

APPLICATION CHECKLIST FORM
Literacy Education for Households, Competitive
Fiscal Year 2007-2008

- Include this form in the application package.
- Place all items requested in the order indicated below.
- Include only the items requested.
- Place page numbers on every page consecutively, at the bottom, beginning with the Checklist as page 1. Page numbers written by hand are permissible if electronic numbering is a problem.
- Staple upper left corner of the complete application package (no spiral bindings, notebooks or cover pages, please).

Place in the following order	Item	Applicant Indicate Page Numbers Below	DOE Staff	
			✓ Check appropriate box below	
			Complete	Incomplete
	FORMS			
1	Application Review Criteria and Checklist Form	1		
2	DOE 100A, Project Application – with original signature	2		
3	DOE 101, Budget Narrative Form	3		
4	Performance-Based Project Deliverables Form	4		
5	Project Performance Accountability - Student Performance Form	5		
6	Regional Workforce Board Coordination Assurance Form	6		
7	Invoice Schedule Form – if applicable	N/A		
	NARRATIVE			
8	Project Abstract	7-8		
9	Project Need	8-9		
10	Project Design and Implementation	9-13		
10a	Family Literacy Activities	13-14		
11	Evaluation	14-15		
12	Strategic Imperatives AND Just Read, FL!	15		
13	Dissemination/Marketing	15-16		
13a	Budget	16		
14	GEPA	16		
15	Community-Based and Faith-Based Organizations – must include the following:			
	• List of current Board of Directors and Articles of Incorporation			
	• Copy of current operating budget			
	• Copy of current audit report – if available			
	• Copy of Chart of Accounts			
	• General Terms, Assurances and Conditions for Participation in Federal and State Programs			
	• Proof of eligibility to operate a business in Florida (signed document from Florida Secretary of State)			

FLORIDA DEPARTMENT OF EDUCATION

Project Application Form

<p>Please return to:</p> <p>Florida Department of Education Bureau of Grants Management Room 325B Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0498 Suncom: 205-0498</p>	<p>Program Name:</p> <p>Adult Education and Family Literacy Literacy Education for Households Competitive Fiscal Year 2007-2008</p>	<p>DOE USE ONLY</p> <p>Date Received</p>						
<p>B) Name and Address of Eligible Applicant:</p> <p>School District of Palm Beach County K12 Curriculum, Adult and Community Education Department 2112 S. Congress Avenue Suite 200 Palm Springs, FL 33406</p>		<p>Project Number (DOE Assigned)</p>						
<p>C) Total Funds Requested:</p> <p style="text-align: center;">\$ 150,000</p> <p style="text-align: center;"><i>DOE USE ONLY</i></p> <p>Total Approved Project:</p>	<p>D)</p> <p style="text-align: center;">Applicant Contact Information</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> <p>Contact Name: Kelly Rowland</p> </td> <td style="width: 50%;"> <p>Mailing Address: 2112 S. Congress Ave., Suite 200 Palm Springs, FL 33406</p> </td> </tr> <tr> <td> <p>Telephone Number: 561-202-0453</p> </td> <td> <p>SunCom Number: N/A</p> </td> </tr> <tr> <td> <p>Fax Number: 561-202-0454</p> </td> <td> <p>E-mail Address: rowlandk@palmbeach.k12.fl.us</p> </td> </tr> </table>		<p>Contact Name: Kelly Rowland</p>	<p>Mailing Address: 2112 S. Congress Ave., Suite 200 Palm Springs, FL 33406</p>	<p>Telephone Number: 561-202-0453</p>	<p>SunCom Number: N/A</p>	<p>Fax Number: 561-202-0454</p>	<p>E-mail Address: rowlandk@palmbeach.k12.fl.us</p>
<p>Contact Name: Kelly Rowland</p>	<p>Mailing Address: 2112 S. Congress Ave., Suite 200 Palm Springs, FL 33406</p>							
<p>Telephone Number: 561-202-0453</p>	<p>SunCom Number: N/A</p>							
<p>Fax Number: 561-202-0454</p>	<p>E-mail Address: rowlandk@palmbeach.k12.fl.us</p>							
<p>CERTIFICATION</p> <p>I, <u>Arthur C. Johnson, Ph.D.</u> 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 style="margin-top: 20px;">E) _____ Signature of Agency Head</p>								

A) School District of Palm Beach County
 Name of Eligible Recipient:

B) _____
 Project Number: (DOE USE ONLY)

TAPS Number 08B002

FLORIDA DEPARTMENT OF EDUCATION

Budget Narrative Form

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
541	750	4 Part-time OPS Adult Education Instructors @ \$20.44/hr x 20 hrs/week x 38 weeks	2.0	\$62,138
541	210	Benefits for part-time Adult Education instructors @ 4.3%		\$2,672
541	750	2 part-time OPS Parent Link/Language Facilitators @ avg. \$14.00/hr x 20hrs/week x 38 weeks	1.0	\$21,280
541	210	Benefits for part-time Parent Link/Language Facilitators @ 4.3%		\$915
550	750	4 Part-time OPS Early Childhood Teachers (CDA certification or higher) @ avg. \$14.00/hr x 20 hr/week x 38 weeks	2.0	\$42,560
550	210	Benefits for part-time Early Childhood Teachers @ 21%		\$8,938
541	510	Instructional Materials and Supplies – To include but not be limited to textbooks, paper pens, pencils, binders, children’s literature, CASAS testing material, craft material for PACT time		\$6,902
720	792	Indirect costs @ 3.16%		\$4,595
C) TOTAL				\$150,000

PERFORMANCE-BASED PROJECT DELIVERABLES FORM

Page 1 of 3

A. Project Information

Agency: School District of Palm Beach County	Telephone: 561-202-0453
County: Palm Beach	E-Mail: rowlandk@palmbeach.k12.fl.us
Contact Person: Kelly Rowland	Fax: 561-202-0454
Title: Family Literacy Coordinator	Grant Amount: \$150,000

(1) Primary Core Outcome Measures (Measurable Goals) Projected enrollment for 2007-2008 <u>65</u>	(2) Number of Measurable Goals per Core Outcome	(3) Grant Budget per Goal		(4) Cost per Goal
1. Must be addressed by all applicants.				
1. Educational Gains	# 130	\$ 128,500	86 %	\$988
2. Address if this service is provided.				
2. Entered Employment, Retained Employment, Placement in Postsecondary Education or Training	# 10	\$11,000	7 %	\$1,100
3. Address if this service is provided.				
3. Receipt of secondary school diploma or its recognized equivalent – (GED)	# 7	\$ 10,500	7 %	\$1,500
Totals	# 147	\$150,000	100 %	150,000

B. Performance Goals (See definitions for core outcome measures on following page.)

STUDENT PERFORMANCE FORM

(Include in Application Package – Do not change or modify this 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

(1) Name of Performance and Brief Description	(2) Method of Evaluating Performance	(3) Method of DOE Verification	(4) Timelines for Data Collection
<p>Student Performances:</p> <p>Primary Core Measures</p> <p>1. <u>Educational Gains</u> – Improvements in skill levels in any of the following: reading, writing, and speaking in the English language, numeracy, problem-solving, English language acquisition, and other literacy skills. (As validated through the use of an NRS approved assessment instrument.)</p> <p>2. <u>Placement, Entered, Retained</u> – Placement in postsecondary education or training; entered unsubsidized employment or retained in employment in the third quarter after program exit.</p> <p>3. Students’ receipt of a <u>secondary school diploma</u> or its recognized equivalent.</p>	<p>Standardized Tests</p> <p>Placement Data</p> <p>GED Data</p>	<p>Standardized Test Results</p> <p>Student Database</p> <p>GED Test Results</p>	<p>Mid-Year and Final Report (1/08&7/08) NRS (Fall 08)</p> <p>Mid-Year and Final Report (1/08&7/08) NRS (Fall 08)</p> <p>Mid-Year and Final Report (1/08&7/08) NRS (Fall 08)</p>

**REGIONAL WORKFORCE BOARD
COORDINATION ASSURANCE FORM**

Complete Section A or B as appropriate and include in application package.

-----Section A

The Superintendent or Agency Head certifies that this application has been submitted to the Regional Workforce Board and that the activities outlined in the application are consistent with current Regional Workforce Board plans.

Signature of Superintendent/Agency Head

Date Submitted to Regional
Workforce Board

Regional Workforce Boards are invited to submit comments regarding the application to the Division of Community Colleges and Workforce Education, Grants Administration office by **May 11, 2007.**

Note: Section 121, Title I, Workforce Investment Act (WIA), sets expectations for recipients of Perkins postsecondary funds, or funds under Title II, WIA, Adult Education and Family Literacy, to enter into a Memorandum of Understanding with the Regional Workforce Board for participation in the One-Stop system.

-----Section B

The Superintendent or Agency Head certifies that this **application covers more than one Workforce Development Region**. The activities outlined in this application are related to Workforce Development and are consistent with the current Regional Workforce Board plans for all regions included in this application. ***Application submission to the Regional Workforce Board is not required.***

Signature of Superintendent/Agency Head

Date

Note: Section 121, Title I, Workforce Investment Act (WIA), sets expectations for recipients of Perkins postsecondary funds, or funds under Title II, WIA, Adult Education and Family Literacy, to enter into a Memorandum of Understanding with the Regional Workforce Board for participation in the One-Stop system.

Project Abstract

The Literacy Education for Households “*Parent Power*” Family Literacy programs will serve low literacy and limited English proficient adults and their families in central Palm Beach County (PBC). Targeted families have been identified to include, but not limited to, families with high levels of poverty, illiteracy, unemployment, and limited English proficiency. The majority of families served have been identified as limited English proficient. The overall goals of *Parent Power* would empower adult participants to:

- Assist adults to become literate, obtain their GED, and/or acquire English proficiency skills, basic and functional literacy skills necessary to function independently in society
- Assist adults who are parents to obtain the knowledge and skills necessary to become full partners in their children’s education
- Increase parental involvement and partnership in their children’s education and have a positive effect on the literacy of their children through literacy-related activities
- Become employable and economically self-sufficient
- Gain a basic understanding of the use of internet technology as a valuable tool for learning opportunities and home-based literacy activities for both parents and children

A **primary goal** is to provide adult education relevant to the students’ lives. The adult education component provides basic skills and the tools for parents to improve themselves academically and ensure their ability to participate in literacy activities with their children. In addition, employability training will prepare parents for greater success in their provider roles.

The **crucial goal** for parent education is to assist parents to develop the behavior patterns and skills necessary to function more effectively as parents and providers. The course of study will be based on the results of surveys assessing the interests and needs of current participants. Three elements will be provided: parenting sessions, parent support services and parent involvement; all include English language content. Parent involvement will focus on engaging parents in the child’s formal educational process both in the home and at school.

The **essential goal** in parent-child interaction is to provide opportunities for parents and children to learn together. Observation of role models helps parents become more comfortable in their own roles as their child's first and most important teacher. The belief remains that active participation in the education process helps parents develop a more positive attitude toward school, thus being reflected in their children's behavior at school.

2) –Project Need

There is a demonstrated need for Literacy Education for Households - Family Literacy services in PBC to serve those families most in need that have high levels of poverty, illiteracy, unemployment and limited English proficiency. In order to break the cycle of poverty and illiteracy, *Parent Power* Family Literacy Program goals are to empower adults who are parents to improve their English, literacy, numeracy, problem-solving and employability skills to become economically self-sufficient and productive citizens. Simultaneously, parents are encouraged to become involved in their children's education and develop partnerships between home, school, and community that support literacy for the entire family.

The School District of Palm Beach County (SDPBC) is the 5th largest district in the state and serves a very diverse population including a large number of illiterate and non-English speaking immigrants. The SDPBC is committed to providing quality programs and services to undereducated adults. The purpose of this family literacy project is to assist adult students most in need of educational and civic services who are the parents/caretakers of children attending local schools to improve their literacy skills, while increasing parent involvement within the school setting. In support of the President's initiative of leaving "No Child Behind," the ultimate goal of the *Parent Power* programs is to empower these adult participants to acquire English proficiency skills as well as basic and functional-literacy skills necessary to have a positive effect on the literacy of their children

through literacy-related activities and to increase their involvement and partnership in their children's education.

Statistics provided by the PBC Literacy Coalition and based on information provided in the State of Literacy in America report estimates that, in Palm Beach County, 22% of adults function at the lowest level of literacy (National Adult Literacy Study, NALS, Level 1). *Parent Power* will render family literacy services to two community agencies and two school sites throughout central PBC. Statistics from past program performance indicate that the vast majority of families served in this area are limited English proficient, possessed an educational background below the 6th grade level, earned annual incomes below the poverty level and had three or more children in their families. PBC has an average of 50% of students on free and reduced lunch; however, the average of the sites where the programs will be located is 64%. Moreover, one of the targeted school sites has 93% of its school population on free and reduced lunch.

3) Project Design and Implementation

a) Measurable Goals: The primary goal of this project will be to provide educational services, which assists adults in improving literacy skills in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and the use of technology to attain educational gains (primary core measure one) as well as employment and post-secondary educational placements (primary core measure two) and achieving secondary diploma or GED (primary core measure three).

b) Past Effectiveness: During the past eleven years, the SDPBC has served over 1030 adult parent/caretakers and their dependent children (Pre-K through 5) in family literacy programs throughout the county. The participants achieved the following in those years:

- Completion rate in each program was over eighty percent (80%).
- School involvement by parent/caretaker increased by 100%.

- Library visits increased. All students (100%) have their own library cards.
- Parent/teacher communication and contact increased (100% - 1 contact, 92% 2 or more).
- Collectively students' TABE scores rose by a mean average of two grade levels.
- Collectively students' CASAS scores rose by a mean average of 20 scaled points.
- The retention/persistence factor was 80%.

During the past eleven years, services provided to these educationally disadvantaged parents/caretakers were accommodated through efforts of outreach within the school and community i.e., recruitment by teachers, social worker, parent liaison, PBC Library Systems, Human Hispanic Resources, and PBC Literacy Hotline. Program instructors, school personnel and the various social services involved will collaborate in the recruitment, retention/persistence of students.

c) Serving Those Most in Need: As with the other family literacy programs placed in elementary schools, *Parent Power* will be located at two additional schools and two community agencies that serve families who are economically disadvantaged. Department staff will work with the principal or administrator and parent liaison at program sites to identify the population whose families would most benefit from a family literacy program. Through our collaborative partners, families at poverty levels with limited English proficiency and low literacy levels will be recruited and enrolled in the program.

d) Intensity of Services: *Parent Power* programs will operate four days a week, providing 20 hours of instruction per week. The programs will function during regular school hours. Proven instructional practices include: modeling appropriate behaviors, delivery of a scientifically researched-based curriculum for both the adult and child, instruction which emphasizes individual learning styles, and an individualized academic portfolio. *Parent Power* will include the following program strategies: program orientation, family intake, goal-setting, learning contracts, academics in real-life context, career planning, employability skills, technology literacy, parenting instruction, and Parent and Child Together (PACT) time.

e) Effective Practices: This project will provide literacy and English instruction through a variety of modalities including: school-based, work-based, and coordinating activities for adults within the family context. Instructional practices will include, but will not be limited to: intensive English language instruction, learning plans based on student's entry level, computerized instruction, small group instruction, individual tutoring, time management and employability training, goal-setting, self-esteem building and empowerment. The instructional strategies incorporated into *Parent Power* are based on andragogy. All instructional strategies are designed to address multiple intelligences. Recognizing that all students have unique talents and abilities, developing an instructional program that addresses multiple intelligences will enhance student achievement and success.

f) Use of Technology: The use of technology in *Parent Power* will include the use of computers, computer-assisted instruction and television for academics, time management, reading comprehension, resume writing and career exploration, to increase the parents' use and understanding of technology, internet safety and use of internet resources to support their children's education.

g) Real Life Context: All activities are based on the students' needs of daily life. Performance-based projects in the academic area of math focus on: personal finance, budgeting and investments; shopping emphasizing percentages, discounts and credit; home improvements emphasizing measurements, conversions and geometric planning; family meal planning emphasizing measurements, conversions and budgeting. Activities in the academic area of reading and language are performance-based and tailored to meet the individual needs of the student. Each student will find real-life experiences such as: writing resumes, inquiry letters, parent notes to the teachers; completing applications and filling out forms; understanding immunization schedules; reading prescription labels and recipes, children's report cards and IEP's; preparing permission slips; using sales ads in the newspaper and on the internet. These activities will emphasize English language as well as content.

h) Staffing: Grant dollars will be used to fund four part-time, certified adult educators selected on their past experience working with the target population and their ability to relate and work well with the adult learner and his/her children. In addition, funds will be used to provide two part-time employees who will serve as a parent link associates/language facilitators in all programs and four part-time childcare workers (certified CDAs or higher) for the early childhood component. Volunteers, trained through a collaborative agreement with the PBC Literacy Coalition and the PBC Library System, will also participate in the program.

i) Coordination: *Parent Power* will tap into social services, community organizations and school-related services. Through collaborations with other agencies and organizations, *Parent Power* will be able to meet the need of the adult learner, from transportation to child-care, to referrals for specific social services. *Parent Power* will be coordinated with organizations and agencies in the surrounding areas including: PBC Library System, Workforce Development Board, PBC Literacy Coalition, health clinics, public housing, social and cultural agencies, churches, and other support organizations. These agencies will be contacted for recruitment of students, support measures for enrolled students and as an advertisement mechanism. All working agreements between support/social agencies, county libraries, PBC Literacy Coalition and other partners providing short-term workshop and services will be of a non-financial nature.

Additional collaborative efforts will be available through the Children's Services Council Parenting Education Center for support in parental involvement and parenting issues. The PBC Library will collaborate efforts in literacy training such as reading to your child, obtaining a library card and providing materials to start a home library. The PBC Literacy Coalition will provide recruitment of students through their hotline. In-school resources will be utilized to enhance parent involvement. The parent liaison, language facilitators, volunteer coordinator and other support

services within the school's boundaries will be tapped to provide any individual services needed by the parent and to ensure school involvement.

j) Flexible Schedules: *Parent Power* will provide a flexible program to accommodate the adult learners' schedules. Teachers will work with individual student scheduling. This will assist the parent in learning to balance work, school and family. Bus passes will be obtained for students who do not have their own mode of transportation.

k) Management Information: The SDPBC uses TERMS as its electronic Management Information System (MIS). TERMS provides data which is used each year to develop the District's DOE 499 report. This electronic management system generates accurate information, reports the number of students enrolled in Adult Education programs, documents participant outcomes and monitors program performance including the number of Literacy Completion Points (LCP) obtained each year. TERMS has the capacity to report outcomes required by the National Reporting System (NRS) and to generate the information necessary to compile and complete the On-Line Mid-Year and Final Report for DOE grants and State Reporting Systems.

4) Family Literacy Activities

Over the past eleven years of providing Family Literacy programs in PBC, specific needs have been identified and addressed. These include: the development of a supportive home environment for parental involvement in the education of their children, creation of a literacy-rich home learning environment, improvement in parents' literacy and English language skills, increased understanding by parents of their children's development stages and their ability to interact with their children with home-based literacy activities. *Parent Power* will include the four components of family literacy services:

- Parent English and literacy training that leads to economic self-sufficiency
- Interactive literacy activities between parents and their children, (PACT time)

- Training for parents on how to be the primary teacher for their children and full partners in the education of their children
- Age-appropriate education to prepare children for success in school and life experiences.

Integration of all four components occurs at each program site. A Pre-K component for 3 and 4 year olds will be included in each program. This allows the parent/caretaker to be involved in early childhood development as well as to support their students in the K-5 system.

The benefits gained by parents who participate in the *Parent Power* program will be three-fold. Parents' functional literacy skills, English proficiency skills, and technology literacy skills will be enhanced through adult education. Parents will acquire a greater understanding of child growth and development, skills in applying positive child guidance techniques, and a greater awareness of their role as primary teacher of their children in providing a home environment that supports children's learning. Parents will gain the competence to participate in literacy activities with their children and the ability to become full partners in their children's education. Program outcomes will include, but not be limited to:

- Increased literacy and English proficiency skills of the parent/caretaker
- Increased understanding and applying critical-thinking skills and problem-solving
- Increased development of management skills for family resources including time and money
- Increased contact with children's teachers
- Increased school involvement such as attending school activities and parent meetings
- Reading to children
- Helping children with their homework
- An enriched literacy-based home environment
- Purchasing books or magazines for children as a viable gift to children
- Regular visitation to the library and parent resource centers.

5) Evaluation

Program evaluation and assessment to determine appropriateness of instruction, customer satisfaction and effectiveness will be obtained by a survey of participating parents and conducted at

mid-year and at the end of the year. Program planning, implementation and delivery of service will be adjusted according to feedback from participants. Adult student placement and instruction will be based on CASAS and/or TABE assessments. This project will include data management of monthly attendance forms for retention data, quarterly testing for LCP reporting, student portfolios and journals for parenting outcomes, entry/exit family literacy questionnaires to measure increased involvement in interactive literacy activities in the home and parental involvement in children's education. The Early Childhood component will also assess using Ages & Stages to measure children's progression from ages four to sixty months, and Ready to Read assessment to measure school readiness.

6) Support for Strategic Imperatives

This project will assist the School District to meet the priorities of Florida's Reading Initiative, **Just Read, Florida!**, by providing professional development activities to train teachers to incorporate research-based reading strategies in ESOL and ABE instruction.

Strategic Imperatives 2 and 3 will be addressed in this project. For **Strategic Imperative # 2-** Set, align and apply academic curricular and testing standards, CASAS testing correlates with Florida Adult ESOL Standards and Benchmarks. TABE testing correlates with Florida Adult ABE and GED Standards and Benchmarks. For **Strategic Imperative # 3-** Improve student rates of learning, in addition to the ESOL and ABE/GED Curriculum, this project will address family literacy activities using a variety of teaching methods in the Parenting Component and modeling techniques in the PACT time component. A Parental Involvement Report Card will be implemented every nine weeks to assess the involvement and commitment of parents to assist in the improvement of their children's success and rate in learning.

7) Dissemination/Marketing Plan

Recruitment of adult students and marketing the District's adult education programs are ongoing processes. Methods of dissemination of Adult Education program information including this

project will include the School District's website www.pbceducator.org, a new Family Literacy Brochure and the *Palm Beach County Community Educator*. The website lists the programs offered within PBC. The Family Literacy brochure will be disseminated at local community functions throughout the year. The *Community Educator* is a newspaper that is disseminated to every household in PBC three times per year listing site locations, programs and course offerings for all adult education programs in the county. All written information appears in English, Spanish, and Haitian-Creole to appeal to the language groups of 95% of the residents. Further marketing is accomplished through our partnerships with the PBC Literacy Coalition, the PBC Library System, and Title 1 parent liaisons.

8) Budget

The budget reflects the fiscal means to accomplish the purpose of this project. It is realistic, accurate and reflects reasonable expenditures to achieve project goals. Each expenditure is explained in the budget section for personnel and supplies. All personnel positions will be part-time, related to student instruction and will support the goals of the project. Approximately 7,600 part-time hours will be needed and paid at the district rate of \$20.44 an hour for adult education instruction, and an average of \$14.00 an hour for both the parent link/ language facilitator and early childhood teachers. Benefits will be paid in accordance with district standards at 4.3% for part-time out-of-system staff (Medicare 1.45% and workers' compensation 2.85%).

9) General Education Provisions Act (GEPA)

The provision of Section 427 of the GEPA highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The District has policies in place regarding equitable access to all adult education programs. This project will assist to provide educational services to adults with special needs including Limited English Proficient adults.