

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

TAPS Number
06C400

Please return to: Florida Department of Education Bureau of Grants Management Room 325 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0498 Suncom: 205-0498	A) Program Name: Florida Increasing Refugee Student Achievement- Competitive Grant to School Districts	DOE USE ONLY Date Received
B) Name and Address of Eligible Applicant: School District of Palm Beach County Department of Multicultural Education 3388 Forest Hill Blvd – A204 West Palm Beach, FL 33406		Project Number (DOE Assigned)
C) Total Funds Requested: \$ 280,000.00 <hr style="width: 50%; margin: 0 auto;"/> <p style="text-align: center;">DOE USE ONLY</p> Total Approved Project: \$	D) Applicant Contact Information	
Contact Name: Stephen Byrne		Mailing Address: 3388 Forest Hill Blvd. A-204 West Palm Beach, FL 33406
Telephone Number: 561-434-8620		SunCom Number: 262-8620
Fax Number: 561-434-8074		E-mail Address: byrnes@palmbeach.k12.fl.us
CERTIFICATION I, _____, <i>(Please Type Name)</i> 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. 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) _____ Signature of Agency Head		



A) PALM BEACH COUNTY SCHOOL DISTRICT
 Name of Eligible Recipient:
 B) _____
 Project Number: (DOE USE ONLY)

TAPS Number 06C400

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
5130	511	Instructional support materials: Funds will be used for instructional materials in the content areas in student's native language to increase the academic achievement of recently arrived immigrant and refugee students. Funds will be also used for instructional materials for newcomers to increase content literacy, vocabulary, oral language, career and college awareness, parent involvement opportunities at local schools, and staff development materials.	0	200,000.00
6304	184	Part time in system: Funds will be used for substitutes for teacher staff development for newcomer and refugee student instructional strategies, multicultural/international studies, and student career expos.	0	6,400.00
6304	336	Room Fees: Funds will be used for Parent Involvement Opportunities, Heritage Celebrations, and Career and College Expo and teacher trainings	0	20,000.00
6150	399	Other purchased Services: Funds will be used for transporting students to career/educational or heritage celebration opportunities.	0	10,000.00
6304	7925	Printing: Funds will be used for printing services for parent involvement opportunities, career expo, and teachers trainings	0	24,000.00
6402	310	Consultants: Funds will be used to have expert speakers speak to students, teachers and parents about immigrant issues and student achievement, instructional strategies, parent involvement, motivation techniques.	0	4,000.00
5130	792	Transportation: Bus Trips for student career days and educational expos	0	10,000.00
7200	794	Indirect Cost: not to exceed more than 2%	0	5,600.00
				\$280,000.00



Florida Increasing Refugee Student Achievement Competitive Grant to School Districts

Project Abstract

The purpose of this project is to provide additional academic and social services to the large numbers of newly arrived refugee/immigrant students enrolled in Palm Beach County School District schools. The needs of refugee/Immigrant students extend above and beyond regular academic programming. These students require additional support in social services, academics, vocabulary, reading, career awareness and special guidance services. As well, teachers and staff in schools with refugee populations need to become aware of these students' particular needs through staff development. This project will focus on four issues: raising student academic achievement in reading, raising student career and educational opportunity awareness, increasing opportunities for staff development for specific instructional strategies for refugee/immigrant students, and increasing opportunities for parent involvement of refugee/immigrant parents at school and district events.

Project Need

Palm Beach County School District currently implements various academic and social service programs for refugee/immigrant students. But nationwide and locally, the numbers of refugee/immigrant students have increased. It is getting more and more challenging to reach the needs of each of the students with regular programming as the numbers rise. The current number of refugee/immigrant enrollees in the District is 7,521 students. These students require services above and beyond the current academic resources due to their refugee circumstances and special academic needs. For academic success and well being of these students, additional, supplemental programming is crucial.

A District Enrollment Report showing the numbers of refugee/immigrant students by county of birth showed that 7,521 students have immigrated to Palm Beach County, from 41 countries of refugee status, and have been currently enrolled in our schools as of August 1, 2001. The countries with the highest population of refugees are represented by:

Haiti	4,064
Colombia	1,215
Cuba	999
Ecuador	234
India	147

The main needs of these groups lie in academic achievement, reading and vocabulary skills, oral language development, social services and guidance, and knowledge about future educational and career opportunities available in this country. In addition, successful parent involvement and staff development opportunities for teachers and schools focusing on the specific needs of refugee students will also help increase social services, achievement gains, instructional design, and produce responsible, productive citizens in society.

Project Design and Implementation

1) Please describe measurable objectives, activities and timelines for each of the following six project design and implementation components:

- a. *Based on the project need, please describe the specific academic, psychological, and social supplementary services that will be provided to meet the specific needs of refugee children and youth ages 5-18 from each of the countries identified above. Please include a description of the supplemental educational opportunities, which may include after- and summer-school programs, that will be provided to children and youth that will ensure student grade promotion and graduation.*

Objective 1: At least 50 % of identified and tested refugee/immigrant students will show an increase in reading gains as measured by FCAT reading developmental scores.

Activities:

- Identify grade level appropriate and research based materials that specify skills and strategies and allow for explicit and systematic instruction designed to accelerate the rate of student achievement in reading.
- Purchase native language books for reading classes which will provide intrinsic motivation and comprehensible content for students.
- Purchase content area reading books in English on individually differentiated grade levels for comprehensible support in reading classes.

Timeline:

- By June 2006, collect baseline data, for eligible students and determine need by school and grade level.
- By October, 2006, books and materials in native language and English will have been purchased and placed in the classrooms of identified refugee/immigrant students.
- By July, 2007, document increases in reading gains using FCAT reading developmental scores.
- Continue to facilitate, follow up with teachers using materials, and provide more materials as needed by September of 2007 as refugee numbers and reading classrooms increase.
- Review and reflect upon program successes and modifications needed for replication in the 2008 school year.

Objective 2: 50% of refugee/immigrant students who participate in a heritage, career, and/or educational tour/expo will show an increase in knowledge of workforce environment and higher education opportunities as measured by an exit survey based on a Likert scale from 1 to 5.

Activities:

- Identify and communicate with schools with large refugee/immigrant populations to promote and help facilitate individual heritage celebrations.
- Plan at least 3 district-wide career/educational expos or tours for refugee/immigrant students to include venues, guest speakers, business partners, and volunteers.

- Create an exit survey to give to students to determine awareness and knowledge of career and educational opportunities.

Timeline:

- By July 2006, communicate with schools to market fall events.
- By October 16, 2006, plan and conduct a district-wide education and career expo for refugee/immigrant students (grade levels 11-12).
- September, 2006, review and reflect on successes and modifications.
- By January, 2007, communicate with schools to market spring events.
- By May, 2007, plan and conduct the second district-wide and career expo for refugee/immigrant students (grade levels 9-10).
- By April, 2007 Review and reflect successes and needed modifications.
- By April, 2007, plan and conduct the college tour for refugee/immigrant students. Review evaluations/surveys and modify program for next year.
- Repeat events on timeline for FY08 grant cycle.

Objective 3: The number of staff development opportunities specifically designed for instructional and social/cultural strategies for teachers and guidance counselors of refugee/immigrant students will increase by at least 6 (six) opportunities over the total grant period.

Activities:

- Plan and facilitate at least 2 (two) staff developments designed to help teachers and paraprofessionals utilize the purchased native language support materials.
- Plan and facilitate at least 2 (two) staff developments designed to help teachers differentiate instruction and provide individual attention to refugee/immigrant students and their specific needs by utilizing purchased English language materials.
- Plan and facilitate at least 2 (two) staff development designed to help teachers and guidance counselors to understand and become aware of refugee/immigrant students special needs including academic and guidance services.

Timeline:

- By July 2006, market for and communicate with schools and teachers for fall staff development events.
- By August, 2006 create and conduct 1 staff development for special services for refugee/immigrant students for guidance counselors.
- By October 2006, plan and conduct at least 2 staff developments: 1 for native language strategies and 1 for multicultural/immigrant studies.
- By January 2007, market for and communicate with schools and teachers for spring staff development events.
- By May, 2007, plan and conduct at least 2 staff developments: 1 for native language strategies and 1 for multicultural/immigrant studies.
- Evaluate, modify staff developments, and repeat events on timeline for FY08 events.

Objective 4: Provide at least 6 (six) parent involvement activities encouraging refugee/immigrant parents to become more involved in their students' academic success and cultural adjustment, including individual school and district-wide activities, to occur over the total grant period.

Activities:

- Communicate with schools to encourage activities for parents of refugee immigrant populations, for example: PLC meetings, literacy nights, and cultural heritage nights.
- Provide schools with support and resources to conduct refugee/immigrant parent activities.
- Coordinate and create Desk Calendar, with home/parent activities in three languages.
- Plan and facilitate Planting Seeds for Success Parent Conference to include venue choice, guest speakers to impart knowledge to parents about academic futures, breakouts in native languages for homework help, report card analysis, health issues, and guidance issues that are specific of refugee/immigrant populations.

Timeline:

- By August 2006, communicate with schools to solicit support in their individual parent involvement activities.
- By October 2006, plan, market and distribute desk calendar.
- By October, 2006, plan, market, and conduct Planting Seeds for Success Parent Conference; review evaluations and modify for improvement.
- By January 2007, communicate with schools to solicit support in their individual parent involvement activities.
- By May 2007, collect data to show schools who conducted activities for refugee/immigrant parents and collect data from the Planting Seeds Conference.
- Repeat events on timeline for FY08 school year.

b. *Please describe how your district will identify eligible refugee children and youth for the delivery of services described above and provide documentation of consultation with community- and faith-based organizations. Please note: districts and schools are not permitted to request immigration status from students. However, the district may wish to work with other state and local agencies, and/or community and faith-based organizations to determine eligible children and youth.*

By July, 2006, the school district will run a District Enrollment Report from the EDW specifying students by country of origin, school enrolled, and when possible, FCAT reading developmental scores from previous years. The school district will communicate findings, needed support and request information from community organizations that support refugee/immigrant populations through visits and phone calls by our multicultural public affairs and community resource staff.

Activities:

- Analyze District Enrollment Report and look for areas that community organizations can help by identifying further areas of refugee/immigrant populations.

- Community resource personnel, public affairs specialists, and guidance counselors contact community organizations to elicit support and requests for populations of refugee/immigrant students and parents.

Timeline:

- By July 31, 2006, District Enrollment Report to be printed – reevaluated and analyzed for reading gains and baseline data
 - By August 30, 2006, District Community Resource Personnel will communicate with identified schools, their community organizations, and faith-based organizations with the plan for upcoming parent conferences, career expos and teacher training opportunities.
 - By July 31, 2007, District Enrollment Report to be printed – reevaluated and analyzed for reading gains and baseline data
 - By August 30, 2007, District Community Resource Personnel will communicate with identified schools, their community organizations, and faith-based organizations with the plan for upcoming parent conferences, career expos and teacher training opportunities.
 - By July 31, 2008, District Enrollment Report to be printed – reevaluated and analyzed for reading gains
- c. *Please identify community and faith-based organizations or other local agencies in your geographic area that currently provide services to refugee children, youth, and their families and describe how your district will collaborate with those organizations and/or agencies to provide or enhance services to refugee children and youth.*

The school district will collaborate with each of the following organizations to provide support for programs for refugee/immigrant students in numerous ways, such as in the identification of, communication within, and partnerships in: teacher staff developments (venues), parent conferences (guest speakers/translators), and student career expo opportunities (career specialists) and social services for families.

- ASPIRA
- Caridad Health Clinic
- Center for Family Services
- Centro Cultural Latinoamericano
- Children's Services Council
- Cultural Council of Palm Beach County
- Latin American Immigrant and Refugee Organization Inc. (L.A.I.R.O.)
- Haitian Center for Family Services
- Haitian American Community Council
- Joseph Laurore Foundation
- Intercultural Family Health Education Center (IFHEC)
- Catholic Charity Services
- Palm Beach India Association

d. Please describe the refugee parental outreach programs that will be established by your district. Please identify the frequency and duration of these efforts (i.e. three per year at one hour each); mode of communication; plan for information dissemination; and the specific program elements that will assist refugee families in their transition.

The following parent outreach programs are a part of the activities in objective 4, listed above:

Program	Frequency	Communication	Elements
Planting Seeds For Student Success	Annual/full day	Press release/ /flyers/school invitation/ethnic radio/ website/community based organizations	speakers in different languages, parental involvement strategies, social/cultural information, homework help, report card analysis
Parent Leadership Committee Meetings	District – 3 per year Schools – minimum of 2 per year / 1-2 hrs each	Newsletter/website/parent invitations, phone calls	speakers in different languages, parental involvement strategies, social/cultural information, homework help, report card analysis, access to magnet/choice programs, Florida Consent Decree
Individual School Academic Nights, Heritage Celebrations, and Community/Parent Programs	Offered three times a year or more (individual school programs vary) Approximately 3-4 hrs/night	Press release /flyers/school initiation/ethnic radio/ website/community based originations	speakers in different languages, student performance and work displays, academic success information, social/guidance information

e. Please describe the intended measurable outcomes for refugee children, youth, and their families as a result of participating in the supplementary activities and parental outreach programs identified above.

- Increase identified refugee/immigrant student reading gains on the FCAT reading test.
- Increase student knowledge of workforce and educational opportunities in our local and state area.
- Increase staff development opportunities for teacher knowledge of refugee/immigrant cultures and special issues.

- Increase parent involvement opportunities.
- f. *Please describe how the services provided through this grant are different from other services provided for refugee children and youth with state and federal funds, including English for Speakers of Other Languages (ESOL), No Child Left Behind Act of 2001 (NCLB), Individuals with Disabilities Act (IDEA), and other state and federal programs.*

The services through the implementation of the four objectives and activities provided through this grant are different because of the specific students targeted. Refugee students come to the District under different circumstances than other students and thus have different academic, social, and counseling needs that must be tailored to them. The project goals meet these specific academic, social and counseling needs whether students are categorized ELL, ESE or in the regular education program. These objectives are different from the other above programs in the following ways: specific materials purchased, staff developments, special student opportunities, and created parent programs. The project goals not only focus on language development, but also on social awareness, career motivation, responsible citizenship and individual reading achievement. All students, teachers, community partners, and parents will gain more knowledge of refugee/immigrant success strategies by the goals set forth in this program.

- 2) **Support for Strategic Imperatives** – Please describe how the proposed project will address reading initiatives and incorporate one or more of the Florida State Board strategic imperatives.

http://www.fldoe.org/meetings/2005_01_18/StratPlanDetails.pdf

This project is specifically designed to focus on the skills needed to increase the number of refugee/immigrant students reading on grade level or above as specified in Just Read! Florida by the created objectives and activities in this proposal

*Objective 1: Increasing reading gains as measured by FCAT reading scores will be implemented in alignment with **Section 3, B** of the Just Read! Florida Reading Initiative which focuses on reading intervention strategies for students who read below grade level in required courses such as intensive reading and developmental language arts.*

*Objective 3: Increasing the skills of teachers with refugee/immigrant students will be implemented in alignment with **Section 3, D**, of the Just Read! Florida Reading Initiative which focuses on reading activities in teacher preparation and professional development programs.*

*Objective 4: Increasing parent involvement opportunities will be implemented in alignment with **Section 3 J**, of the Just Read! Florida Reading Initiative which*

focuses on increasing parental and family involvement in teaching and encouraging reading.

In addition, each of the four objectives of this program is linked to one or more of the Department of Education's Strategic Imperatives as described in the below:

Objective 1: At least 50 % of identified refugee/immigrant students will show an increase in reading gains as measured by FCAT reading developmental scores.

Strategic Imperative 3: Improve Student Rates of Learning

Objective 2: 50% of refugee/immigrant students who participate in a heritage, career, and/or educational tour/expo will show an increase in knowledge of workforce environment and higher education opportunities as measured by an exit survey based on a Likert scale from 1 to 5. **Strategic Imperative 6:** Align Workforce Education Programs with Skill Requirements of the New Economy

Objective 3: The number of staff development opportunities specifically designed for instructional and social/cultural strategies for teachers of refugee/immigrant students will increase by at least 6 (six) opportunities over the total grant period.

Strategic Imperative 1: Increase the Supply of Highly Effective Teachers
And **Strategic Imperative 4:** Improve the Quality of Instructional Leadership

Objective 4: Provide at least 6 (six) parent involvement opportunities for refugee/immigrant parents specifically designed to impart knowledge about involvement in their students' social, cultural, and academic lives, including individual school and district-wide opportunities, to occur over the total grant period.
Strategic Imperative 3: Improve Student Rates of Learning

- 3) **Dissemination/Marketing** – Please describe the methods/strategies you will use to disseminate and market information about the project to appropriate populations in a language that is understood, when feasible.

We will utilize the ethnic mass media for print and broadcast messages and implement targeted interpersonal marketing and communication through language minority organizations, agencies faith-based organizations, businesses, and schools through newsletters and phone calls to achieve goals of increasing parent involvement and enhancing student academic achievement. We will develop a variety of collateral resources in multiple languages. The Department of Multicultural Website will be utilized to promote programs in this project to teachers, students, parents and community members.

- 4) **Evaluation** – Please describe how your district will evaluate the outcomes of the services provided. Include measurable goals and objectives associated with the anticipated outcomes, as well as specific data that will be collected and analyzed to evaluate achievement of those goals and objectives.

Methods that will be used to evaluate student and program outcomes include state reported FCAT scores, available in four languages; schools' report cards, AYP reports, and participation records for various program opportunities as described below in the chart:

Objective	Outcome	Data collected to evaluate achievement
1. At least 50 % of identified refugee/immigrant students will show an increase in reading gains as measured by FCAT reading developmental scores.	Increase student reading gains	FCAT developmental reading scores
2. 50% of refugee/immigrant students who participate in a heritage, career, and/or educational tour/expo will show an increase in knowledge of workforce environment and higher education opportunities as measured by an exit survey based on a Likert scale from 1 to 5.	Increase student knowledge of workforce and educational opportunities	Student surveys, sign-in sheet at student events
3. The number of staff development opportunities specifically designed for instructional and social/cultural strategies for teachers of refugee/immigrant students will increase by at least 6 (six) opportunities over the total grant period.	Increase staff development opportunities for teacher knowledge of refugee/immigrant cultures and special issues.	Sign-in participation forms, evaluations, and follow-up reflections of teachers who participate in District workshops for refugee/immigrant populations.
4. Provide at least 6 (six) parent involvement opportunities for refugee/immigrant parents specifically designed to impart knowledge about involvement in their students' social, cultural, and academic lives, including individual school and district-wide opportunities, to occur over the total grant period.	Increase parent involvement opportunities.	Sign-in sheet at parent events

DELIVERABLES FORM

Deliverables: Manuals, reports, videos, CD ROMs, training materials, brochures, and any other tangible product to be developed by the project

This form must be completed if the goals, objective and strategies described in the Project Design and Implementation.

(1) Name of Deliverable and Brief Description	(2) Standard(s) for Acceptance	(3) Due Date(s)
<ul style="list-style-type: none"> • District Enrollment Report for Refugee/Immigrant Students • Instructional Materials for Teacher Training – Multicultural Teacher Training – Curriculum Strategies • Training Materials – Presentation PowerPoints for Multicultural Curriculum Strategies • Transcript Evaluation Guide • Teachers Desk Calendar with multicultural/immigrant student strategies for teacher and home use. • Brochures at Planting Seeds for Success • Student Survey explaining prior and exit knowledge for student Career Awareness Day • Student Folder with Brochure about business and educational opportunities for Career Awareness Day • Instructional Materials for Teacher Training – Native Language Material Strategies • Training Materials – Handouts for teacher training on Native Language Strategies 	<p>Each deliverable will be:</p> <ul style="list-style-type: none"> • Appropriately Organized • Attractive • Content Accurate • Content Complete • Design and Content Appropriate to Intended Audience • Grammatically Correct • Readability Level is Appropriate to Audience • Translated into Appropriate Languages (in cases for parents only) 	<p>July 24, 2006 to October 16, 2006</p>

APPLICANT INSTRUCTIONS: DELIVERABLES FORM

Training, Technical Assistance, and Dissemination: All training and technical assistance (TA) activities whether provided onsite, through distance learning media, conferences, workshops, or other delivery strategies

This form must be completed if the goals, objective and strategies described in the Project Design and Implementation.

(1) Name of Activity and Brief Description	(2) Quantity and Quality Standards for Acceptance	(3) Method of Documentation	(4) Critical Timelines
<ul style="list-style-type: none"> • In-service Training: Native Language Material Strategies • In-service Training: Multicultural/International Studies Curricular Strategies • Parent Conference 	<p>Each of the trainings will include:</p> <ul style="list-style-type: none"> • Design and Content Appropriate to Intended Audience • Use of Consultants • Follow-up Data Indicative of Effectiveness • Format Consistent with Content and Intended Audience • Appropriately Organized • Content Accurate • Delivery Appropriate to Content and Audience • Participant Feedback Indicative of Usefulness 	<ul style="list-style-type: none"> • Anecdotal Data • Contracts • Evaluation Summaries • List of Participants • Sign-in Sheets 	<p>July 24, 2006 to October 16, 2006</p>

STUDENT PERFORMANCE FORM

Student Performance: Any measure that is specific to student performance; e.g., test scores, attendance, behavior, award of diplomas, certificates, etc. Students may include pre-k, K-12, and adult learners.

THIS IS A REQUIRED REPORTING FORMAT FOR ALL APPLICANTS

(1) Name of Performance and Brief Description	(2) Method of Evaluating Performance	(3) Method of DOE Verification	(4) Timelines for Data Collection
<ul style="list-style-type: none"> • Academic Achievement – Reading: 50% of Refugee/immigrant students will make learning gains in reading as measured by FCAT reading • Parental Involvement in Education of Dependent Children • Parental Involvement in Literacy Activities of Dependent Children • Workplace Readiness Completion: Students will gain knowledge about workforce and higher education readiness 	<ul style="list-style-type: none"> • FCAT • Participation Records • Participation Records • Participation Records • Anecdotal Data (surveys) 	<p>The following list is provided as a sample of the documents and reports that FDOE will review to document performance. This list may be changed based on the applicant's goals, objectives and strategies as described in the Project Design and Implementation.</p> <p>Examples of DOE Verification:</p> <ul style="list-style-type: none"> ✓ Analysis of Requests and Responses ✓ Evaluation Summaries ✓ Observation by DOE Staff ✓ Participant Competency Evaluations ✓ Participant Feedback Summaries ✓ Peer Review ✓ Self-Reporting ✓ Verification of Dissemination to Target 	<p>June 1, 2007 or before (when FY07 FCAT reading scores are released)</p> <p>Parent and Student Activities: October 16, 2006 (for first phase of grant)</p>

SERVICE DELIVERY FORM

Service Delivery: Delivery of intended services to target population; e.g., summer school, after-school tutoring, family literacy services, child find services, student evaluation services, etc.

This form must be completed if the goals, objective and strategies described in the Project Design and Implementation.

(1) Name of Service and Brief Description	(2) Standard(s) for Acceptance	(3) Method of DOE Verification	(4) Timeline for Service Delivery
N/A	N/A	<p>The following list is provided as a sample of the documents and reports that FDOE will review to document performance. This list may be changed based on the applicant's goals, objectives and strategies as described in the Project Design and Implementation.</p> <p>Examples of DOE Verification:</p> <ul style="list-style-type: none"> ✓ Agreements ✓ Attendance Records ✓ Case Records ✓ Contracts ✓ List of Participants ✓ Meeting Agendas ✓ Meeting Minutes ✓ Observation by DOE Staff ✓ Participant Feedback Summaries ✓ Purchase Orders ✓ Sign-in Sheets ✓ State-Approved Assessments ✓ Travel Itineraries 	

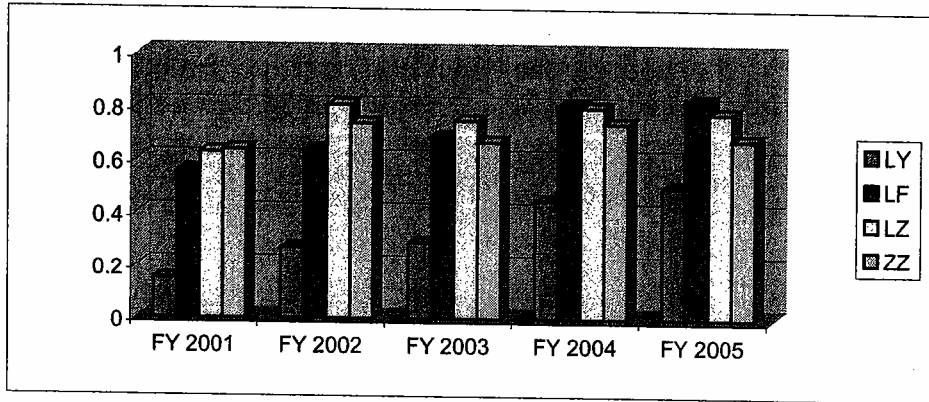
FORMAL THIRD PARTY EVALUATION FORM

Formal Third-Party Evaluation: A formal evaluation conducted by a party not employed by the fiscal agent either under contract with the project recipient or under the auspices of the FDOE

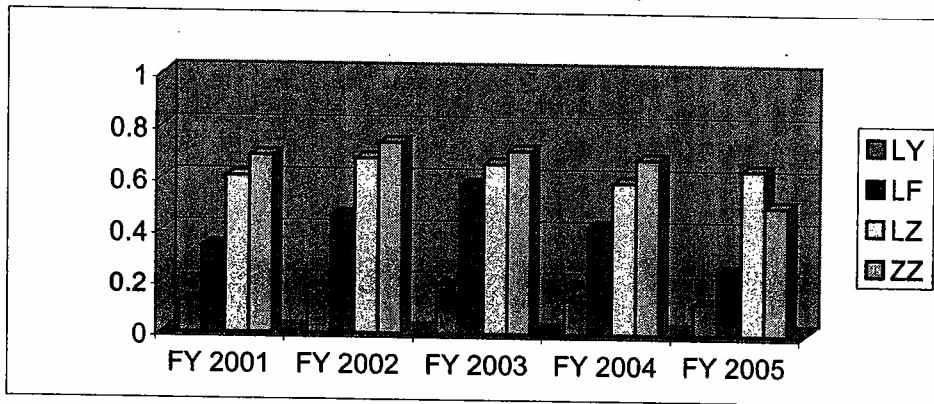
This form must be completed if the applicant proposes to employ a third party evaluator.

(1) Scope of Evaluation and Brief Description	(2) Type of Entity Conducting Evaluation	(3) Date(s) Evaluation to Be Conducted
N/A	N/A	N/A

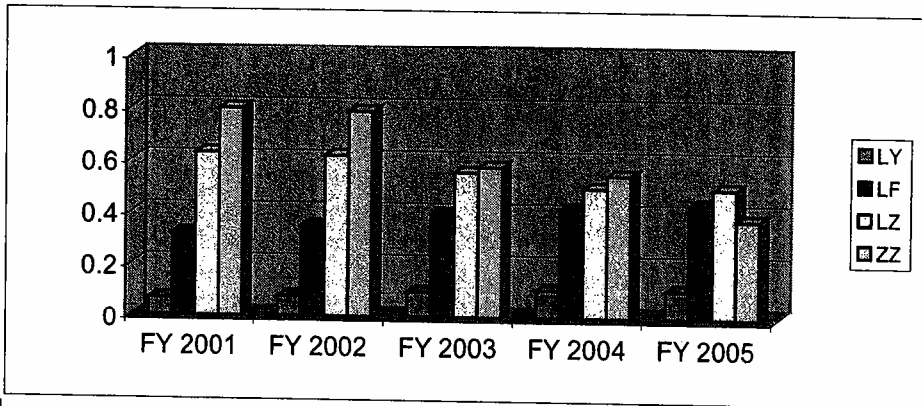
**4th Grade FCAT Reading
Percent of Students Meeting or Exceeding Level 2 Standard**







**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