

# Putnam

## FLORIDA DEPARTMENT OF EDUCATION Project Application

|                           |
|---------------------------|
| TAPS Number<br><br>10A022 |
|---------------------------|

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|--|--|---|
| Return to:<br>Florida Department of Education<br>Office of Grants Management<br>Room 332 Turlington Building<br>325 West Gaines Street<br>Tallahassee, Florida 32399-0400<br>Telephone: (850) 245-0496<br>Suncom: 205-0496 | <b>A) Program Name:</b><br><br><b>Title I, Part C: Education of<br/>Migratory Children<br/>2009-2010 Project<br/>Application</b> | <i>DOE USE ONLY</i><br><br>Date Received  |
| <b>B) Name and Address of Eligible Applicant:</b><br>Putnam, 200 S 7TH ST,<br>PALATKA, FL 32177  |  | <b>Project Number (DOE Assigned)</b><br><br>540-2170A-0CF01                                   |
| <b>C) Total Funds Requested:</b><br>\$ 187,490.00<br><br>Estimated Roll Forward:<br>\$ 0.00<br><br>_____   | <b>D) Applicant Contact Information</b>  |   |
| DOE USE ONLY<br><br><b>Total Approved Project:</b><br>\$   | <b>Contact Name:</b><br>First Name: LINDA<br>MI: L<br>Last Name: OSBORNE   | <b>Mailing Address:</b><br>Address 200 S. 7TH STREET<br>City: PALATKA<br>State: FL Zip: 32177 |
|  | Telephone Number: 386-698-4094 Ext:  | SunCom Number:  |
|  | Fax Number: 386-698-1548   | E-mail Address:<br>osborne_L@firn.edu   |

### CERTIFICATION

I **Tom Townsend** 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



DOE 100A

Dr. Eric J. Smith, Commissioner

10A022

FLORIDA DEPARTMENT OF EDUCATION  
BUDGET DESCRIPTION FORM

A. NAME OF ELIGIBLE APPLICANT: **Putnam**

C) TAPS Number  
10A022

B. Project Number (DOE USE ONLY): **540-2170A-0CF01**

| (1)<br>Function | (2)<br>Object | (3)<br>Account Title and Description   | (4)<br>FTE | (5)<br>Amount |
|-----------------|---------------|--|------------|---------------|
| 5100            | 210           | <u>Retirement</u> Retirement   | 0.000      | 780.00        |
| 5100            | 220           | <u>Social Security</u> Social Security   | 0.000      | 496.00        |
| 5100            | 221           | Medicare   | 0.000      | 117.00        |
| 5100            | 310           | <u>Professional and Technical Services</u> Contractual Services - Stipend for Exchange teachers. Need Record 1 & 2   | 0.000      | 3,000.00      |
| 5100            | 360           | <u>Rentals</u> Rental car for Exchange teacher for Extended year summer program for Migrant Students. Need Record 1 & 2  | 0.000      | 2,500.00      |
| 5100            | 390           | <u>Other Purchased Services</u> Other purchased services - reproduction for parent brochures (Room and board for exchange teachers, Summer School June 2010) Need Record 1 & 2   | 0.000      | 1,516.50      |
| 5100            | 510           | <u>Supplies</u> Materials and Supplies - supplemental classroom use Need Record 1,2, 3, & 4  | 0.000      | 1,500.00      |
| 5100            | 590           | <u>Other Materials and Supplies</u> Other Materials and Supplies: Student Incentives non cash related (recognition certificates, etc). Need Record 1, 3, & 4   | 0.000      | 1,000.00      |
| 5110            | 113           | Teachers (elementary, middle, and high after school tutoring) Need Record 1, 2, 3, & 4   | 0.230      | 8,000.00      |
| 6110            | 120           | <u>Classroom Teachers</u> Salary-Clerical Assistant (Clerk) Need Record 1, 2, 3 & 4  | 1.000      | 24,116.00     |
| 6110            | 126           | Salary-Advocate/Recruiters Need Record 1, 2, 3, & 4  | 1.500      | 24,116.00     |
| 6110            | 210           | <u>Retirement</u>  | 0.000      | 4,750.00      |
| 6110            | 220           | <u>Social Security</u> Social Security   | 0.000      | 2,245.00      |
| 6110            | 221           | Medicare   | 0.000      | 525.00        |
| 6110            | 231           | <u>Health and Hospitalization</u> Health Insurance   | 0.000      | 5,250.00      |
| 6110            | 232           | <u>Life Insurance</u> Group Life   | 0.000      | 116.00        |
| 6110            | 310           | <u>Professional and Technical Services</u> Professional and IT services Need Record 1, 2, 3, & 4   | 0.000      | 1,000.00      |
| 6110            | 373           | Telephone for advocate/recruiters  | 0.000      | 750.00        |
| 6110            | 399           | Other Purchased services   | 0.000      | 500.00        |
| 6110            | 511           | Materials and supplies-office and custodial supplies   | 0.000      | 1,000.00      |
| 6110            | 530           | <u>Periodicals</u> Periodicals and newspapers  | 0.000      | 200.00        |
| 6110            | 590           | <u>Other Materials and Supplies</u> Other materials-non consumable workbooks, leap pads. Need record 1,2,3 & 4   | 0.000      | 1,000.00      |
| 6110            | 641           | <u>Furniture, Fixtures and Equipment Capitalized</u> Capitalized furniture: Cabinets, air conditioning, (new or replacements)-to be used by eligible migrant students and MEP staff only at the Migrant Education Center. schools, or branch offices in Putnam | 0.000      | 100.00        |

|      |     |  |       |           |
|------|-----|--|-------|-----------|
|      |     | County). Need Record 1, 2, 3, & 4  |       |           |
| 6110 | 642 | <u>Furniture, Fixtures and Equipment Non-Capitalized</u> Non-capitalized furniture: earphones, calculators, tape players for student check out, file cabinets, paper shredder (new or replacement)-to be used by eligible migrant students and MEP staff only at the Migrant Education Center, schools, or branch offices in Putnam County. Need Record 1, 3, & 4  | 0.000 | 750.00    |
| 6110 | 643 | <u>Computer Hardware Capitalized</u> Capitalized computer hardware: computers, laptops, scanners, modems, LCD projectors, digital cameras, computer peripherals (mouse keyboard, monitors, printers, scanners, modems and hubs) (new or replacements)-to be used by eligible migrant students and MEP staff only at the Migrant Education Center, schools, or branch offices in Putnam County. Need Record 1, 3, & 4 | 0.000 | 1,000.00  |
| 6110 | 644 | <u>Computer Hardware Non-Capitalized</u> Non-Capitalized hardware: computers, peripherals (mouse keyboard, monitors, printers, scanners, modems and hubs)(new or replacements)-to be used by eligible migrant students and MEP staff only at the Migrant Education Center, schools, or branch offices in Putnam County. Need Record 1, 3, & 4  | 0.000 | 750.00    |
| 6110 | 691 | <u>Computer Software Capitalized</u> Software: over 750.00 (NovaNet is a computer assisted instruction in all subject areas)-to be used by eligible migrant students and MEP staff only at the Migrant Education Center, schools, or branch offices in Crescent City as supplementary instruction for credit accrual/grade forgiveness. Need Record 1, 3, & 4  | 0.000 | 5,000.00  |
| 6110 | 692 | <u>Computer Software Non-Capitalized</u> Software under 750.00-to be used by eligible migrant Students and MEP staff only at the Migrant Education Center, schools, or branch offices in Putnam County as supplemental instruction for credit accrual/grade forgiveness. Need Record 1 & 3   | 0.000 | 750.00    |
| 6110 | 750 | <u>Other Personal Services</u> Temporary personnel: advocate/recruiter/high school student employment - assist after school elementary tutoring program, adult evening ESL classes and workshops<br><br>Need Record 2  | 0.000 | 2,000.00  |
| 6130 | 310 | <u>Professional and Technical Services</u> Professional and Technical - Medical professionals: medical doctors for health screenings, and health related issues. Need Record 1, 3, and 4   | 0.000 | 2,000.00  |
| 6150 | 113 | Teacher Salary: Parental involvement, literacy classes<br><br>Need Record 2  | 0.100 | 3,500.00  |
| 6150 | 121 | Instructional Assistant – Evening Tutorial. Parent involvement, ESL and ABE classes Need Record 2  | 0.250 | 5,000.00  |
| 6150 | 210 | <u>Retirement</u> Retirement   | 0.000 | 493.00    |
| 6150 | 210 | <u>Retirement</u> Social Security  | 0.000 | 310.00    |
| 6150 | 221 | Medicare   | 0.000 | 75.00     |
| 6150 | 331 | Out of County Travel - Staff transporting parents to meetings, parent/teacher conferences, FMPAC, and other related needs for their migrant students Need record 2   | 0.000 | 2,500.00  |
| 6150 | 332 | Travel: In county Staff transporting parents to meetings, parent/teacher conferences, FMPAC, and other related needs for their migrant students Need record 2  | 0.000 | 2,500.00  |
| 6150 | 390 | <u>Other Purchased Services</u> Other Purchased Services Printing and reproduction   | 0.000 | 1,000.00  |
| 6150 | 510 | <u>Supplies</u> Materials for classroom of parent literacy classes, consumable workbooks for classroom usage for migrant students. Need Records 1, 3, & 4  | 0.000 | 1,000.00  |
| 6150 | 590 | <u>Other Materials and Supplies</u> Other materials and supplies: bags and planners, parent incentives, and food for meetings Need Record 2  | 0.000 | 500.00    |
| 6200 | 114 | Instructional and Media Services (media specialist) Need Record 1, 2, 3, & 4   | 0.022 | 1,595.00  |
| 6200 | 210 | <u>Retirement</u> Retirement   | 0.000 | 153.00    |
| 6200 | 220 | <u>Social Security</u> Social Security   | 0.000 | 100.00    |
| 6200 | 221 | Medicare   | 0.000 | 25.00     |
| 6300 | 113 | Teacher Salary Program Specialist/Coordinator Need Record 1, 2, 3, & 4   | 0.750 | 47,976.00 |
| 6300 | 210 | <u>Retirement</u> Retirement   | 0.000 | 4,726.00  |
| 6300 | 220 | <u>Social Security</u> Social Security   | 0.000 | 2,975.00  |
| 6300 | 221 | Medicare   | 0.000 | 700.00    |
| 6300 | 230 | <u>Group Insurance</u> Group Insurance   | 0.000 | 205.00    |
| 6300 | 231 | <u>Health and Hospitalization</u> Health insurance   | 0.000 | 2,625.00  |
| 6300 | 360 | <u>Rentals</u> Rental copiers, car for meetings Need Record 1 & 2  | 0.000 | 1,000.00  |
| 6400 | 310 | <u>Professional and Technical Services</u> Consultant: Staff development / Program Analysis for Need Assessment process  | 0.000 | 1,000.00  |
| 6400 | 330 | <u>Travel</u> Travel: In/out of county for staff development, conferences and meetings   | 0.000 | 500.00    |

|      |     |   |               |          |
|------|-----|---|---------------|----------|
| 7200 | 790 | Miscellaneous Expenses Indirect Cost: 3.05%   | 0.000         | 5,275.42 |
| 7800 | 152 | Salary: Bus drivers (Pupil Transportation for after school tutoring, summer program, and summer meals program) Need 1 and 3 | 0.080         | 1,500.00 |
| 7800 | 153 | Bus Drivers for Field Trips   | 0.000         | 500.00   |
| 7800 | 210 | Retirement Retirement   | 0.000         | 197.00   |
| 7800 | 220 | Social Security Social Security   | 0.000         | 197.00   |
| 7800 | 221 | Medicare  | 0.000         | 124.00   |
| 7800 | 791 | Bus Trips – Mileage   | 0.000         | 500.00   |
| 7900 | 130 | Other Certified Instructional Personnel Operator of Plant – Custodial Services  | 0.050         | 1,000.00 |
| 7900 | 210 | Retirement Retirement   | 0.000         | 197.00   |
| 7900 | 220 | Social Security Social Security   | 0.000         | 124.00   |
| 7900 | 221 | Medicare  | 0.000         | 90.00    |
| 9100 | 399 | Other Purchased Services  | 0.000         | 500.00   |
|      |     |   | <b>TOTAL:</b> | 187,490  |



DOE 101

Eric J. Smith, Commissioner

## 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:

- A. 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;
- B. applicable regulations of other Federal agencies; and
- C. 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.fldoe.org/comptroller/gbook.asp>

### 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.**

**No Child Left Behind Assurances (Applicable to All Funded Programs)**

By my signature on this application, I hereby certify that the **Putnam** District will comply with the following requirements of the No Child Left Behind Act of 2001:

The LEA assures that, under Sec. 9528, it will comply with a request by a military recruiter or an institution of higher education for secondary students' names, addresses, and telephone numbers, unless a parent has "opted out" of providing such information.

The LEA assures that, under Sec. 9528, it will provide military recruiters the same access to secondary school students as it generally provides to postsecondary institutions or prospective employers.

**Persistently Dangerous Schools**

The LEA hereby assures that, under Sec. 9532, if the State of Florida identifies any school within the LEA as "persistently dangerous," it will offer students attending that school, as well as students who are victims of a violent criminal offense while on school property, the opportunity to transfer to a safe school.

\*These assurances are in addition to those previously signed by the Local Education Agency (LEA) maintained on file in the Florida Department of Education's Comptroller's Office.

## **Program Specific Assurances**

### **Title I, Part C – Education of Migratory Children**

Local educational agencies (LEAs) will ensure that:

Funds received under this part will be used only–

- A. For programs and projects, including the acquisition of equipment, in accordance with section 1306; and
- B. 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;

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.

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—

- C. 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
- D. In a format and language understandable to the parents.

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.

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.

To the extent feasible, such programs and projects will provide for—

- E. 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;
- F. Professional development programs, including mentoring, for teachers and other program personnel;
- G. Family literacy programs, including such programs that use models developed under Even Start;
- H. The integration of information technology into educational and related programs; and/or
- I. Programs to facilitate the transition of secondary school students to postsecondary education or employment.

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. [NCLB Act 2001, Section 1301 (2)(3)].

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 English Language Learners (ELL) Committees, Exceptional Student Education Individual Educational Plan (IEP) Meetings, Student Success Team (SST), Discipline/Expulsion Hearings, Attendance Hearings, Health Meetings, etc. [NCLB Act of 2001, Section 1304 (b)(1)(a)(b)(c)].

**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. The State has determined that the following indicators shall be used to identify the children who should receive Priority for Services:

A migratory child who:

- J. Scored at Level 1 or Level 2 on the FCAT; **or**
- K. Is an English Language Learner (ELL); **or**
- L. Has an age/grade discrepancy; **or**
- M. Was retained during the school year; **or**
- N. Is at risk of failing to meet state graduation requirements in one of the following areas:
  - i. An unweighted GPA of 2.0 or below, **or**
  - ii. Insufficient credits for promotion or graduation;

## **AND**

Whose education has been interrupted during the regular school year.

**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 only if comparable services are not available through other programs; and secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation

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## **Collaborative Partners**

Identify federal/state/local collaborative partners; briefly describe in a simple narrative, the type and benefit of the collaborative activities; include the type of program and the primary target groups. [NCLB Act of 2001, Section 1304]

### **Response:**

*Putnam County School District maintains collaborative partnerships with Family Medical and Dental Services, Putnam County Health Department, Sheriff's Department, Putnam Behavioral Department, the Department of Juvenile Justice, Catholic Charities, Rural Women's Health Project, and several other local state and federal agencies as documented in our District's Interagency Agreement for 2006-2009. These relationships foster improved, complimentary and supplemental support services. Collaborative efforts do not necessarily require a Memorandum of Agreement (MOA). Our district's outreach includes coordinating activities with local churches, other civic organizations, post-secondary colleges, universities, and technical centers as well as direct relationships with businesses within our community. The benefits of these collaborative activities include improved student services resulting in higher student achievement, improved student attendance and increasing available data to assist in determining additional services needed. Anticipated outcomes are: an increase in Level 3 performances in core academic, state-assessed content areas, reduction in student retention rates, and an improvement in closing of the achievement gap of eligible*

migrant students. Throughout the course of the year, additional memorandum of agreements (MOAs) and Memorandums of Understanding (MOUs) provide an extended outreach for services to eligible migrant students that address the leveling of the academic playing field. In addition, collaborative partners provide direct services beyond the course of the school day such as after school tutoring, parenting classes, workshops for parents and youth, and involvement in child's education. A copy of the interagency agreement is maintained in the Title I office, the Department of Student Services, and a copy will be distributed to all schools in the district.

Through our collaborative partners, The Putnam County Migrant Education program is able to coordinate the following activities for migrant students:

1) After-school tutoring program sponsored by the Catholic Charities Farmworkers Outreach Ministries; 2) Sponsor programs by the Mexican Consulate to assist in providing forms of identification to adults (Matricula Consular) and Binational Teacher Exchange Program for cultural enrichment activities for migrant students; 3) prepare MOUs with the Workforce Development Board that provides employment and training services to migrant families; 4) grantee of the Florida Farmworkers Jobs and Education Grant which coordinates with One Stop center and Workforce Development Board; 5) agreement with Agriculture Labor Program (ALPI) to provide funds for emergency assistance for migrant families; 6) contract with Florida Department of Health After-School Child Care Food Program; 7) partner with Children's Medical Services (CMS); 8) Platinum Partner Community Site for Department of Children and Families (DCF) to complete onsite applications for social services for migrant students and their families; 9) Working Agreement with the Mexican National Institute for Adult Education (INEA) to provide literacy classes to migrant students and their families; 10) collaboration with domestic Violence Shelters (Lee Conlee House; Rural Women's Health Project) to provide health related workshops for Migrant families as well as pesticide training.

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## **Migrant Education Program Annual Needs Assessment Process**

Briefly describe the local Migrant Education Program annual needs assessment process. In the description, include reference to the method(s) used to determine and prioritize the unique needs of migratory children.

### **Response:**

Educational needs of eligible migrant students will be determined at the time of eligibility determination by a one-on-one interview to complete certificate of eligibility and state approved formal assessment including FCAT results for students in grades 3-10, SAT-10, SRI, STAR, CELLA, and DIBELS. Additional needs will be determined using TERMS generated reports including TS1091 (Drop-Out indicators Report), and TS4040 (current failure report), and TS9508 (discipline reports).

Priority to the unique needs of migrant children will be determined at the time of the initial eligibility interview on an informal basis by advocate/recruiters on the field. All Migrant Education personnel is trained in interviewing skills that allows us to identify additional unique needs of migrant children such as: access to social services, medical/dental services, food and nutrition services, housing issues, records

*transfer, credit accrual, and graduation requirements. Advocate/recruiters are trained and encouraged to develop a plan that address these needs in the shortest time possible in an effort to facilitate school enrollment and proper grade placement.*

*Each school in the district has completed survey information for parents, students, staff and, community groups to learn and identify the needs at the school level. The information received through these surveys reflects the needs identified by the program and strategies being used at the school level. Our charter school and participating private school are included in the collection of information regarding services being provided. A recent state monitoring visit has provided invaluable feedback to our district in the development and implementation issues for these programs. Meetings are scheduled at the school and district levels to review and discuss the findings of the surveys, recently released FCAT data and the impact of each upon the programs funded through this application. Ongoing meetings will continue to be conducted to review additional FCAT data as it is released. Areas covered during the review process include: overall student achievement performance by the school (FCAT and NRT); degree of parental involvement (audit Box documentation); budgetary matters; status of highly qualified teachers and paraprofessionals; school improvement plans, targeted LEP and SWD student performance scores; review of migrant students scores (FCAT, SRI, DIBELS); review of adult literacy and graduation rates; and review of retention rates.*

*This plan will be reviewed on an ongoing basis and services will be adjusted based on actual outcomes stated in this project application, parental input, and student achievement and readiness to enroll in higher education at the end of 2009-2010 school year.*

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## **Needs Assessment**

Identify the need, required target focus and target population, as well as performance goals, link to an area of focus from the Next Generation Strategic Plan, data sources, actual outcomes from most recent results, and performance targets with measurable outcomes or objectives. Responses, at a minimum, **must** address the four areas of need identified by the State Comprehensive Needs Assessment process: increasing achievement levels in reading and math, increasing graduation rate and increasing the number of migrant pre-k children demonstrating readiness as measured by the FLKRS. [NCLB Act of 2001, Section 1306]

## **Needs Assessment**

### **1. Description: K-12 Migrant Students**

(1) Identified need/required focus and target population:

- Decreasing the gap in graduation rate (regular diploma or GED) between migrant and non-migrant students
- Migrant students not participating in summer and/or extended learning programs

- Middle school and secondary migrant students in grades 8-12 who may be at risk of dropping out, not being promoted, or who may not be on track to graduate in current school year.
- Middle school and secondary migrant students in grades 9-12 who may have a GPA below 2.0.
- Migrant students in grade 12 who are not on track to graduate

(2) Strategic Imperatives:

1.1

(3) Performance Goal(s):

1.11

(4) Data Source:

Response: 2007-08 and 2008-09 migrant student data base reports identifying services received. Putnam County School District does not offer summer and/or extended learning programs; additional academic needs of migrant students for summer and/or extended learning programs will be determined using TERMS generated reports including TS1091 (Drop-out indicators Report), TS4040 (current failure report), and individual credit accrual transcripts (A14), and detailed services logs maintained by MEP staff.

(5) Actual Outcome:

Response: By the end of the 2009-10 school year, (including summer of 2010) 20 participating students will earn up to 1 ½ credits toward graduation in the subject area of need using the NovaNet software program and Florida Virtual School for grade forgiveness and to affect the age/grade discrepancy of migrant students.

(6) Performance Targets:

Response: By the end of the 2009-10 school year, (including summer of 2010) participating students will increase by 5% and will earn up to 1 ½ credits toward graduation in the subject area of need using the NovaNet software program and Florida Virtual School for grade forgiveness and to affect the age/grade discrepancy of migrant students.

## Activity 1

2. Outline All Activities to be Implemented from Programs Included

- Tutorials Title I Part C
- Extend the school year (before/after/weekend)
- Provide the following scientifically -based supplemental reading materials and software in MEP funded tutorial programs (Explain)
- Facilitate access to credit accrual or credit retrieval programs

3. Activity is a Reading Initiative

response: No

4. Activity is evidenced-based research

response: Yes

5. Target Population

response: Migrant Students not participating in summer and/or extended learning programs.

6. Baseline for the target population

response: 20 Migrant students (9 – 12) participate in the Migrant Education’s sponsored Summer Program.

20-25 Migrant students (3-6) participate in the Migrant Education’s sponsored Cultural Enrichment Program, which includes a reading component and aligned with the Sunshine State Standards Social Studies curriculum.

10 3rd grade migrant students in need of remediation in reading, not passing the FCAT, or previously retained will receive tutoring Tuesday and Thursday from October to May of the 2009-2010 school year.

Meals on Yellow Wheels - Provide nutritious, balanced meals to migrant children in an area with the biggest concentration of migrant students.

7. Timeline and Frequency (of the activity(ies) being implemented and progress monitoring)

response: June and July of every year.

October to May for 2nd and 3rd grade tutoring.

8. Collaborative Partners and/or Resources outside of LEA (if appropriate)

response: USDA summer food program, SJRCC for GED examinations, First Coast Technical College for Job Shadowing opportunities and tutors, Crescent City Courier Journal for supplemental reading materials, Mexican Consulate for Exchange Teacher and cultural performances.

9. Specify Resources Provided by Title Program(s) to implement the activity

response: Title I, Basic and Title III funding.

10. Anticipated Outcome Based on Activities Being Implemented

response: 20 migrant students (9 – 12) will participate in the Migrant Education’s sponsored Summer Program as needed by reviewing their transcripts and additional reports as needed to determine their unique academic needs. Most students will earn up 1 ½ credits toward graduation and/or ½ a credit on intensive reading or math in FCAT preparation classes.

25 migrant students will attend classes in cultural enrichment classes with focus on social studies, language development, and cultural activities.

10 3rd grade migrant students in need of remediation in reading, not passing the FCAT, or

previously retained will receive tutoring Tuesday and Thursday from October to May.

Meals on Yellow Wheels - Provide nutritious, balanced meals to migrant children in an area with the biggest concentration of migrant students.

11. List all Funding Source(s) Used to Address the Need

- Title I, Part A: Improving the Academic Achievement of the Disadvantaged
- Title I, Part C: Education of Migratory Children
- Title III, Part A: English Language Acquisition

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## Needs Assessment

### **2. Description: Migrant Parents**

(1) Identified need/required focus and target population:

- Migrant Parents who report (via survey) not being involved in their child's education

(2) Strategic Imperatives:

1.1

(3) Performance Goal(s):

1.14

(4) Data Source:

Response: Migrant Parent Surveys.

Attendance Rosters at ESL classes

Attendance Rosters at Workshops and MPAC, FMPAC, and ESOL Leadership Council meetings

(5) Actual Outcome:

Response: During the 2008-2009 school year 137 parent surveys were completed at the Migrant Education Literacy Center; 75 parents and Out of School Youth attended ESL classes three times a week on an ongoing basis throughout the school year. 72% of respondents received support services and assistance in securing Medical/Food assistance from the appropriate social service agencies and translation services; 19% received medical referrals and transportation services, and 15% received tutoring and after school services. In addition, Parents attended four parent workshops on topics related to Special Education, Parenting Styles, Parent Day, and many parent-teacher conferences held at different schools.

(6) Performance Targets:

Response: By the end of the 2009-10 school year we will increase the percentage of parents completing surveys by 5%, increase attendance to workshops, and participation in Parent Leadership Council, FMPAC,

and parent/student activities. Progress monitoring is ongoing throughout the year by reviewing attendance, meeting sign in sheets, and survey completion. Classroom and meeting attendance rosters will create baseline data for future years.

## Activity 1

2. Outline All Activities to be Implemented from Programs Included

- Other
- Other: Migrant Parents and Out of School Youth

3. Activity is a Reading Initiative  
response: No

4. Activity is evidenced-based research  
response: Yes

5. Target Population  
response: Migrant Parents and Out of School Youth

6. Baseline for the target population  
response: 137 parents completed surveys and 75 Migrant Parents and Out of School Youth Attended ESL classes, workshops and meetings.

7. Timeline and Frequency (of the activity(ies) being implemented and progress monitoring)  
response: Survey administration, ESL classes, workshops are ongoing during the 2009/2010 school year, attendance, grades, and ACT and FCAT preparation are used as progress monitoring tools on an outgoing

8. Collaborative Partners and/or Resources outside of LEA (if appropriate)  
response: English Learners and Civics Grant

9. Specify Resources Provided by Title Program(s) to implement the activity  
response: Title III, split funding for evening tutorial for children while parents and Out of School Youth attend ESL classes and Workshops.

Farmworker Jobs and Education Program Staff to assist in survey development and implementation.

Title I Basic for assistance in survey development and implementation

10. Anticipated Outcome Based on Activities Being Implemented

response: By the end of the 2009-10 school year we will increase the percentage of parents completing surveys by 5%, increase attendance to workshops, and participation in Parent Leadership Council, FMPAC, and parent/student activities. Progress monitoring is ongoing throughout the year by reviewing attendance, meeting sign in sheets, and survey completion.

By the end of the 2009/10 school year, the Putnam County Migrant Education Program will review class and meeting attendance logs to document parental involvement of migrant parents and attendance at ESL classes for parents.

#### 11. List all Funding Source(s) Used to Address the Need

- Title I, Part A: Improving the Academic Achievement of the Disadvantaged
- Title I, Part C: Education of Migratory Children
- Title III, Part A: English Language Acquisition

## Needs Assessment

### **3. Description: Migrant Students in Grade 3-12**

(1) Identified need/required focus and target population:

- Decreasing the gap between migrant and non-migrant students who score at or above the proficient level in reading or mathematics
- Migrant students in grades 3-12 who have not passed the reading component of the FCAT.
- Migrant children in grades 3-12 who have not passed the mathematics component of the FCAT

(2) Strategic Imperatives:

1.1

(3) Performance Goal(s):

1.4, 1.6, 1.12, 1.13

(4) Data Source:

Response: FCAT Data Reports, FCAT STAR, and other TERMS generated reports.

(5) Actual Outcome:

Response: 2007-08 FCAT data indicates that 63% of migrant students tested met the proficiency achievement level in reading. The Reading achievement gap between migrant and non-migrant students is 27%. Data analysis for the 2008-09 school year is not complete at this time.

2007-08 FCAT data indicates that 46% of migrant students tested met the proficiency achievement level in mathematics. The achievement gap in mathematics is 5%.

Data analysis for the 2008-09 school year is not complete at this time.

(6) Performance Targets:

Response: By the end of the 2009-10 school year 68% of migrant students tested will meet the proficiency achievement level in reading and 51% of migrant students tested will meet the proficiency achievement level in math. The achievement gap will remain or decrease by 5% in mathematics and decrease by 5% in reading.

## Activity 1

2. Outline All Activities to be Implemented from Programs Included

- Provide the following scientifically -based supplemental reading materials and software in MEP funded tutorial programs (Explain)

3. Activity is a Reading Initiative

response: Yes

description: Scholastic Reading Materials

4. Activity is evidenced-based research

response: Yes, The Lexile Framework used by Scholastic Reading Materials has been linked to most national norm-referenced assessments, including many individual state tests. By utilizing the Lexile Framework, SRI gives educators a unique opportunity to bridge the gap between high-stakes assessment and instruction and provides an indication of future performance on such tests.

5. Target Population

response: Migrant students in grades 3-12 who have not passed the reading and math components of the FCAT, and/or need remediation in the areas of reading/math to be on grade level.

6. Baseline for the target population

response: 2007-08 FCAT data indicates that 63% of migrant students tested met the proficiency achievement level in reading. Data analysis for the 2008-2009 year is not completed

2007-08 FCAT data indicates that 46% of migrant students tested met the proficiency achievement level in mathematics. Data analysis for the 2008-2009 school year is not completed. The Reading achievement gap between migrant and non-migrant students is 27%; the achievement gap in mathematics is 5%.

7. Timeline and Frequency (of the activity(ies) being implemented and progress monitoring)

response: Ongoing during the 2009-10 school year – The Putnam County Migrant Education Program conducts one-on-one tutoring for third grade migrant students in need of remediation in Reading and/or

math.

FCAT/ACT workshops/study skills session available four times a year to prepare 10th grade migrant students for FCAT retakes and/or ACT preparation to comply with FCAT graduation requirements and/or meet higher education institution admission requirements.

Computer check-out to allow migrant students to independently prepare for the FCAT with FCAT navigator or NovaNet FCAT preparation.

After school tutoring program for students in 4th, 5th, and 6th grade to improve skills in reading, math, and science.

Hire certified teachers to tutors students in need of remediation in reading and/or math on as-needed basis.

Progress monitoring is ongoing; monitoring is performed by reviewing grades every nine weeks, reviewing test scores, teacher/student meetings, and other performance indicators including mid- and end-of-year district and state assessment data.

8. Collaborative Partners and/or Resources outside of LEA (if appropriate)

response: Catholic Charities Farmworker Ministries provides volunteer tutors for third grade migrant students who are in need in remediation in reading, have been retained, are English Language Learners, or who may benefit for additional instruction.

9. Specify Resources Provided by Title Program(s) to implement the activity

response: Title III provides some split funded personnel when students are both migrant and ELL

10. Anticipated Outcome Based on Activities Being Implemented

response: By the end of the 2008-09 school year 68% of migrant students tested will meet the proficiency achievement level in reading and 51% of migrant students tested will meet the proficiency achievement level in math; data analysis for the 2008-09 school year is not complete. The achievement gap will remain or decrease by 5% in mathematics and decrease by 5% in reading.

11. List all Funding Source(s)Used to Address the Need

- Title I, Part C: Education of Migratory Children
- Title III, Part A: English Language Acquisition

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## Needs Assessment

#### **4. Description: Migrant students in grades 8-12**

(1) Identified need/required focus and target population:

- Decreasing the gap in graduation rate (regular diploma or GED) between migrant and non-migrant students
- Middle school and secondary migrant students in grades 8-12 who may be at risk of dropping out, not being promoted, or who may not be on track to graduate in current school year.
- Middle school and secondary migrant students in grades 9-12 who may have a GPA below 2.0.
- Migrant students in grade 12 who are not on track to graduate

(2) Strategic Imperatives:

1.2

(3) Performance Goal(s):

5.3, 5.4, 5.9

(4) Data Source:

Response: 2008-09 FCAT data, graduation data, credit accrual, GPA data reports.

(5) Actual Outcome:

Response: 2008-09 simple graduation data indicates that 100% of migrant seniors graduated. The district's graduation rate is 78% for the 2007-2008 school year. The gap in graduation rate between migrant and non-migrant students favors migrant students.

(6) Performance Targets:

Response: By the end of the 2009-10 school year, 90% of migrant seniors on track to graduate will graduate with a standard diploma or GED. There will be a 0% graduation gap between migrant and non-migrant students.

## **Activity 1**

2. Outline All Activities to be Implemented from Programs Included

- Extend the school year (before/after/weekend)
- Provide the following scientifically -based supplemental reading materials and software in MEP funded tutorial programs (Explain)
- Facilitate access to credit accrual or credit retrieval programs
- Collaborate with identified collaborative partners to provide services

3. Activity is a Reading Initiative

response: Yes

description: Use of NovaNet Software is identified as a Florida Reading Initiative

4. Activity is evidenced-based research

response: Yes

5. Target Population

response: Middle school and secondary migrant students in grades 8-12 who may be at risk of dropping out, not being promoted, or who may not be on track to graduate in current school year.

6. Baseline for the target population

response: 2008-09 graduation data indicates that 100% of migrant seniors graduated with a regular High School Diploma or GED. All students were targeted to receive assistance in registering for the ACT assessment, attend ACT preparation workshops, and review their transcripts to check for age/grade discrepancies and credits accrued, or low GPA. The districts` graduation rate is 78%. The gap in graduation rate between migrant and non-migrant students favors migrant students.

7. Timeline and Frequency (of the activity(ies) being implemented and progress monitoring)

response: Ongoing during the 2009-10 school year

FCAT/ACT workshops/study skills session available four times a year to prepare 10th grade migrant students for FCAT retakes and/or ACT preparation to comply with FCAT graduation requirements and/or meet higher education institution admission requirements.

Computer check-out to allow migrant students to independently prepare for the FCAT with FCAT navigator or NovaNet FCAT preparation.

Hire certified teachers to tutor students in need of remediation in any subject area on as-needed basis.

Migrant Education's sponsored Credit Accrual/Grade Forgiveness Program as needed by reviewing their transcripts and additional reports as needed to determine their unique academic needs. Most students will earn up 1 ½ credits toward graduation and/or ½ a credit on intensive reading or math in FCAT preparation classes to meet graduation requirements and/or graduate on time.

Collaboration with Crescent City Junior/Senior High school to establish an eighth grade after school tutorial program for students at risk of being retained.

Progress monitoring is ongoing; monitoring is performed by reviewing grades every nine weeks, reviewing test scores, teacher/student meetings, and other performance indicators including mid- and end-of-year district and state assessment data.

8. Collaborative Partners and/or Resources outside of LEA (if appropriate)

response: None

9. Specify Resources Provided by Title Program(s) to implement the activity

response: Title I Basic provides funding for some computers for student check-out

Title III provides some split funded personnel when students are both migrant and ELL

10. Anticipated Outcome Based on Activities Being Implemented

response: By the end of the 2009-10 school year, 90% of migrant seniors on track to graduate will graduate with a standard diploma or GED. There will be a 0% graduation gap between migrant and non-migrant students. All students were targeted to receive assistance in registering for the ACT assessment, attend ACT preparation workshops, and review their transcripts to check for age/grade discrepancies and credits accrued, or low GPA.

Retention rates for migrant students in grades 8 will decrease by 5%

11. List all Funding Source(s) Used to Address the Need

- Title I, Part A: Improving the Academic Achievement of the Disadvantaged
- Title I, Part C: Education of Migratory Children
- Title III, Part A: English Language Acquisition

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## Needs Assessment

### **5. Description: Pre-K Migrant Children**

(1) Identified need/required focus and target population:

- Pre-K migrant children not receiving migrant funded or facilitated early childhood services in preparation for enrolling into kindergarten
- Kindergarten migrant children, who received migrant funded or facilitated Pre-K services, migrant children who did not demonstrate school readiness as measured by the State's assessment (FLKRS)

(2) Strategic Imperatives:

1.5

(3) Performance Goal(s):

1.10

(4) Data Source:

Response: 2008-09 FLKERS reports. DIBELS/ECHOS data reports

(5) Actual Outcome:

Response: Data from 2008-2009 has not been analyzed to identify the percentage of migrant Kindergarten children who demonstrated school readiness as measured by State's assessment and other acceptable assessment tools and who received Pre-K services.

Rough data from the 2007/2008 school year shows that 9% received of migrant pre-school students received school readiness services; 39% of migrant kindergarten children tested ready to enter school as measured by district assessment tools.

(6) Performance Targets:

Response: By the end of the 2009-10 school year pre-K migrant children who receive school readiness services will increase by 5% as compared to those receiving services during the 2008/2009 school year. The percentage of Migrant Kindergarten children participating for at least nine months in Pre-K program who demonstrate school readiness as measured by the state's students who test ready to enter school will increase by 5% from the previous year.

## Activity 1

2. Outline All Activities to be Implemented from Programs Included

- o Facilitate access to VPK and other pre-k programs

3. Activity is a Reading Initiative

response: Yes

description: Yes, all VPK and school readiness programs fully recognize parents as their child's first teacher and works with families to understand how standards can help them create developmentally appropriate learning environments for children.

4. Activity is evidenced-based research

response: Yes, all VPK and school readiness programs fully recognize parents as their child's first teacher and works with families to understand how standards can help them create developmentally appropriate learning environments for children.

5. Target Population

response: Migrant Pre-K and Kindergarten students

6. Baseline for the target population

response: 2007/08 student performance data will be compared to 2008/09 performance data.

Data from 2008-2009 has not been analyzed to identify the percentage of migrant Kindergarten children who demonstrated school readiness as measured by State's assessment and other acceptable assessment tools and who received Pre-K services.

Rough data from the 2007/2008 school year shows that 9% received of migrant pre-school students received school readiness services; 39% of migrant kindergarten children tested ready to enter school as measured by district assessment tools.

7. Timeline and Frequency (of the activity(ies) being implemented and progress monitoring)

response: Ongoing, beginning of the school year

8. Collaborative Partners and/or Resources outside of LEA (if appropriate)  
response: Early learning coalition of Putnam and the St. Johns. Episcopal Children Services for financial assistance on wrap-around services for migrant Pre-k students. HIPPIY program to provide in-home tutorial services. Healthy Start and Healthy Families to provide in-home education services and screenings.

9. Specify Resources Provided by Title Program(s) to implement the activity  
response: Title I basic will provide assistance with the resource and referral system and parent workshops. Title III, split funded position will be used to hire tutors for children whose parents attend ESL classes in an effort to increase state assessment scores and school readiness.

Collaboration with Putnam County Department of Health's Healthy Families for in-home visitation education program.

10. Anticipated Outcome Based on Activities Being Implemented  
response: By the end of the 2009-10 school year pre-K migrant children who receive school readiness services will increase by 5% as compared to those receiving services during the 2008/2009 school year. The percentage of Migrant Kindergarten children participating for at least nine months in Pre-K program who demonstrate school readiness as measured by the state's students who test ready to enter school will increase by 5% from the previous year.

11. List all Funding Source(s) Used to Address the Need

- Other: Putnam County Department of Health

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## Consultation with Private School Officials

To ensure timely and meaningful consultation, the local education agency shall consult with appropriate private school officials for the design and development of programs [NCLB: section 9501] for **2010-2011**. Include the timeline and frequency of activities that outline the plan of action for providing timely and meaningful consultation, and equitable services, to children, teachers, and parents in private schools within the local education agency (ies') service area.

**For details, refer to the US Department of Education's Non-Regulatory Guidance for Private Schools:**

Title I, Part A: <http://www.ed.gov/programs/titleiparta/psguidance.doc>

Title IX – General Provisions: <http://www.ed.gov/policy/elsec/guid/equitableserviceguidance.doc>

### **Response:**

Consultation with participating private school officials is completed in a timely and meaningful manner. The district establishes at least two separate meeting dates to review its and the private schools responsibilities under

Section 1120 of NCLB. The first meeting scheduled is a review of the requirements and a discussion of the intended objectives for both parties. This includes budgetary matters as well. Section 1120 (b) (1) (A-H) specifically outlines the agenda for the meeting and areas for discussion. Minutes will be kept and content written that addresses each of the eight areas. Initials complete the draft of the consultation document. The second meeting completes the process with signatures and copies provided to all interested parties.

This process began March 25, 2009 by mailing eligibility notices. The Central Academy of Excellence and River Christian Academy responded affirmatively. We began conversation with the private school administrators on May 19, 2009 providing initial/estimated budget information. One June 11, 2009 written documentation was received from River Christian Academy of their withdrawal of participation. On June 15, 2009 written notification of closure was received by Central Academy of Excellence.

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## Priority for Services

Describe a Priority for Services Action Plan that identifies which migratory children must receive services prior to migrant funds being used for other migrant children. The plan should detail how the subgrantee will use Migrant Education Program funds and other resources to address the unique needs of children who meet the definition of Priority for Services, and document the services that these children receive. This plan should also include a component to evaluate the impact of services provided on student achievement. For additional guidance, please refer to the [Priority for Services Technical Assistance Paper \(PDF\)](#).

[NCLB Act of 2001, Section 1304 (d)]

### **Response:**

*PRIORITY FOR SERVICES ACTION PLAN*

*The guidance from the Florida Department of Education has determined that the following indicators shall be used to identify the children who should receive “priority for services.”*

*A migratory child who:*

*scored at Level 1 or Level 2 on the Florida Comprehensive Achievement Test (FCAT); or*

*is an English Language Learner (Students coded: LY, LN or LP on the data element English Language Learners, Pre-K-12); or*

*has an age/grade discrepancy; or*

*was retained; or*

*is at risk of failing to meet state graduation requirements in one of the following areas:*

*o an unweighted GPA of 2.0 or below, or*

*o insufficient credits for promotion or graduation*

**AND**

*whose education has been interrupted during the regular school year.*

*MEP funds are used to supplement and not supplant programs and services available through other federal, state, or local entities.*

*A list of Priority for Services (PFS) students will be provided to the Advocate/Recruiters assigned early in the school year with monthly updates of newly arriving students. The Advocate/Recruiter, after consultation with school staff, parent, and students will make determination of needs. MEP staff will document services provided to PFS students on a spreadsheet, which is maintained at the school site for program audits. Copies are forwarded to the MEP supervisor for review and compliance purposes. This document is also used to enter the PFS students as receiving educational services at their school. Services will most likely take the form of hiring a teacher to work with the targeted students in an after school program. Migrant staff will coordinate and manage the logistics of ensuring that the teacher has supplies, paperwork is completed, transportation to the student's home is established, and payroll is turned in on time.*

*In Putnam County, all identified PFS students will be offered educational services as well as other support services as needed in order to allow for success in their school experience. Beyond this, students who have been identified with several "at risk" factors, but do not have a school interruption, will be next to receive educational services to the extent of available funds and only after PFS students have been offered supplementary educational services. If services cannot be provided during the regular school year, services can be provided during the summer.*

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## **Efforts to Raise Graduation Rates**

Describe how the project will develop or enhance efforts to raise graduation rates by addressing the unique needs

of migrant secondary children due to their mobility and migratory life style. Emphasis should be given to hiring or utilizing an existing secondary advocate who will address factors related to educational discontinuity, credit accrual and school engagement. Examples of programming might include the following: transition support (elementary to middle school and 9th grade to high school), mentoring, FCAT preparation, strategic, content-based tutoring, drop-out prevention and/or recovery and credit make-up opportunities (PASS, mini-PASS, summer school).

**Response:**

*Migrant students can use NovaNet Computer Instruction Program used for credit recovery, earning credits toward graduation with NovaNET's Mathematics, English, Science, and Social Studies curricula, which is aligned with the Putnam County School District curriculum. Results have shown that NovaNET is effective as a primary resource for helping students with the transition back into school or as an alternative means to complete coursework, meet graduation requirements, and to close the age/grade discrepancy of migrant students due to their migratory lifestyle. Instruction is delivered through an individualized program using the NovaNet's software and computer instruction modules. Certified teachers in the field are hired to assist students to complete the program. All efforts are made to hire teachers certified in the core subject areas of need.*

*FCAT Explorer/Remediation is provided to students scoring level 1 and 2 on the FCAT in order to improve scores and increase the graduation rate. Students are also encouraged, assisted, and transported to take the ACT/SAT examinations as an alternate assessment to meet the FCAT requirement for graduation.*

*FCAT/ACT Preparation Workshops conducted after school to prepare students on strategies to pass the ACT/SAT as an alternate assessment to meet graduation requirements. Workshops are conducted by certified teacher four times a year with an average attendance of 15 to 20 students per session with an approximate 75% migrant student participation. In addition, the Putnam County Migrant Education Programs assists students with testing fees and/or transportation as needed.*

*The Advocate/Home School Liaison is housed at Crescent City Junior/Senior High School. This person is responsible for tracking student grades/credit accrual, attendance, FCAT data, CELLA results, SRI scores, and any other academic indicators of student progress and language acquisition for all migrant high school students in the district. All high school migrant students and their parents receive orientation, information on the graduation requirements, and information on after-school programs for credit accrual/grade forgiveness opportunities offered by the school district and/or the MEP. In addition, our unique partnership with the Putnam County Farmworker Jobs and Education Program provides our students opportunities for post secondary education and/or vocational training in high wage/high skill employment.*

*The MEP conducts a summer program during the months of June, July, and part of August where migrant students can earn credits toward graduation using NovaNet software, the Florida Virtual High School, and FCAT remediation to decrease the number of students who have an age/grade discrepancy and increase the number of students who graduate with a standard high school diploma. Transportation and lunch are provided for all students as well as a flexible schedule (9:00 am to 8:00 pm, Monday – Thursday) to accommodate students who need to work during the day. All participants earn up to 1.5 credits toward graduation and .5 credit in intensive reading or math if they complete the FCAT remediation course.*

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## Early Childhood Component

**Response:** Not Applicable

**Documentation:** Migrant dollars are not allocated for Pre-K students, we have close collaboration with the Early Childhood coalition of Putnam/St. Johns, the Episcopal Children Services, and Redland Christian Migrant Association (RCMA), and the school district to ensure all migrant Pre-K students have access to early childhood education and VPK Programs.

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## Reading Strategies

Describe reading strategies that the project will facilitate or implement to decrease the achievement gap between migrant and non-migrant children. Description must clearly document that the proposed activities are supplementary and do not supplant existing state and locally funded activities and required services. Reading strategies shall include implementing literacy programming or facilitating access to existing literacy programming with a recommended focus on vocabulary and fluency development. Emphasis should be given to hiring or consulting with a reading advocate (e.g., a certified teacher with experience in second language acquisition, who is well-versed in recent research, can implement differentiated instruction and is able to work with adult learners) or with local universities, junior colleges and/or industries.

**Response:**

- 1) Providing supplemental professional development activities that address each goal and objective for all MEP staff in the district.*
- 2) Providing supplemental professional development activities and training in strategies for differentiated instruction, the components of the Continuous Improvement Model (CIM), and the articulating of curriculum throughout the district for all MEP staff.*
- 3) Providing supplementary materials that support each goal and objective for the district.*
- 4) Scientifically Based Research programs such as SuccessMaker, NovaNet, Leap Pad, SRI, DLM and one-on-one tutoring as well as appropriate materials for reading will be used to decrease the achievement gap of Migrant Students and will be used as a supplemental instruction in an extended day/year model. Tutoring is provided by highly qualified teachers certified in reading, ongoing monitoring is performed by reviewing grades every nine weeks, reviewing test scores, teacher/student meetings, and other performance indicators. Data is maintained by parent liaison in locked filing cabinet located in the home school.*
- 5) Supplemental Evening ESL classes for migrant parents using “Foundations,” a scientific researched based curriculum used to increase student’s literacy level while increasing parental involvement skills and study habit*

skills.

6) *Each school in the Putnam County School District, when additional or supplemental instruction in reading is necessary, Migrant Advocate/Recruiters and staff work collaboratively with the district reading coach assigned to that school to develop a plan specific to the needs of the student in need. Title I, Part C funds are used only as supplemental materials, not supplanting, needed to increase reading fluency, phonics, and or mastery on state achievement tests.*

7) *Provide summer opportunities for migrant students to earn credits in reading, related subjects, and reading strategies in other content areas, using scientifically researched based NovaNet Software and certified teachers and tutors as supplemental instructional opportunities in an extended day/extended year format.*

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## **Mathematics Strategies**

Describe mathematics strategies that the project will facilitate or implement to address the special and unique needs of migrant children, with a recommended focus on rigor and cultural relevance, and the use of manipulatives in instruction. Description must clearly document that the proposed activities are supplementary and do not supplant existing state and locally funded activities and required services. Emphasis should be given to hiring or consulting with a math coach (e.g., a certified math teacher with experience in second language acquisition, who is well-versed in recent research, can implement differentiated instruction and is able to work with adult learners) or with local universities, junior colleges and/or industries.

### **Response:**

1) *Providing professional development activities that address each goal and objective for the district and all MEP staff.*

2) *Providing supplemental professional development activities and training in strategies for differentiated instruction, the components of the Continuous Improvement Model (CIM), and the articulating of curriculum throughout the district and with all MEP staff.*

3) *Providing supplementary materials that support each goal and objective for the district.*

4) *Scientifically Based Research appropriate materials for math will be employed as supplemental instructional materials and/or instructional time in an extended day/extended year format.*

5) *Collaborate with Putnam County School District who is a SUMS participant and supplement instructional activities to increase state assessment scores.*

6) *Provide supplemental one-on-one tutoring for students in need of remediation in math by highly qualified teachers certified in mathematics.*

7) Hire highly qualified certified math teachers to assist students in need of remediation in math or in math related subjects as supplemental instructional time in an extended day/extended year format.

8) Provide summer opportunities for migrant students to earn credits in math related subjects using scientifically researched based NovaNet Software and certified teachers and tutors as supplemental instructional opportunities in an extended day/extended year format.

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## **Special Areas of Concern**

Describe how the project will address the unique needs of eligible migrant children in the following areas: educational continuity, instructional time, school engagement, English language development, educational support in the home, health and access to services.

### **Educational Continuity**

#### **Response:**

*The Putnam County Migrant Education program will make every effort to serve first migrant students who have experienced educational interruptions. In addition, our high school liaison will carefully review high school transcripts to ensure high school students are placed in the appropriate grade and/or classes. At the elementary and middle school level, our advocate/recruiters will actively try to obtain academic and health records of migrant students to ensure proper and timely school enrollment. All advocate recruiters in our district assist new families in obtaining appropriate health and immunization documentation to meet enrollment requirements. In addition, our program offers summer classes where migrant students can earn up to 1 ½ credits toward graduation in several subjects via NovaNet software and close collaboration with high school counselors to enroll students in Florida Virtual School Classes.*

### **Instructional Time**

#### **Response:**

*The Putnam County Migrant Education Program will offer a variety of support services that seek to increase the amount of instructional time by ensuring migrant students, including pre-k students, enroll in school as soon as possible after arriving in Putnam County. Our advocate/recruiters are actively involved with school based personnel to assist families in obtaining preventative medical and dental care to improve attendance. The MEP advocates offer one-on-one tutoring for students in need of remediation and working closely with teachers to tailor an educational plan that targets the student's strengths and identifies areas for improvement.*

### **School Engagement**

#### **Response:**

*The Putnam County Migrant Education program offers several opportunities for migrant students, including pre-k students, to become engaged in school related activities such as: pay for supplemental materials and supplies for students to participate in science fair projects; allow students to use our computer lab after hours to conduct research activities for writing and science projects; assist students with the cost to attend school related field trips*

*and activities; encourage and assist students to attend school sponsored events; assist students enrolled in fine arts classes in obtaining supplemental supplies and materials for class related assignments; coordinate with First Coast Technical College to enroll students in academic enrichment and employability skills activities while in school; provide volunteer activities for students; encourage and assist students with the cost of participating in the Close-up Program.*

## **English Language Development**

### **Response:**

*Work closely with ESOL coordinators at all schools to identify the specific needs of English Language Learners. One-on-one tutoring for ELL students as needed. Use scientifically researched based language development programs such as SuccessMaker and Sound Therapy; Supply ELL students with the necessary tools needed to improve language development such as dual language dictionaries; picture dictionaries, and opportunities for ELL students to immerse into the culture to facilitate language acquisition.*

## **Educational Support in the Home**

### **Response:**

*The MEP conducts ESL classes for migrant parents to increase literacy levels in the home. The scientifically researched based curriculum “Foundations” addresses everyday skills as well as encouraging parents to become active in their child’s education; several units address home-school communication. All migrant families in Putnam County receive a supply of reading materials donated by the Mexican Consulate covering several topics of importance to migrant families. Advocate/recruiters act as home-school liaisons maintaining constant communication and assisting parents in scheduling parent-teacher conferences and enrolling migrant pre-school age children into early learning centers and/or school based Pre-k programs, we also coordinate with the local HIPPY program to provide in-home learning experiences and coordinate access to school readiness programs. Conducting workshops and meetings that address educational topics and encouraging and transporting parents to the district wide annual parent meeting.*

## **Health and access to services**

### **Response:**

*The MEP advocate/recruiters are actively involved with school based personnel to assist families in obtaining preventative medical and dental care to improve attendance. Our office offers a One-Stop-Service approach to service to all migrant families in the county, we are a Platinum Community Partner with the Department of Children and Families, in this capacity, we assist families in completing applications for medical and food assistance for all family members. All school based personnel closely monitors school attendance, make phone calls and home visits to address any health related issues and if needed, scheduling and transporting migrant students to receive health screenings and enrollment in early learning programs such as HIPPY. Coordinate with school nurses and the local Lion’s Club to conduct vision screenings, contract with local, doctors, clinics and opticians to negotiate reduced rates for migrant families in need of medical services; and refer migrant students for additional services as needed on an individual basis.*

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## **Effective Parental Involvement**

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 NCLB Public School Choice with Transportation and/or Supplemental Educational Services (SES). [NCLB Act of 2001, Section 1304 (c)(3)(A)(B)]

**Response:**

*The Putnam County Migrant Education Program staff works in close collaboration with Title I-Part A, Title III-Part A, Adult Education program, Farmworker Jobs and Education Program staff, and local community and state agencies to provide effective parent activities including Families Building Better Readers Workshops, ESL classes, child care, and evening and after school tutorial services to increase parental and community participation in the educational experience of migrant students and their families.*

*Currently Putnam County has a member on the Florida Migrant Parent Advisory Council and she reports to the local Migrant Parent Advisory Council. Putnam County also has a Parent Involvement District Advisory Council that meets quarterly. The MEP works very closely with the Parent Advisory Council. MEP staff readily accepts input from the Council regarding project writing and implementation, parent involvement activities, and evening literacy.*

*Home liaison activities sponsored by the MEP and the Parent Leadership Council encourage parental involvement and offer translation services at school and district level meetings.*

*School sites schedule periodic parent workshops on a variety of topics including: How to Help your Child with the FCAT, Homework Assistance Tips, Conducting Effective Parent/Teacher Conferences, Advisory Council, Parent Leadership Council, CHOICE options, and Parental Involvement District-wide Advisory Council meetings. In addition, parents are actively involved in the development of their child's AIP and IEP where MEP provides transportation and translation services as needed.*

*Title I/Migrant Advocate Recruiters are actively involved in sending parent letters, making phone calls, and home visits to encourage parental involvement where parents can learn about their child's school policies, curriculum, activities, and services.*

*Parents/Guardians are encouraged to participate as board members in local School Advisory Council (SAC), Parent Teacher Association, Parent Leadership Council, Parental Involvement District-wide Advisory Council, and other school related activities.*

*The MEP believes that parent choice is a vital part of this district's assignment process. Since parents may not always have information necessary to make informed choices, it is our intent to provide information and assistance to all parents as they select their child's school and at Council Meetings. A Parent Information Center will be maintained in each school to provide parents specific information about available schools, furthermore, this information is translated into Spanish and other translation services are provided as requested by school officials or parents. Information pertaining to student population, test scores, special programs, transportation, choice zone*

maps, Control CHOICE Program description, and other information as may be appropriate for each school will be available.

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## Annual Program Evaluation Process

Describe the project's annual program evaluation process. [NCLB Act of 2001, Section 1304 (c)(5)]

**Response:** The Putnam MEP contracts with a consultant to do a compilation and computation of disaggregated data using FCAT, DIBELS, and SRI scores and graduation rates.

An outside consultant is hired to compile data that can compare FCAT scores and student's progress from year to year. Adding these data will provide a measure against which learning progress can be compared year-to-year across subgroups and student groups receiving varied levels of services. This will provide foundational and comparative information for implementation of annual evaluation processes. These same student groupings used for mid-term evaluation will be used in an annual review that will focus on analysis of FCAT Sunshine State Standards (SSS) and Norm Referenced Test (NRT) results as well as promotion, retention data, and graduation data in implementing the annual evaluation of the Title I Migrant Education Program. Results from the year-end evaluation will provide baseline information for program development, refinement, and focus for the following school year. This focus information will be used to identify needed professional development for Migrant Education Staff and will form the basis of a program needs assessment.

The Putnam County Migrant Education Program will review all data presented by the consultant at the end of the year and meet with migrant parents, FMPAC representatives, students, staff, and other stakeholders to present the information and develop a local service delivery plan that reflects input from all parties involved and a focus on improving services from previous year's performance and increase academic achievement.

The Putnam County Migrant Education Program will address and complete the reporting requirements of the mandatory FMEP self-evaluation reporting template.

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## Dissemination Marketing Plan

Describe methods /strategies you will use to disseminate and market information about the project to appropriate populations

**Response:** *This project will be made available to the general public by: (1) Posting it on the website in its entirety upon DOE approval; (2) Providing a copy of the complete application to be kept at each facility in the district upon DOE approval; (3) Reviewing the application with district and building-level administrators prior to the start of the 2008-2009 school year at a principal and assistant principal meeting on August 26, 2008; (4) Ensuring that*

*the annual meeting is held at each school site before September 30, 2008 and that this application is presented as part of the scheduled agenda; (5) Presenting this to the School Board of Putnam County for review and approval on August 19, 2008; (6) Providing a copy translated in the parent's native language to the extent possible at the school level Parent Leadership Committee meetings and Parent Involvement District wide Advisory Council meetings by October 31, 2008.*

*All information related to this project is available in Spanish at the district's website, school sites, the Migrant Education Office, Federal Programs office, and a copy is provided for each parent in attendance at meetings held throughout the year at different sites and community events.*

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## **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 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/fund/grant/apply/appforms/gepa427.pdf>