

Palm Beach

FLORIDA DEPARTMENT OF EDUCATION Project Application

TAPS Number 07A022

Return to: Florida Department of Education Bureau of Grants Management Room 344 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0498 Suncom: 205-0498	A) Program Name: Title I - Improving Academic Achievement of the Disadvantaged Part C Project Applications	DOE USE ONLY Date Received						
B) Name and Address of Eligible Applicant: Palm Beach 3340 FOREST HILL BLVD C-316 WEST PALM BEACH, FL 33406		Project Number (DOE Assigned) 500-2177A-7CF01						
C) Total Funds Requested: \$ 2,214,122.16 Estimated Roll Forward: \$ 0.00 <hr/> DOE USE ONLY Total Approved Project: \$	D) Applicant Contact Information <table border="1"> <tr> <td data-bbox="592 835 1019 982"> Contact Name: First Name: Mary MI: J Last Name: Ford </td> <td data-bbox="1019 835 1469 982"> Mailing Address: Address 702 W Ocean Boulevard City: Lantana State: FL Zip: 33462 </td> </tr> <tr> <td data-bbox="592 982 1019 1066"> Telephone Number (xxx-xxx-xxxx): 561-434-8533 Ext: 48533 </td> <td data-bbox="1019 982 1469 1066"> SunCom Number (xxx-xxxx): 262-8533 </td> </tr> <tr> <td data-bbox="592 1066 1019 1142"> Fax Number (xxx-xxx-xxxx):561-493-9674 </td> <td data-bbox="1019 1066 1469 1142"> E-mail Address: Ford@PalmBeach.K12.FL.US </td> </tr> </table>		Contact Name: First Name: Mary MI: J Last Name: Ford	Mailing Address: Address 702 W Ocean Boulevard City: Lantana State: FL Zip: 33462	Telephone Number (xxx-xxx-xxxx): 561-434-8533 Ext: 48533	SunCom Number (xxx-xxxx): 262-8533	Fax Number (xxx-xxx-xxxx): 561-493-9674	E-mail Address: Ford@PalmBeach.K12.FL.US
Contact Name: First Name: Mary MI: J Last Name: Ford	Mailing Address: Address 702 W Ocean Boulevard City: Lantana State: FL Zip: 33462							
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Fax Number (xxx-xxx-xxxx): 561-493-9674	E-mail Address: Ford@PalmBeach.K12.FL.US							
<p style="text-align: center;">CERTIFICATION</p> <p>I Arthur Johnson do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. 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) _____ Signature of Agency Head</p>								

DOE 100A

General Assurances

The Department of Education has developed and implemented a document entitled, General Terms, Assurances and Conditions for Participation in Federal and State Programs, to comply with:

- 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;
- 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 Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at <http://www.firn.edu/doe/comptroller/gbook.htm>

School Districts, Community Colleges, Universities, and State Agencies

The certification of adherence filed with the Department of Education Comptroller's Office shall remain in effect indefinitely unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition; and does not need to be resubmitted with this application.

General Education Provisions Act

In accordance with the requirements of Section 427 of the General Education Provisions Act (GEPA) Public Law 103-382, each applicant must include a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its program for students, teachers, and other program beneficiaries with special needs. For details refer to URL: <http://www.ed.gov/policy/fund/guid/gposbul/gpos10.html>

This local educational agency (LEA) Palm Beach will-ensure that:

1. funds received under this part will be used only-
 - for programs and projects, including the acquisition of equipment, in accordance with section 1306; and
 - to coordinate such programs and projects with similar programs and projects within the state and in other states, as well as with other Federal programs that can benefit migratory children and their families;
2. such programs and projects will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 1120A, and part I;
3. in the planning and operation of programs and projects at both the state and local operating level, there is consultation with parent advisory councils for programs of 1 (one) school year in duration, and that all such programs and projects are carried out-
 - in a manner that provides for the same parental involvement as is required for programs and projects under section 1118, unless extraordinary circumstances make such provision impractical; and
 - in a format and language understandable to the parents;
4. in planning and carrying out such programs and projects, there has been, and will be, adequate provision for addressing the unmet educational needs of preschool migratory children;
5. the effectiveness of such programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and local educational agencies under Part A.
6. To the extent feasible, such programs and projects will provide for-
 - advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services;
 - professional development programs, including mentoring, for teachers and other program personnel;
 - family literacy programs, including such programs that use models developed under Even Start;
 - the integration of information technology into educational and related programs; and
 - programs to facilitate the transition of secondary school students to postsecondary education or employment; and
7. all activities and services described in this application abide by the General Education Provisions Act (GEPA); and
8. all activities and services described in this application address required activities and clearly document that the proposed activities are supplementary and do not supplant existing State and locally funded activities and required services.
9. **PRIORITY FOR SERVICES**-In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who are failing, or most at risk failing, to meet the state's challenging state academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school
10. **CONTINUATION OF SERVICES**-Notwithstanding any other provision of this part-
 - A child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term;
 - A child who is no longer a migratory child may continue to receive services for 1 (one) additional year, but

Collaborative Profile - Consolidated Application

Local Collaboration: Coalition School Readiness - Other Program - *Volunteer PreKindergarten*

3. Indicate the type of goal you will use for this collaboration: (Note a combination of both can be used.)

District Adopted State Goal

District Developed Goal

4. Primary Target Group(s) to be served:

	Elementary	Middle	High
Students	pk <input checked="" type="checkbox"/> k <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
School Staff:	pk <input checked="" type="checkbox"/> k <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
Parents	pk <input checked="" type="checkbox"/> k <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
Private	pk k 1 2 3 4 5	6 7 8	9 10 11 12
Other	pk k 1 2 3 4 5	6 7 8	9 10 11 12
if other, specify:			

5. Describe the benefits of the collaborative activities (i.e., describe any services provided or received) between your program and the agency or agencies identified in question 1.

Response: same

6. Description of Collaboration:

This collaboration is designed to ensure that all underrepresented groups and stakeholders are at the table participating in the decision-making that will directly impact the program and/or clients.

Goals:

Ninety percent of all preschoolers participating in the Readiness classrooms will increase their developmental skills by at least 20% as measured by the School Readiness Coalition.

Outcomes:

Students will be healthy and ready for kindergarten.

Local Collaboration: Community Agencies - Other Program - *Caridad Clinic*

3. Indicate the type of goal you will use for this collaboration: (Note a combination of both can be used.)

District Adopted State Goal

District Developed Goal

4. Primary Target Group(s) to be served:

	Elementary	Middle	High
Students	pk <input checked="" type="checkbox"/> k <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
School Staff:	pk <input checked="" type="checkbox"/> k <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
Parents	pk <input checked="" type="checkbox"/> k <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
Private	pk k 1 2 3 4 5	6 7 8	9 10 11 12
Other	pk k 1 2 3 4 5	6 7 8	9 10 11 12
if other, specify:			

5. Describe the benefits of the collaborative activities (i.e., describe any services provided or received) between your program and the agency or agencies identified in question 1.

Response: same

6. Description of Collaboration:

The MEP staff identifies families with specific needs and refers them for services.

Goals:

Ninety percent of students referred to the Caridad Clinic will receive needed care or will be referred to another agency where the appropriate care is provided.

Outcomes:

The migrant students will be healthy and ready to learn.

Local Collaboration: Other - Other Program - *Glades Interagency Network*

3. Indicate the type of goal you will use for this collaboration: (Note a combination of both can be used.)

District Adopted State Goal

District Developed Goal

4. Primary Target Group(s) to be served:

	Elementary	Middle	High
Students	pk <input checked="" type="checkbox"/> k <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
School Staff:	pk <input checked="" type="checkbox"/> k <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
Parents	pk <input checked="" type="checkbox"/> k <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
Private	pk k 1 2 3 4 5	6 7 8	9 10 11 12
Other	pk k 1 2 3 4 5	6 7 8	9 10 11 12
if other, specify:			

5. Describe the benefits of the collaborative activities (i.e., describe any services provided or received) between your

program and the agency or agencies identified in question 1.

Response: same

6. Description of Collaboration:

This organization is comprised of multiple service providers which come together in an effort to minimize duplicate services and facilitate the efficient delivery of services to impacted families.

Goals:

Ninety-five percent of all children and families referred will receive needed services by the appropriate agency in a timely manner.

Outcomes:

As a result of Migratory families being referred through the agency, families will receive the needed care or service.

Local Collaboration: United Way - Other Program - United Way

3. Indicate the type of goal you will use for this collaboration: (Note a combination of both can be used.)

District Adopted State Goal

District Developed Goal

4. Primary Target Group(s) to be served:

	Elementary	Middle	High
Students	pk <input checked="" type="checkbox"/> k <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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Private	pk k 1 2 3 4 5	6 7 8	9 10 11 12
Other	pk k 1 2 3 4 5	6 7 8	9 10 11 12

If other, specify:

5. Describe the benefits of the collaborative activities (i.e., describe any services provided or received) between your program and the agency or agencies identified in question 1.

Response: Palm Beach County's data show a difference (11.7%) between migrant and non-migrant students who are ready to begin kindergarten. The MEP collaborates with the Readiness Coalition to ensure that eligible migrant children are represented in preK classrooms by documenting migrant status, assisting migrant parents in completing required paper work, providing classroom furniture, resource materials, and arranging transportation. Research shows that students do much better in school when they are emotionally and physically healthy. The MEP partners with the South Florida Migrant Association, a not-for-profit organization, which supports the health needs of seasonal farmworkers at its Caridad Clinic. Free dental and general healthcare services are provided for the entire family.

6. Description of Collaboration:

MEP staff partners with the PBC Library System to help migrant families access and participate in a full range of services available at the local libraries. The parent involvement program relies on library staff to engage parents and students in special programming, including literacy initiatives.

Goals:

To increase migrant families awareness, utilization, and appreciation of the county's library resources.

Outcomes:

Parents and students will take advantage of the opportunities available at the local libraries.

Instructional Services to Increase Student Achievement

A. Overall goal(s) for increasing the academic achievement of youth served through Title I schoolwide or targeted assistance programs:

Reading Goals:

Student achievement for educationally disadvantaged migrant youth will increase from 36% to 48% in reading. All teachers working with migratory children will be highly qualified in FY06.

Reading Objectives:

Reduce the number of migrant students at FCAT Level 1 and/or 2 in reading by May 30, 2006.

Reading Strategies:

Advocates, Client Services Unit Leaders, Social Services Facilitators, and recruiters work flexible hours in order to make home visits in the afternoons, evenings, and on weekends to work with students and their families in an effort to raise student achievement. We have developed an In-Home instructional component which targets reading, vocabulary, and comprehension skills with one-on-one attention to the students. At the middle and high school levels, advocates provide FCAT Levels 1 and 2 students instructional support in the targeted areas of reading and math. Students' academic needs are assessed and recommendations are made to the proper school officials to have students placed in the appropriate programs that will help them to achieve academic success. The advocates also monitor progress reports and confer with classroom teachers on a regular basis. MEP staff provides after-school tutoring and Saturday classes for migrant students. Transportation and snacks are also provided for participants. Staff works flexible hours to accommodate these services. The MEP has established solid partnerships with local organizations such as Palm Beach Community College, Barry University, Palm Beach County Workforce Development Board and local evening adult education programs to help meet the educational needs of the emancipated youth.

Math Goals:

Student achievement for educationally disadvantaged migrant youth will increase from 42% to 53% in math. All teachers hired to work with migratory youth will be highly qualified in FY06.

Math Objectives:

Reduce the number of migrant students at FCAT Level 1 and/or 2 in math by May 30, 2006

Math Strategies:

Advocates, Client Services Unit Leaders, Social Services Facilitators, and recruiters work flexible hours in order to make home visits in the afternoons, evenings, and on weekends to work with students and their families in effort to raise student achievement. We have developed an In-Home instruction component which targets reading, vocabulary, and comprehension skills with one-on-one attention to the students. At the middle and high school levels, advocates provide FCAT Levels 1 and 2 students instructional support in the targeted areas of reading and math. Students' academic needs are assessed and recommendations are made to the proper school officials to have students placed in the appropriate programs that will help them to achieve academic success. The advocates also monitor progress reports and confer with classroom teachers on a regular basis. MEP staff provides after-school tutoring and Saturday classes for migrant students. Transportation and snacks are also provided for participants. Staff works flexible hours to accommodate these services. The MEP has established solid partnerships with local organizations such as Palm Beach Community College, Barry University, Palm Beach County Workforce Development Board and local evening adult education programs to help meet the educational needs of the emancipated youth.

B. Objectives/strategies for increasing the academic achievement of migrant children and youth:

Reading Goals:

Student achievement for educationally disadvantaged migrant youth will increase from 36% to 48% in reading. All teachers working with migratory children will be highly qualified in FY06.

Reading Objectives:

Reduce the number of migrant students at FCAT Level 1 and/or 2 in reading by May 30, 2006.

Reading Strategies:

Advocates, Client Services Unit Leaders, Social Services Facilitators, and recruiters work flexible hours in order to make home visits in the afternoons, evenings, and on weekends to work with students and their families in effort to raise student achievement. We have developed an In-Home instruction component which targets reading, vocabulary, and comprehension skills with one-on-one attention to the students. At the middle and high school levels, advocates provide FCAT Levels 1 and 2 students instructional support in the targeted areas of reading and math. Students' academic needs are assessed and recommendations are made to the proper school officials to have students placed in the appropriate programs that will help them to achieve academic success. The advocates also monitor progress reports and confer with classroom teachers on a regular basis. MEP staff provides after-school tutoring and Saturday classes for migrant students. Transportation and snacks are also provided for participants. Staff works flexible hours to accommodate these services. The MEP has established solid partnerships with local organizations such as Palm Beach Community College, Barry University, Palm Beach County Workforce Development Board and local evening adult education programs to help meet the educational needs of the emancipated youth.

Math Goals:

Student achievement for educationally disadvantaged migrant youth will increase from 42% to 53% in Math. All teachers working with migratory students will be highly qualified in FY06.

Math Objectives:

Reduce the number of migrant students at FCAT Level 1 and/or 2 in math by May 30, 2006.

Math Strategies:

Advocates, Client Services Unit Leaders, Social Services Facilitators, and recruiters work flexible hours in order to make home visits in the afternoons, evenings, and on weekends to work with students and their families in effort to raise student achievement. We have developed an In-Home instruction component which targets reading, vocabulary, and comprehension skills with one-on-one attention to the students. At the middle and high school levels, advocates provide FCAT Levels 1 and 2 students instructional support in the targeted areas of reading and math. Students' academic needs are assessed and recommendations are made to the proper school officials to have students placed in the appropriate programs that will help them to achieve academic success. The advocates also monitor progress reports and confer with classroom teachers on a regular basis. MEP staff provides after-school tutoring and Saturday classes for migrant students. Transportation and snacks are also provided for participants. Staff works flexible hours to accommodate these services. The MEP has established solid partnerships with local organizations such as Palm Beach Community College, Barry University, Palm Beach County Workforce Development Board and local evening adult education programs to help meet the educational needs of the emancipated youth.

C. Objectives/strategies for increasing the academic achievement of homeless children and youth:

Reading Goals:

Student achievement for educationally disadvantaged migrant youth will increase from 36% to 48% in reading. All teachers working with migratory children will be highly qualified in FY06.

Reading Objectives:

Reduce the number of migrant students at FCAT Level 1 and/or 2 in reading by May 30, 2006.

Reading Strategies:

Advocates, Client Services Unit Leaders, Social Services Facilitators, and recruiters work flexible hours in order to make home visits in the afternoons, evenings, and on weekends to work with students and their families in effort to raise student achievement. We have developed an In-Home instruction component which targets reading, vocabulary, and comprehension skills with one-on-one attention to the students. At the middle and high school levels, advocates provide FCAT Levels 1 and 2 students instructional support in the targeted areas of reading and math. Students' academic needs are assessed and recommendations are made to the proper school officials to have students placed in the appropriate programs that will help them to achieve academic success. The advocates also monitor progress reports and confer with classroom teachers on a regular basis. MEP staff provides after-school tutoring and Saturday classes for migrant students. Transportation and snacks are also provided for participants. Staff works flexible hours to accommodate these services. The MEP has established solid partnerships with local organizations such as Palm Beach Community College, Barry University, Palm Beach County Workforce Development Board and local evening adult education programs to help meet the educational needs of the emancipated youth.

Math Goals:

Student achievement for educationally disadvantaged migrant youth will increase from 42% to 53% in Math. All teachers working with migratory students will be highly qualified in FY06.

Math Objectives:

Reduce the number of migrant students at FCAT Level 1 and/or 2 in math by May 30, 2006.

Math Strategies:

Advocates, Client Services Unit Leaders, Social Services Facilitators, and recruiters work flexible hours in order to make home visits in the afternoons, evenings, and on weekends to work with students and their families in effort to raise student achievement. We have developed an In-Home instruction component which targets reading, vocabulary, and comprehension skills with one-on-one attention to the students. At the middle and high school levels, advocates provide FCAT Levels 1 and 2 students instructional support in the targeted areas of reading and math. Students' academic needs are assessed and recommendations are made to the proper school officials to have students placed in the appropriate programs that will help them to achieve academic success. The advocates also monitor progress reports and confer with classroom teachers on a regular basis. MEP staff provides after-school tutoring and Saturday classes for migrant students. Transportation and snacks are also provided for participants. Staff works flexible hours to accommodate these services. The MEP has established solid partnerships with local organizations such as Palm Beach Community College, Barry University, Palm Beach County Workforce Development Board and local evening adult education programs to help meet the educational needs of the emancipated youth.

D. Objectives/strategies for increasing the academic achievement of educationally disadvantaged children and youth:**Reading Goals:**

Student achievement for educationally disadvantaged migrant youth will increase from 36% to 48% in reading. All teachers working with migratory children will be highly qualified in FY06.

Reading Objectives:

Reduce the number of migrant students at FCAT Level 1 and/or 2 in reading by May 30, 2006.

Reading Strategies:

Advocates, Client Services Unit Leaders, Social Services Facilitators, and recruiters work flexible hours in order to make home visits in the afternoons, evenings, and on weekends to work with students and their families in effort to raise student achievement. We have developed an In-Home instruction component which targets reading, vocabulary, and comprehension skills with one-on-one attention to the students. At the middle

and high school levels, advocates provide FCAT Levels 1 and 2 students instructional support in the targeted areas of reading and math. Students' academic needs are assessed and recommendations are made to the proper school officials to have students placed in the appropriate programs that will help them to achieve academic success. The advocates also monitor progress reports and confer with classroom teachers on a regular basis. MEP staff provides after-school tutoring and Saturday classes for migrant students. Transportation and snacks are also provided for participants. Staff works flexible hours to accommodate these services. The MEP has established solid partnerships with local organizations such as Palm Beach Community College, Barry University, Palm Beach County Workforce Development Board and local evening adult education programs to help meet the educational needs of the emancipated youth.

Math Goals:

Student achievement for educationally disadvantaged migrant youth will increase from 42% to 53% in Math. All teachers working with migratory students will be highly qualified in FY06.

Math Objectives:

Reduce the number of migrant students at FCAT Level 1 and/or 2 in math by May 30, 2006.

Math Strategies:

Advocates, Client Services Unit Leaders, Social Services Facilitators, and recruiters work flexible hours in order to make home visits in the afternoons, evenings, and on weekends to work with students and their families in effort to raise student achievement. We have developed an In-Home instruction component which targets reading, vocabulary, and comprehension skills with one-on-one attention to the students. At the middle and high school levels, advocates provide FCAT Levels 1 and 2 students instructional support in the targeted areas of reading and math. Students' academic needs are assessed and recommendations are made to the proper school officials to have students placed in the appropriate programs that will help them to achieve academic success. The advocates also monitor progress reports and confer with classroom teachers on a regular basis. MEP staff provides after-school tutoring and Saturday classes for migrant students. Transportation and snacks are also provided for participants. Staff works flexible hours to accommodate these services. The MEP has established solid partnerships with local organizations such as Palm Beach Community College, Barry University, Palm Beach County Workforce Development Board and local evening adult education programs to help meet the educational needs of the emancipated youth.

E. Objectives/strategies for increasing the academic achievement of neglected and delinquent children and youth:**Reading Goals:**

Student achievement for educationally disadvantaged migrant youth will increase from 36% to 48% in reading. All teachers working with migratory children will be highly qualified in FY06.

Reading Objectives:

Reduce the number of migrant students at FCAT Level 1 and/or 2 in reading by May 30, 2006.

Reading Strategies:

Advocates, Client Services Unit Leaders, Social Services Facilitators, and recruiters work flexible hours in order to make home visits in the afternoons, evenings, and on weekends to work with students and their families in effort to raise student achievement. We have developed an In-Home instruction component which targets reading, vocabulary, and comprehension skills with one-on-one attention to the students. At the middle and high school levels, advocates provide FCAT Levels 1 and 2 students instructional support in the targeted areas of reading and math. Students' academic needs are assessed and recommendations are made to the proper school officials to have students placed in the appropriate programs that will help them to achieve academic success. The advocates also monitor progress reports and confer with classroom teachers on a regular basis. MEP staff provides after-school tutoring and Saturday classes for migrant students. Transportation and snacks are also provided for participants. Staff works flexible hours to accommodate these services. The MEP has established solid partnerships with local organizations such as Palm Beach

Community College, Barry University, Palm Beach County Workforce Development Board and local evening adult education programs to help meet the educational needs of the emancipated youth.

Math Goals:

Student achievement for educationally disadvantaged migrant youth will increase from 42% to 53% in Math. All teachers working with migratory students will be highly qualified in FY06.

Math Objectives:

Reduce the number of migrant students at FCAT Level 1 and/or 2 in math by May 30, 2006.

Math Strategies:

Advocates, Client Services Unit Leaders, Social Services Facilitators, and recruiters work flexible hours in order to make home visits in the afternoons, evenings, and on weekends to work with students and their families in effort to raise student achievement. We have developed an In-Home instruction component which targets reading, vocabulary, and comprehension skills with one-on-one attention to the students. At the middle and high school levels, advocates provide FCAT Levels 1 and 2 students instructional support in the targeted areas of reading and math. Students' academic needs are assessed and recommendations are made to the proper school officials to have students placed in the appropriate programs that will help them to achieve academic success. The advocates also monitor progress reports and confer with classroom teachers on a regular basis. MEP staff provides after-school tutoring and Saturday classes for migrant students. Transportation and snacks are also provided for participants. Staff works flexible hours to accommodate these services. The MEP has established solid partnerships with local organizations such as Palm Beach Community College, Barry University, Palm Beach County Workforce Development Board and local evening adult education programs to help meet the educational needs of the emancipated youth.

Project Narrative - Procedures

NCLB Act of 2001, Section 1301 (2)(3)

1. Describe the procedures to be utilized to ensure that migratory children are not penalized in any manner by academic disparities among States and that they receive appropriate educational and supportive services that address their special needs.

Identifying and meeting the health, human, and academic needs of migratory students are critical components to ensuring their achievement of academic success as they move from school to school across the country. As families move to this area and are identified, a needs assessment survey is conducted with each family. The results are used to help frame the program services to be offered. To help ensure that migrant students are provided appropriate services, including supportive services that address their special needs in a coordinated and efficient manner, we believe that a holistic approach that includes inter/intrastate coordination, social services, professional development, identification and recruitment, and academic services gives the children a better chance to succeed in school.

The Palm Beach County MEP staff has established a long standing agreement with Eastern Stream states, along with Texas and Michigan. MEP staff shares student academic and health information to ensure proper school placement and medical follow-up. The mutual cooperation is critical for students' placement in courses to minimize course interruptions, unnecessary duplication of core subjects, and credit accruals. It also helps to eliminate the over immunization of students. To assist in ensuring academic success, MEP staff develops appropriate academic interventions using migrant advocates, computer assisted tutorials, FCAT test preparations, and English language learning instruction. Tutorial services are provided weekdays, evenings, and Saturdays in order to accommodate students' needs. Additionally, advocates at program schools will monitor the students' progress reports and confer with classroom teachers on a regular basis. To help ensure the success of these interventions, highly qualified teachers and tutors work with students individually or in small groups in areas of academic weakness. We also work closely with other federal ESL and Title VII projects to assist with Bilingual or ESL instruction for those children who speak little or no English. We also have summer school programs to supplement the regular school program. MEP staff continues to assist in the coordination of health care services for migratory students. We strongly believe that healthy students are more likely to reach their fullest educational potential, and we place great emphasis in knowing that the health needs of these students are met. Staff is responsible for providing accessibility to health services through collaboration and interaction with various agencies, each with specific areas of responsibility-such as dental, hearing and vision screenings, and physical exams. Additional services include orienting parents to school health requirements, procuring and/or linking families to health services, and organizing/providing preventive health classes for migrant parents and students.

Project Narrative - Priority of Services

NCLB Act of 2001, Section 1304 (d)

2. Priority of Services: The LEA must document that funds received under Title I, Part C are prioritized to specifically meet the unique needs of migratory children who are failing, or most at risk of failing to meet the Sunshine State Standards and the State's Adequate Yearly Progress (AYP) targets in reading and mathematics, and whose education has been interrupted during the regular school year. Describe how the LEA conducted a needs assessment to identify "Priority of Services" and how the needs assessment will be used to implement programs and services for these students.

As Palm Beach County's MEP staff serves migratory children who meet the qualification for "priority of services", the following services will address reducing FCAT Level 1 and/or 2 in reading and math, decreasing retention rates, and increasing graduation rates for migratory students.

Since these students' needs require special services, supplemental academic instruction and resources are provided during extended hours beyond the student's regular school day. The state law requiring retention at grade three (3) for students not passing FCAT makes this grade and grade 2 a focus for the MEP's assistance. Working flexible hours allows staff to make home visits in the afternoons, evenings, and on weekends. An In-Home Instructional component targets reading, vocabulary, and comprehension skills with one-on-one attention to the 3 and 4 year olds. At the middle and high school levels, advocates provide FCAT Level 1 and 2 students instructional support in the targeted areas of reading and math. Students' academic needs are assessed and recommendations are made to the proper school officials to have students placed in appropriate programs that help them to achieve academic success. Special attention is given to the instructional concerns for those students who enroll late and/or leave early.

Project Narrative - Migrant Program personnel will be actively involved in committees/meetings

NCLB Act of 2001, Section 1304 (b)(1)(a)(b)(c)

3. Describe how Migrant Program personnel will be actively involved in committees/meetings where decisions are made that may affect migrant students. This participation includes but is not limited to Limited English Proficient (LEP) Committees, Exceptional Student Education Individual Educational Plan (IEP) Meetings, Student Success Team (SST), Discipline/Expulsion Hearings, Attendance Hearings, Health Meetings, etc.

Each service component has staff actively involved on school, district, and community agencies' committees. Some staff serve in leadership capacities on these committees. At the school centers, staff working with ESOL and ESE coordinators are often asked to advocate for migrant students at their staffings. MEP staff participate on School Advisory Councils which help to determine the directions of schools. We work closely with the School Readiness Coalition to make certain that migrant preschoolers are not discriminated against because their parents may not be documented. We are also partners in the Glades Interagency Council (GIN) which determines how community services are delivered. We have members on the District's Family Action Network to help satisfy the District's responsibilities to underserved parents.

Because we visit students after they have missed five consecutive days from school, we sit on steering committees to assist in the follow-up on these students to assure that they are not experiencing problems that prevent them from attending school. If there are problems, we help to resolve them so that students return to school as soon as possible.

Project Narrative - Effective Parental Involvement

NCLB Act of 2001, Section 1304 (c)(3)(A)(B)

4. Describe how the project will implement an effective parental involvement component according to Section 1118, that includes the establishment of and consultation with a local Migrant Parent Advisory Council. Parental involvement, advocacy, outreach, and family literacy should be conducted in a format and language understandable to parents. Describe how the project will ensure that migrant parents understand the implications of CHOICE.

Empowering parents, the key to student academic success, is one of the district's priorities. In an effort to increase parental involvement, we are continuously developing innovative strategies to empower migrant parents. MEP parental involvement programs are designed to help parents improve their capacity to foster positive attitudes toward education, to inform parents of school choices, and to help create appropriate learning environments for their children. All materials and handouts are available in English, Spanish, and Creole. To improve student achievement, parental involvement workshops and classes help parents teach their children the following: time management, test preparation, stress management, study skills, organizational skills, homework skills, reading, writing and math skills, in addition to parent education classes, the MEP has established a local parent advisory council to assist in planning and identifying current needs of migrant children and their families. Migrant parents are given the opportunity to participate in various local, state, and national workshops. A Parent Power Card has been designed to help parents familiarize themselves with available resources to improve student achievement. Parents must obtain administrative signatures upon visiting the following: MEP Family Resource Center, computer lab, parent/teacher conference, Palm Beach County Library System, Family First Mobile Resource Center, and school meetings/workshops such as SAC meetings, PTA/PTO meetings, or open houses. Parents are also required to spend time reading to their children and have their children read to them. Parents who complete their power cards are eligible for the nine weeks family involvement activity drawing. The Family Resource Center/Mobile Resource Centers are also available as resources to strengthen parent participation in their children's academic achievement. The resource centers have extended hours to accommodate working parents. The three mobile resource centers are busy serving families in the community and the school centers. To further improve student achievement, we will continue with our home deployment of LightSpan Sony playstations for educational use in the home. This home deployment provides two-way communication and educational support for students and parents. The MEP strives to cultivate and support active parental involvement through programs and initiatives that foster parent-supported student learning. The Migrant Education Program will ensure that migrant parents understand the implications of CHOICE by explaining Palm Beach County's CHOICE Plan, distributing copies of the plan with the attached Superintendent's letter and providing as needed, consultation from District and Title I offices in a language they can understand.

Project Narrative - Annual Program Evaluation Process

NCLB Act of 2001, Section 1304

5. Describe the project's annual program evaluation process. Describe the local Migrant Education Program's annual needs assessment process.

Because migratory students consistently achieve at levels significantly below the District's average, one of the MEP's responsibilities is to help close that achievement gap. At the beginning of the third nine weeks of each school year, a parent and school comprehensive needs assessment is conducted to determine the effectiveness of the program and to frame a service delivery plan for the next year. At the end of each school year, staff evaluates the success of the program by measuring the impact of services delivered and the number of services provided to families. We also conduct monthly internal evaluations, which drive the planning, and adjustments for the following month. Staff in each service component submit monthly reports of all attempted student/parent contacts and the services delivered. That information is stored on a local data base and used to make decisions regarding staff placement, service focus, identification and recruitment, etc.

The following areas are used to determine the effectiveness of the program: Student Academic Performance as measured by FCAT, Promotion Rate, Graduation Rate, Attendance, Number of Referrals, and Parent/School Effectiveness Survey.

Project Narrative - Reporting/Information Dissemination

REPORTING REQUIREMENTS:

In addition to the annual report as required by NCLB, describe how the LEA will report the progress made in attaining the LEA's goals and objectives for 2005-06.

We will utilize the Continuous Progress model to monitor and report student progress. This model involves assessing student performance at predetermined intervals in order to adjust strategies to meet program goals and objectives.

INFORMATION DISSEMINATION:

Describe the steps to be taken by the LEA to disseminate general information regarding the Title I program services and activities, including dissemination of information to parents/guardians whose heritage language is other than English.

All information disseminated to homes and schools are translated into the three major languages spoken by the identified population. This information is distributed by mail, delivered by staff, placed in places frequented by clients, etc. to assist in getting the information to the identified population.

Project Narrative - Support for Reading/Strategic Imperative

7. Describe how the proposed project will incorporate reading initiatives and one or more of the Florida State Board of Education (SBE) strategic imperatives (PDF).

The rigorous reading requirements of the school improvement plans at migrant program schools, along with the number of MEP students not meeting those requirements, demand that the MEP assist those schools in a coordinated and systematic way. We propose to do that by hiring three highly qualified reading teachers to work directly with classroom teachers to help raise the reading level of identified secondary students. Assessment schedules for the students will be monitored in order to adjust their instruction to accomplish the desired levels of performance for each of the five major components as outlined in the Florida formula.

Before and after school tutoring will be available for those students who cannot be seen during the regular school day. Teachers will work flexible hours in order to meet the needs of the students.

TITLE I PROGRAM FUNDED PORTABLE CLASSROOMS/TRAILERS

Inventory Number	Physical Condition of Portable Classrooms and/or Trailers	Present Site Location	Proposed Location During the Fiscal Year Covered by This Application	Proposed Use During the Fiscal Year Covered by This Application	User's Fee	Traded Space	District Owned
G022448	Fair	Migrant Admin.	Same	Migrant Staff	0	0	1
Migrant State Owned Portables							
G022602	Fair	Gladeview Elementary	Same	District Use	0	1	0
G022604	Fair	Congress Middle	Same	District Use	0	1	0
G022607	Fair	Wellington High	Same	District Use	0	1	0
G022625	Fair	Gladeview	Same	District Use	0	1	0
G042401	Fair	Gladeview	Same	District Use	0	1	0
G042403	Fair	West Area Admin.	Same	Migrant Staff	0	0	1
Migrant Staff Owned Portable							
G042405	Fair	Rosenwald Elementary	Same	District Use	0	1	0
G042407	Fair	Glades Central High	Same	District Use	0	1	0
G044410	Fair	West Area Admin.	Same	Migrant Staff	0	0	1
Migrant State Owned Portable							
G044570	Poor	Lake Shore Annex	Same	Migrant Storage	1	0	0
G044571	Poor	Lake Shore Annex	Same	Migrant Storage	1	0	0
G044572	Fair	Rosenwald	Same	District Use	0	1	0
G044573	Fair	School of Choice	Same	District Use	0	1	0
G044574	Fair	School of Choice	Same	District Use	0	1	0

EARLY CHILDHOOD COMPONENT

Program Type and/or Name	Site/s	Amount of Title I funds	number of students to be served at each site by age span	
			Age 3	Age 4
Early Childhood	PAHOKEE ELEMENTARY SCHOOL	26,400	0	88
Early Childhood	GLADE VIEW ELEMENTARY SCHOOL	6,600	0	22
Early Childhood	ROSENWALD ELEMENTARY SCHOOL	6,600	0	22
Early Childhood	K CUNNINGHAM/CANAL POINT ELEM	6,600	0	22
Early Childhood	PIONEER PARK ELEMENTARY SCHOOL	13,200	0	44
Early Childhood	BELLE GLADE ELEMENTARY SCHOOL	6,600	0	22
TOTALS:		66,000	0	220

Program Description

4. Before and/or After School, including summer programs and locations.

Tutorial and enrichment after school programs are provided at Glades Central High School, Pahokee Middle/Senior High, Lake Worth Middle School, and Lake Shore Middle School. Highly qualified teachers and paraprofessionals assist students with academic needs (failing or most at risk of failing) and involve the students in cultural enrichment activities. MEP provides leadership enhancement opportunities for high school students through its Leadership Academy for the Migrant Program (LAMP). To encourage exceptional student achievement, we award scholarships to outstanding graduates, using funds generated by requests for donations. An annual awards recognition event and honors field trip are other academic achievement incentives. The Migrant advocates plan, hire staff, and supervise program activities at their respective schools, while the program administrator coordinates all after school activities, including part-time payroll at program schools.

In-home instructional learning packets are delivered to preschool and elementary students during the summer school program. Ten certified teachers, paired with paraprofessionals, visit assigned homes and deliver a one-hour reading lesson. Also, during the summer we offer a school based program, the Reading Powerhouse Camp, for 150 second graders. We hire reading coaches to give the second graders a head start with intense reading strategies before they are required to pass the FCAT in grade 3. By providing extended learning opportunities through the use of technology, motivational speakers, field trips, and individual and small group tutoring, participants will make significant gains in academics, will be enriched by diverse cultural experiences, and motivated to graduate from high school and move on to post-secondary studies or gainful employment. Snacks are provided.

Palm Beach

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM**

A. NAME OF THE NCLB PROGRAM: _____

B. NAME OF ELIGIBLE RECIPIENT: **Palm Beach**

C. Project Number (DOE USE ONLY): **500-2177A-7CF01**

TAPS Number 07A001

(1) Function	(2) Object	(3) Description	(4) FTE	(5) Amount
5100	184	Part-time Tacher	1.00	6,950.00
5100	210	Retirement	0.00	1,025.50
5100	220	Social Security	0.00	1,121.68
5100	240	Worker's Comp.	0.00	573.32
5100	390	OPS/Admissions	0.00	20,000.00
5100	510	Supplies	0.00	28,995.59
6100	126	Specialists	3.00	122,255.00
6100	133	Teacher Specialist (Guidance) Education	3.00	139,050.00
6100	136	Community Resource Persons (16) Social Services Facilitator (4)	20.00	547,860.89
6100	194	Client Services Unit Leaders	8.00	330,000.00
6100	210	Retirement	0.00	107,165.42
6100	220	Social Security	0.00	91,090.61
6100	230	Group Insurance	0.00	190,400.00
6100	240	Worker's Comp.	0.00	27,982.08
6100	310	Educational and Motivational Consultants	0.00	10,000.00
6100	330	Travel (In-Cty.and Out-Cty.)	0.00	58,200.00
6100	360	Rentals - Storage and Banquet Room	0.00	500.00
6100	370	Postage/Cell Phone Service	0.00	8,300.00
6100	380	Bottled Water Services	0.00	1,500.00
6100	390	OPS (External Printing Services and Secretary/Clerk Temp. Employment Services)	0.00	10,000.00
6100	510	Supplies	0.00	9,000.31
6100	641	Capitalized Furniture and Equipment (Desk and TV)	0.00	2,000.00
6100	642	Non-Capitalized Furniture and Equipment (Shredders, Cameras and File Cabinets)	0.00	10,000.00
6100	643	Capitalized Computer Hardware: Desk Top Computers, Lap Top Computers and CD Rom Drives	0.00	1,000.00
6100	644	Non-Capitalized Computer Hardware (Keyboards and mouses)	0.00	1,000.00
6100	692	Non-Capitalized Software	0.00	1,000.00
6100	730	Dues and Fees (Conference Registration without travel)	0.00	5,387.00
6150	118	Translator	1.00	23,000.00
6150	126	Specialist	1.00	64,389.50
6150	136	Social Services Facilitator	1.00	30,413.00
6150	146	Secretary Clerk	1.00	26,336.49

6150	210	Retirement	0.00	12,975.21
6150	220	Social Security	0.00	11,031.22
6150	230	Group Insurance	0.00	22,400.00
6150	240	Worker's Comp.	0.00	3,388.68
6150	330	Travel (In-Cty. and Out-Cty.)	0.00	6,000.00
6150	390	OPS-Printing	0.00	500.00
6150	510	Supplies	0.00	10,000.00
6150	730	Conference Registration without travel	0.00	2,500.00
6300	127	Project Manager	1.00	85,302.54
6300	146	Secretary Clerk/Grants Tech.	2.00	47,529.19
6300	210	Retirement	0.00	13,702.82
6300	220	Social Security	0.00	11,647.40
6300	230	Group Insurance	0.00	16,800.00
6300	240	Worker's Comp.	0.00	3,577.96
6300	330	Travel (In-Cty./Out-Cty.)	0.00	5,000.00
6300	370	Postage	0.00	500.00
6300	390	Other Purchased Services - Printing	0.00	300.00
6300	510	Supplies	0.00	4,000.00
6300	730	Conference Registration without travel	0.00	1,000.00
7200	790	Indirect Cost	0.00	69,070.75
7400	680	Remodeling/Renovations (Portables)	0.00	500.00
7800	350	Repair/Maintenance (Migrant Vans and Bus)	0.00	2,000.00
7800	450	Gas (Migrant Vans/Bus)	0.00	2,500.00
7800	460	Diesel Fuel	0.00	100.00
7800	540	Oil/Grease	0.00	100.00
7800	550	Auto Repair Parts/Automotive Supplies	0.00	2,700.00
7800	790	School Buses (Transportation)	0.00	1,500.00
8100	350	Repairs/Maintenance (Portables)	0.00	1,000.00
			TOTAL:	2,214,122.16

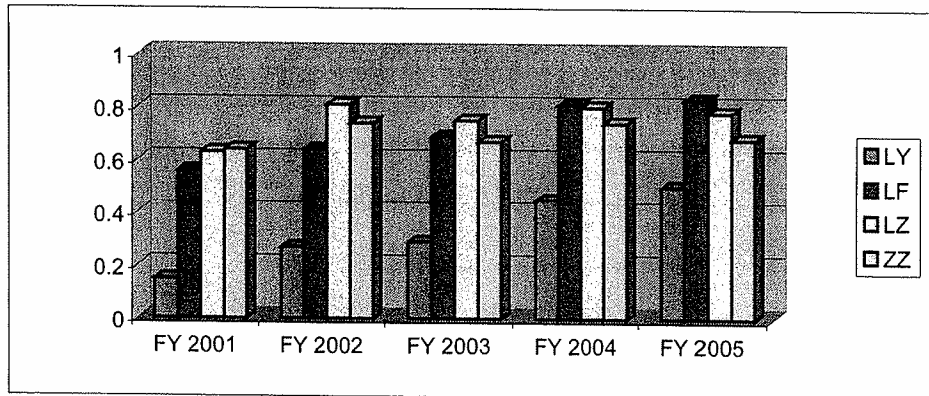
DOE 101



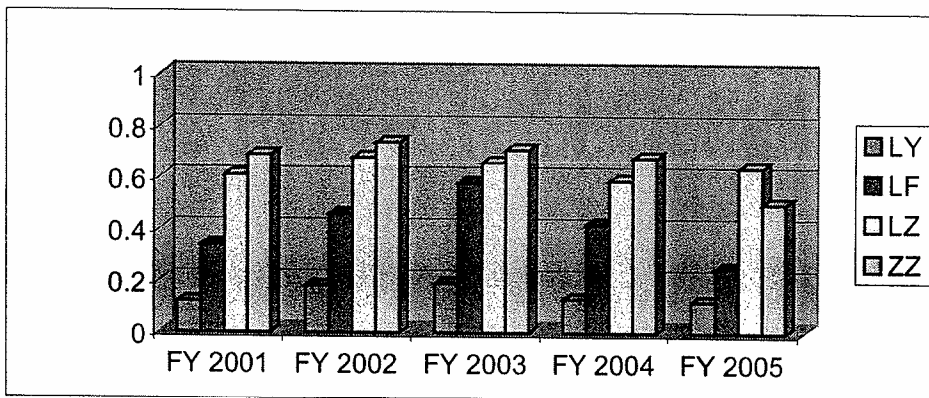
John L. Winn, Commissioner

TITLE I MIGRANT EDUCATION GRANT

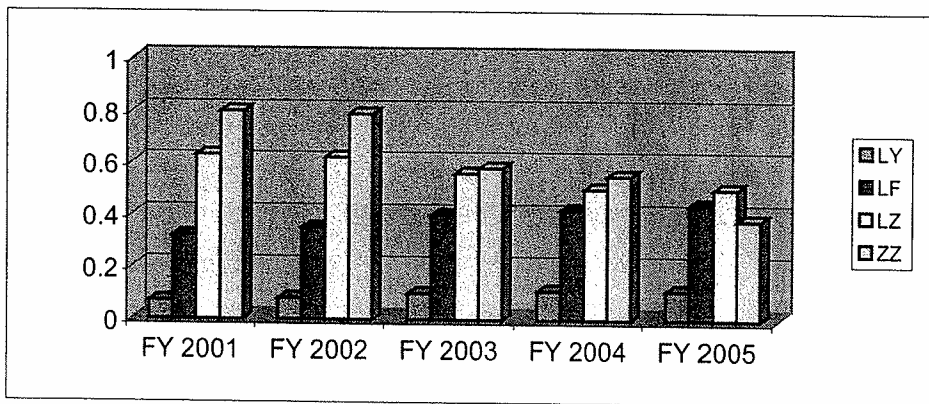
**4th Grade FCAT Reading
Percent of Students Meeting or Exceeding Level 2 Standard**







**8th Grade FCAT Reading
Percent of Students Meeting or Exceeding Level 2 Standard**



**10th Grade FCAT Reading
Percent of Students Meeting or Exceeding Level 2 Standard**



-  Active Limited English Proficient Students
-  Former Limited English Proficient Students in two year post reclassification monitoring
-  Former Limited English Proficient Students
-  Non-Limited English Proficient Students