops include translated documents and presentation as necessary.
- The Title III ELL/Immigrant Achievement & Parent Liaison collaborates with the Title I Resource & Family Engagement Liaison to host parent workshops on effective communication with teachers and schools along with information about student-friendly English classes for parents. Workshops will include translated documents and presentation as necessary.
- In addition to the federal programs website available through the home page of the LEA website at [www.yourcharlotteschools.net](http://www.yourcharlotteschools.net), there are links to other helpful sites where stakeholders can access information and data, including state assessment and school accountability data.