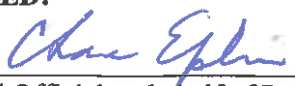



**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Putnam County School District	2 PROJECT NUMBER 540-1029B-9C001	
3 PROJECT/PROGRAM TITLE Supplementary Instructional Support for English Language Learners TAPS 19A014	4 AUTHORITY 84.365A Title III Part A, English Language Acquisition USDE or Appropriate Agency FAIN#: S365A180009	
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2018 - 06/30/2019 Program Period:07/01/2018 - 06/30/2019	
7 AUTHORIZED FUNDING Current Approved Budget: \$80,884.36 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$80,884.36	8 REIMBURSEMENT OPTION Federal Cash Advance	
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: 06/30/2019 Date that all obligations are to be liquidated and final disbursement reports submitted: 08/20/2019 Last date for receipt of proposed budget and program amendments: 05/30/2019 Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: Federal Award Date : 07/01/2018 		
10 DOE CONTACTS Program: Chane Eplin Phone: (850) 245-0417 Email: Chane.Eplin@fldoe.org Grants Management: Unit A (850) 245-0496	Comptroller Office Phone: (850) 245-0401 Duns#: 969176312 FEIN#: F596000821003	
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. If the district includes estimated roll-forward funds, the district will be authorized to expend estimated roll-forward funds when the Department of Education Comptroller's Office certifies these funds. Agencies receiving funds under Title III, No Child Left Behind may use not more than two percent (2%) of such funds for the cost of administering the program. 		
12 APPROVED: <div style="display: flex; justify-content: space-between;"> <div data-bbox="138 1753 755 1900">  _____ Authorized Official on behalf of Pam Stewart Commissioner of Education </div> <div data-bbox="771 1753 1055 1869"> 10-8-18 _____ Date of Signing </div> <div data-bbox="1177 1722 1502 1837" style="text-align: right;">  FLORIDA DEPARTMENT OF EDUCATION fldoe.org </div> </div>		

**FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION**

TAPS Number:
1. 19A014

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) Name and Address of Eligible Applicant:

Putnam County District School Board
200 REID ST
PALATKA, FL 32177

DOE USE ONLY

Date Received

2010 JUN 28 AM 10: 54

RECEIVED
CONTRACTS, GRANTS, AND
PROCUREMENT

B) Applicant Contact Information

Contact Name: Dr Melissa Coleman

Telephone Number: 386-329-0543 Ext:

Fiscal Contact Name: Kim Mann

Mailing Address: 200 Reid Street Palatka,
FL

Fax Number: 386-329-0643

E-mail Address:
mcoleman@my.putnamschools.org

Physical/Facility Address: 200 Reid Street Palatka FL 32177

DUNS Number: ~~010512135~~ 969176312 ✓

FEIN Number: 596000821 ✓

Programs

C) Program Name:	Project Number: (DOE Assigned):	D) Total Funds Requested:	Total Approved Project (DOE USE ONLY):
1. Title III, Part A: English Language Acquisition 2018-2019	540-1029B-9C001	\$80,382.12	\$80,884.36

CERTIFICATION

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

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

E) Richard M Surrency SUPERINTENDENT 6/26/18
Signature of Agency Head Title Date

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM -
Title III, Part A: English Language Acquisition 2018-2019**

A) NAME OF ELIGIBLE RECIPIENT: Putnam County District School Board

B) Project Number (DOE USE ONLY): 540-1029B-9C001

E) TAPS Number 19A014

count	Activity	Function	Object	Account Title and Description	FTE	Amount
1	Software	5100	691	<u>Computer Software Capitalized</u> Computerized software over \$750.00 used to improve literacy skills with ELL students including Rosetta Stone and Imagine Learning intervention software	0.000	\$52,511.18
2	Instructional Assistant to Implement Imagine Learning small group intervention with students	6150	150	<u>Aides</u> Instructional Assistant to Implement Imagine Learning small group intervention with students	0.500	\$22,500.00
3	Retirement	6150	210	<u>Retirement</u> Retirement benefit for Instructional Assistant 8.25%	0.000	\$1,856.25
4	Social Security	6150	220	<u>Social Security</u> Social Security for Instructional Assistant 6.2%	0.000	\$1,395.00
5	Medicare	6150	220	<u>Social Security</u> Medicare benefit for Instructional Assistant 1.45%	0.000	\$326.25
6	Health Insurance	6150	231	<u>Health and Hospitalization</u> Health Insurance for Instructional Assistant	0.000	\$2,250.00
7	Life Insurance	6150	232	<u>Life Insurance</u> Life Insurance for Instructional Assistant	0.000	\$45.68
Totals:					0.500	\$80,884.36

DOE 101



Pam Stewart, Commissioner

General Assurances

FDOE has developed and implemented a document entitled, **General Terms, Assurances and Conditions for Participation in Federal and State Programs**, to comply with:

2 C.F.R. 200, Uniform Grant Guidance (UGG) requiring agencies to submit a common assurance for participation in federal programs funded by the United States Department of Education (USDE); Applicable regulations of other Federal agencies; and State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, **applicants must have on file with the FDOE, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs.** The complete text may be found in Section D of the Green Book.

New: The UGG combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 CFR part 80), A-110 (former 34 CFR part 74), A-21, A-87, A-122, A-133, A-50. For the FDOE this means that the requirements in Education Department General Administration Regulations (EDGAR) Parts 74 and 80 have also been subsumed under the UGG. The final rule implementing the UGG was published in the Federal Register on December 19, 2014, and became effective for new and continuation awards issued on or after December 26, 2014.

Technical assistance documents and other materials related to the UGG, including frequently asked questions and webinar recordings, are available at The Chief Financial Officers (CFO) Council web site: <https://cfo.gov/cofar>.

LEAs, Community Colleges, Universities, and State Agencies

- X** The certification of adherence, currently on file with the FDOE Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance or condition.

Program Specific Assurances

Title III, Part A English Language Acquisition:

- X** The Local Educational Agency (LEA) will use the subgrant to build capacity to continue to provide high-quality language instruction educational programs for ELLs once the project funds are no longer available.
- X** The LEA will include in its District ELL Plan a certification that all teachers in a Title III language instruction educational program for ELLs are fluent in English and any other language used for instruction.
- X** The LEA will be of sufficient size and scope to support high-quality programs.
- X** The LEA consulted with teachers, researchers, school administrators, and parents, and if appropriate, with education-related community groups and non-profit organizations, and institutions of higher education in developing this program plan.
- X** The LEA will annually assess the English proficiency of all students identified as ELLs.
- X** The activities funded with this project will not be in violation of any State law, including State constitutional law, regarding the education of ELLs.
- X** The LEA evaluations will be used to determine and improve the effectiveness of subgrantee programs and activities.

- X** LEA evaluations will include a description of the progress made by children in meeting State academic content and student academic achievement standards for each of the two years after these children (former ELLs) no longer participate in a Title III language instruction educational program.
- X** The LEA will provide the following information to parents of ELLs: how determination of the need for ESOL services was made, how the educational needs of their children will be met, including available options of various instructional delivery models. Information will be provided to parents in a language that they can understand, unless clearly not feasible. The right to comprehensible instruction cannot be waived.
- X** The LEA will ensure that no more than 2% of the Title III grant will be allocated towards administrative (direct and indirect) costs and that documentation to support these costs will be maintained.

Needs Assessment

Provide evidence of need for each of the services that will be funded through this project application. Describe the method(s) used to conduct the needs assessment (e.g. surveys, interviews) and the kinds of data and information analyzed (the most current state assessment data) to determine the need for supplementary services. The description must also include an analysis of which programs, services, and activities were successful in the previous grant, which ones were not, and new programs that the LEA will implement with this grant for the 2018-2019 school year as a result of the previous year's outcomes. Summarize results and list proposed needs in order of priority.

Response:

All schools in the district completed a comprehensive needs assessment which included survey and performance data. Analysis of school data and state assessment data showed a gap in achievement between non-English Language Learners and English Language Learners. English Language Learners lag behind non-English Language Learners in state assessed subjects as follows: English Language Arts 16%; Mathematics 32%; Science 24%; and Social Studies 38%. Supplementary services are needed to close this achievement gap. For the 2018-2019 school year, the Title III funds will be used to purchase Imagine Learning curriculum to support lowering the achievement gap between non-English Language Learners and English Language Learners. After school tutoring at the primary level has proven to be beneficial to ELL students with 100% of participating students attaining increased scores on FSA in SY 2017. After school tutoring at the secondary level resulted in 100% improvement rates on ACT scores to meet alternate assessment graduation requirements in SY2017. After school tutoring will continue in the 2018-2019 school year.

Activities

List and describe each of the LEAs proposed programs, services, and activities and include how they are aligned with the needs assessment, state content standards, student achievement standards, and state assessments. If applicable, indicate how the included activities are evidence based. Also, describe how the activities will enable districts to close the achievement gap and meet all ELL achievement targets. Activities must include professional development and parental involvement.

Response:

During school tutoring on an as-needed basis will continue to increase the English proficiency of current and former ELL students as measured by ACCESS 2.0 in the areas of Listening/Speaking. Evidence based software such as OddyseyWare and i-Ready will continue to be used to support language acquisition and mastery of state content standards. ELL student access to computers at Crescent City High School will continue to provide extended learning opportunities for approximately 30 ELL students. In addition, Imagine Language and Literacy, a PreK-8 curriculum to build core reading and academic language skills with first language support, will be purchased for implementation in elementary schools with high numbers of ELL students. One year professional development which includes teacher training, planning, data review meetings, modeling, and parent engagement will be purchased by the District to assure fidelity of implementation. An instructional assistant will work with Imagine Learning materials with students in a small group setting in and out of the classroom.

English Language Learner Achievement Targets

Percent Proficient in English Language Acquisition

Increase the percentage of ELLs becoming proficient on the ACCESS for ELLs 2.0 by **5%** with 2018 as the baseline year. If the LEA's percentage of ELLs is at or above the state percentage of ELLs becoming proficient, then the LEA must increase the percentage of ELLs becoming proficient on the ACCESS for ELLs 2.0 by **2%**.

Based on the most recent assessment results for Putnam County, the LEA will increase the percentage of ELLs becoming proficient from 23.00 to 25.00 by the end of 2019.

Describe how grant activities will be used to achieve the above goal. Include how these activities provide documentation that measurable objectives will be met. If Title III funds are not being directed towards this goal, outline district initiatives that are addressing or will address measurable objectives.

The Putnam County School District will continue tutoring services for ELL students to increase their English proficiency as measured by the ACCESS for ELL's 2.0. Our tutoring program includes high quality language instruction, and evidence based educational programs. ELL students participate in tutoring programs using i-Ready and OdysseyWare, and beginning in SY2019 Imagine Language and Literacy will be added to support acquisition using first language support.

Progress in Graduation Rate and Content Areas

Increase the graduation rate of ELLs and the percentage of ELLs achieving satisfactory or higher in English Language Arts, Mathematics, Science, and Social Studies by **5%** as measured by the Florida Standards Assessment with 2018 as the baseline year. If the LEA's percentage of ELLs graduating and achieving satisfactory or higher in English Language Arts, Mathematics, Science, and Social Studies is at or above the state percentage or ELLs achieving satisfactory in these areas, then the LEA must increase the percentage of ELLs graduating and achieving satisfactory or higher by **2%**.

Based on the most recent graduation and assessment results for Putnam County, the LEA will increase by the end of 2019.

42.00 to 47.00 the percentage of ELLs graduating,
 12.00 to 17.00 the percentage of ELLs achieving satisfactory or higher in English Language Arts,
 26.00 to 31.00 the percentage of ELLs achieving satisfactory or higher in Mathematics,
 13.00 to 18.00 the percentage of ELLs achieving satisfactory or higher in Science,
 39.00 to 41.00 the percentage of ELLs achieving satisfactory or higher in Social Studies

Describe how grant activities will be used to achieve the above goal. Include how these activities provide documentation that measurable objectives will be met. If Title III funds are not being directed towards this goal, outline district initiatives that are addressing or will address measurable objectives.

The Putnam County School District uses evidence based instructional programs and certified personnel to increase academic achievement of ELL students at the high school level. All ELL students at the secondary level have access to tutoring sessions and each student receives instruction through individually designed lessons and assessments based on their needs in core subject areas. OdysseyWare software supports credit recovery by allowing students to complete coursework and earn credits needed to graduate.

Increasing Supplemental Professional Development Activities

This application must include supplementary professional development activities supported by Title III. 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 and language acquisition. Include in the description how accountability and transfer of skills and knowledge to the job will be addressed and how the professional development activities will supplement, not supplant, existing district programs.

Response:

Supplementary staff development opportunities that positively impact instruction for ELL students will be offered on an ongoing basis and supported with Title II funds such as: Methods of Teaching ESOL; Cross Cultural Communication, Instructional Foundations of Language and Reading, Foundations and Application of Differentiated Instruction. Title III will support supplemental professional development and opportunities to attend ESOL conferences that address mandatory compliance of State Board rules and the Consent Decree, and will be coordinated with Title I and Title II professional development opportunities during the year. Notification of trainings will be posted through the North Florida Educational Consortium website and the Putnam County School District website as well as posted on individual school websites. The District will continue providing professional development for school staff on the value of parent engagement. All paraprofessionals met the certification requirement by July 2006 by passing the required certification exam, accumulating sufficient credit hours or completing an Associate's degree from an accredited institution.

Increasing Parental and Community Participation in the Educational Experience of ELLs

This application must include parent involvement activities supported by Title III. Specifically, in accordance with applicable statutory and regulatory guidelines, describe all parent involvement activities the LEA will conduct to address the issues identified in the needs assessment and increase student achievement and language acquisition.

Response:

Title III, Part A district staff works in close collaboration with Title I, Part A, Farmworker Career Development Program staff, and local community agencies to provide effective activities including Families Building Better Readers workshops, ESL classes, and evening and after school tutoring services to support the involvement of parents and community in the educational experience of ELL students. Title III, Part A and Title I, Part A funds will cover costs associated with ensuring parents of ELL students receive materials in their native language, translators for workshops and after-school functions, parent/teacher meetings, LEP meetings, and other costs related to assuring parents of ELL students can participate fully in the education of their child. Title I, Part C funds Migrant Advocate Recruiters who send letters, make phone calls and visit homes to encourage parent involvement and provide information on school policies, curriculum, activities and services available to migrant families many of which are also ELL students. Title III, Part A funds combined with Title III, Part C will be used to fund a Data clerk position to cover the costs of supporting migrant and ELL students, including tracking achievement and providing information to families.

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

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

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

Response:

To ensure equity of services to private school children and teachers, Federal Programs staff sent letters of invitation in October 2017 and March 2018 to all registered private schools in Putnam County. The following schools were notified by registered mail of their right to apply for Federal funding:

- My Brother's Keeper Academy
- Creekside Christian School
- Crescent City Christian Academy
- Deseret Academy
- Faith Christian Academy
- Grace Christian School, Inc.
- Hillcrest Academy
- Peniel Baptist Academy
- Putnam Banner private School System, Inc.
- River Christian Academy
- St. Johns Christian School

No private school responded to the invitation for consultation in October. However, two schools, Crescent City Christian and My Brother's Keeper Academy met with Federal Programs and District staff on May 1, 2108 for a consultation meeting. Neither Crescent City Christian nor My Brother's Keeper Academy elected to apply for Federal funding. If at any time a private school decides to Receive Title III funding, the private school will be asked to complete the Putnam County Language/ Occupational survey. Surveys will be reviewed by Federal Programs staff. If an ELL student enrolls in a private school participating in Federal funding, the school will be provided training on LEP committee procedures, ESOL Assessment and Placement, and compliance with the Consent Decree. A needs assessment will be conducted to include administering the IPT for proper placement and ongoing progress monitoring for classroom instruction and progression. Assessment scores will be used to measure language acquisition and academic progress.

Collaborative Partners

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

Response:

Locally, the Azalea Rural Health and Putnam County Health Department provide medical, dental and mental health referral services for Migrant and ELL students from birth to 21 years and their families. The Rural Women's Health Project offers referrals to provide health and cultural sensitive workshops for parental involvement, after school activities and OSY engagement. Catholic Charities provides supplemental tutoring for migrant and ELL students in grades 3-5.

At the state level, Episcopal Services provides subsidies for childcare and wraparound services for VPK referrals of migrant and ELL students, Redlands Christian Migrant Association offers childcare, VPK and parental involvement/leadership activities for children birth to 5 years of age and their parents, and St. Johns State River College provides GED preparation and testing services, post-secondary transition services for dual enrollment, advanced placement and higher education opportunities for ELL students.

Title I, Part A, provides federal funds for supplemental personnel, materials and supplies, professional development, and other necessary and reasonable resources as needed during the year. Title III, Part A collaborates with Title IX to improve the level of service for Migrants students and their families many of whom are ELL students in the areas of academic achievement and access to support services. USDA Food Service Program provides nutritious meals for children in extended day/extended year programs for students 3 to 21 years. Farm Career Development Program offers post-secondary and vocational opportunities for Migrant students and their families of whom many are also ELL students for OSY. 21st CCLC grant provides academic interventions after school at all district middle and high schools and selected elementary schools for students in grades K-12.

Accountability for Schools with ELLs

Describe how the district will hold elementary and secondary schools accountable for meeting the goals and measurable objectives outlined in this proposal in terms of increasing the English proficiency of current ELLs, and the academic achievement of all current and former ELLs.

Response:

District School Board Policy 2120-School Improvement establishes procedures whereby schoolwide plans are developed and implemented by school-based teams, working collaboratively, so that both building level and district level goals for students can be identified and correlated, and then achieved through effective planning, problem-solving, and assessment. At the middle school level – grades 6, 7, and 8 – shall implement an early warning system to identify students who need additional support to improve academic performance and stay engaged in school. To this purpose, any student including ELL students exhibiting two (2) or more of the following early warning indicators: attendance is below 90%, has 1 or more in school or out of school suspensions, has failed English Language Arts or mathematics courses, and scores an achievement level of 1 on the State's assessment of English Language Arts or mathematics shall be referred to the school's child study team to determine appropriate intervention strategies for the student. Written parent notification is required to be sent within ten (10) days indicating a meeting to inform parents of the student's status so the parent has the opportunity to participate. In addition, the DOE approved LEP plan details procedures for monitoring current and former ELL student achievement. The school ESOL coordinator/Guidance counselor at each school is responsible for documenting ELL student progress. All instructional personnel will identify ESOL strategies used in their classes through daily lesson plans. School administration is responsible for checking plans and observing that ESOL strategies are being implemented in the classroom. The school ESOL coordinator/Guidance counselor monitors former ELL students who have exited the ESOL program for the required two-year follow-up period. Student progress is documented by report cards, LEP committee reports, state testing results, student's Academic Improvement Plan, and other pertinent information acquired. Schools are required to develop and implement an ELL/LEP improvement plan if ELL students in their school do not show learning gains as stated in SY 2019 Title III grant application.

Dissemination of Information

Describe the LEAs dissemination plan for communicating and advocating the activities and programs addressed in this application to schools and stakeholders. The description should include how the LEA will ensure that all school-to-home communication will be in the parents or guardians home language unless clearly not feasible.

Response:

The approved Title III, Part A project application will be made available to the general public in the following ways: (1) posted on the District website in its entirety; (2) a copy of the complete application will be available at each school in the District; (3) a review with District and building level administration prior to the start of the 2018-2019 school year; (4) available at the Title I Annual Meeting held at each school; (5) providing a translated copy of this information in Spanish and make it available throughout the District; (6) review with Parent Involvement District Advisory Council; (7) encourage parent input on the application whenever services are provided.

Reporting Outcomes

Each applicant is required to describe the methods that will be used to report student and program outcomes resulting from projects funded through this application to parents and other district and school stakeholders. Note - Per the Every Student Succeeds Act of 2015, Section 3121:

" Each eligible entity that receives a subgrant from a State educational agency under subpart 1 shall provide such agency, at the conclusion of every second fiscal year during which the subgrant is received, with a report, in a form prescribed by the agency, on the activities conducted and children served under such subpart that includes—

1. a description of the programs and activities conducted by the entity with funds received under subpart 1 during the 2 immediately preceding fiscal years, which shall include a description of how such programs and activities supplemented programs funded primarily with State or local funds;
2. the number and percentage of English learners in the programs and activities who are making progress toward achieving English language proficiency, as described in section 1111(c)(4)(A)(ii), in the aggregate and disaggregated, at a minimum, by English learners with a disability;
3. the number and percentage of English learners in the programs and activities attaining English language proficiency based on State English language proficiency standards established under section 1111(b)(1)(G) by the end of each school year, as determined by the State's English language proficiency assessment under section 1111(b)(2)(G);
4. the number and percentage of English learners who exit the language instruction educational programs based on their attainment of English language proficiency;
5. the number and percentage of English learners meeting challenging State academic standards for each of the 4 years after such children are no longer receiving services under this part, in the aggregate and disaggregated, at a minimum, by English learners with a disability;
6. the number and percentage of English learners who have not attained English language proficiency within 5 years of initial classification as an English learner and first enrollment in the local educational agency; and
7. any other information that the State educational agency may require. "

Descriptions of programs and activities funded through Title III, Part A for the past two years were reported through postings on district and school websites, copies available at all school sites and the District office, and reviewed at school meetings and parent conferences. Florida State Assessment Reports showing the number and percentage of ELL students in the programs making progress toward English language proficiency, attaining English language proficiency, exiting language instruction programs, meeting State academic standards, and the number and percentage of ELL students who have not attained English language proficiency were provided by the District to parents of ELL students. Information on accessing State reports informing ELL progress toward language proficiency and in meeting State assessment requirements in English Language Arts, Mathematics, Science, and Social Studies was posted on the District's website. A copy of all reporting was made available in a language understood by the parent unless clearly deemed not feasible.