

**2007-2008 Technical Review Checklist  
Title I, PART C  
PROJECT APPLICATION**

**THIS DOCUMENT IS DESIGNED TO PROVIDE ASSISTANCE TO LOCAL EDUCATIONAL AGENCIES (LEAs) IN THE DEVELOPMENT OF A CLEARLY DEFINED PROJECT APPLICATION THAT ADEQUATELY ADDRESSES EACH SECTION/COMPONENT TO A DEGREE THAT WILL FACILITATE A SATISFACTORY AND EXPEDITIOUS PROJECT REVIEW PROCESS.**

<b>SECTION/COMPONENT</b>	<b><u>MINIMUM</u> CONTENT REQUIREMENTS</b>
<p><b>DOE 100A/100C</b></p> <p>ALL REQUIRED INFORMATION MUST BE ENTERED ON THE DOE 100A/100C</p>	<p>Only the completed/signed 100A/100C should be sent directly to the Office of Grants Management for official “date of receipt” log in.</p> <p style="text-align: center;"><b>[COMPLETE FOR BOTH APPLICATIONS]</b></p>
<p><b>DOE 101 BUDGET NARRATIVE</b></p> <p>1.</p>	<p>Budget items should be linked directly to the goals/objectives/strategies detailed in the project application and should not supplant funding for state, district and local mandated activities.</p> <p style="text-align: center;"><b>[COMPLETE FOR BOTH APPLICATIONS]</b></p>
<p><b>COLLABORATIVE PARTNERS</b></p> <p>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] Describe how the LEA will provide on-going consultation with the collaborative partners throughout the project period.</p>	<p>The description should identify collaborative partners (federal/state/local), the benefits of the collaboration and the primary target groups for the services. Example: partnering with local Health Departments to provide physicals and health screenings for eligible migratory children in grades Pre-K-3. Additionally, description should detail plan for continuous collaboration during the project period.</p> <p style="text-align: center;"><b>[COMPLETE FOR BOTH APPLICATIONS]</b></p>

**2007-2008 Technical Review Checklist  
Title I, PART C  
PROJECT APPLICATION**

<p><b>ANNUAL NEEDS ASSESSMENT</b></p> <p><b>Briefly provide evidence of the identified needs for each of the selected NCLB programs</b> that will be funded through this consolidated application (i.e., Title I, Part A; Title I, Part C; Title I, Part D; Title I, Part F; Title II, Part A; Title II, Part D; Title III, Part A; Title IV, Part A; Title V, Part A; and/or Title VI, Part B, Subpart 2). In the description, include reference to the process used to conduct the needs assessment for each of the NCLB programs included in the LEA’s consolidated application. <b><u>Summarize and prioritize identified needs.</u></b></p> <p>Describe how the proposed consolidated application will incorporate reading initiatives.</p>	<p><b>SEE APPENDICES FOR THE FOLLOWING:</b></p> <ul style="list-style-type: none"> <li>• <b>Indicators (Appendix A)</b></li> <li>• <b>Sample Prioritized need statements (Appendix B)</b></li> </ul> <p align="center"><b>[CONSOLIDATED APPLICATION RESPONSE]</b></p>
<p><b>MIGRANT EDUCATION PROGRAM (MEP) ANNUAL NEEDS ASSESSMENT PROCESS</b></p> <p>Briefly describe the local MEP’s annual needs assessment process. In the description, include reference to the method(s) used to determine and prioritize the unique needs of migratory children. [NCLB Act of 2001, Section 1306]</p>	<p>[Provide a description of the needs assessment process and efforts to involve students and parents; identify and prioritize the needs of migratory children and families, including how results from the needs assessment process will be used to plan and/or improve program.]</p> <p align="center"><b>(RESPONSE NOT REQUIRED FOR CONSOLIDATED APPLICATION)</b></p>
<p><b>ACTIVITIES</b></p> <p>Describe how the activities provided by the LEA are aligned with the state’s academic content standards, student achievement standards, and state assessments. Include a description of how these activities will assist FDOE in closing the achievement gap.</p>	<p>[Description should be an overall statement that details the types of activities (e.g, reading/math tutorials, special academic projects designed for migratory children, etc) and the manner in which these activities will assist the children served to meet academic standards such as (but not limited to) passing the FCAT, reading on grade level and graduation. Success in the areas will assist in closing the achievement gap of migrant children.]</p> <p align="center"><b>[COMPLETE FOR BOTH APPLICATIONS]</b></p>

**2007-2008 Technical Review Checklist  
Title I, PART C  
PROJECT APPLICATION**

<p><b>COORDINATION OF PROGRAMS</b></p> <p>Describe how the services provided under the programs in this application are integrated with each other and coordinated with other programs funded under NCLB (i.e.; Title I, Part A, Title I, Part C, Title I, Part D, Title I, Part F, Title II, Part D, Title III, Part A, Title IV, Part A, Title V, Part A, and/or Title VI, Part B, Subpart 2).</p> <p>Describe how these coordinated services will address the needs of each of the following group: students (migrant, homeless, English Language Learners (ELLs), neglected and delinquent, youth at-risk of dropping out, disabled, economically disadvantaged, early childhood, and immigrant); staff (teachers and paraprofessionals) and parents.</p> <p>Describe how information about this application will be disseminated to school staff and members in the community. Description should include how the LEA will ensure that all school-to-home communication will be in the parent’s home language, unless clearly not feasible.</p> <p>Describe how the LEA will provide on-going consultation with school staff and members of the community throughout the project period.</p> <p>Describe the methods and processes that will be used to report student and program outcomes to parents, school staff and members of the community. Description should include how the LEA will ensure that all school-to-home communication will be in the parent’s home language, unless clearly not feasible.</p>	<p>[Description should identify collaborating programs and detail how these programs integrate resources (funds, staff, materials, etc) to address the needs of the specified groups.]</p> <p>[Identify the methodology that will be used by the collaborating programs to disseminate to project stakeholders, including parents, in the home language of the parent (where feasible).]</p> <p>[Description should detail regular, planned opportunities for consultation with all project stakeholders.]</p> <p>[Description should detail the methodology and mechanism that will be used to collect and report student/program outcomes to project stakeholders, including parents, in the home language of the parents (where feasible).]</p> <p align="center"><b>[COMPLETE FOR BOTH APPLICATIONS]</b></p>
<p><b>CONSULTATION WITH PRIVATE SCHOOL OFFICIALS</b></p> <p>Describe the manner in which the LEA notifies and consults with private school officials about the MEP and services that are available to eligible migratory students and private school staff. Include in the description how this consultation is conducted according to the NCLB Act of 2001, Section 1301(2)(3), 9501, and the methodology of documenting such consultation.</p>	<p>[Description should detail planned opportunities for timely consultation with private school officials, how the consultation is conducted (meetings, workshops, etc.) and how such meetings will be documented. A copy of the required letter to private school officials must be uploaded with the completion of this component.]</p> <p align="center"><b>[COMPLETE FOR BOTH APPLICATIONS]</b></p>

**2007-2008 Technical Review Checklist  
Title I, PART C  
PROJECT APPLICATION**

<p><b>PRIORITY FOR SERVICES ACTION PLAN</b></p> <p>Describe a <i>Priority for Services Action Plan</i> 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 <i>Priority for Services</i>, 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)]</p>	<p>[Detail the types of instructional services that will be provided to prioritized students, highlighting the use of scientifically based research reading programs that support FDOE’s reading initiative, <i>Just Read, Florida!</i>; include methodology for identifying these students, documenting the services provided and the impact of the services on their academic achievement.] Sample plan included in the Priority for Services Technical Assistance Paper.</p> <p align="center"><b>[COMPLETE FOR BOTH APPLICATIONS]</b></p>
<p align="center"><b>INSTRUCTIONAL SERVICES TO INCREASE STUDENT ACHIEVEMENT</b></p> <p>Identify the goals, objectives, and strategies for migrant student achievement in reading and mathematics for the 2007-08 school year. For assistance in developing goals, objectives, and strategies, please visit the Florida Department of Education Bureau of School Improvement website at <a href="http://bsi.fsu.edu">http://bsi.fsu.edu</a>. At a minimum, goals should address decreasing the achievement gap of migrant student proficiency in both reading (58%) and mathematics (62%) as compared to non-migrant children and the use of highly qualified staff.</p>	
<p><b>Reading Overall, realistic goal(s)</b> that are aligned with the Florida Consolidated Application for NCLB and the Florida A+ Plan for increasing academic achievement in reading and math of Educationally Disadvantaged, Homeless, Neglected and Delinquent, and Migrant students.</p>	<p>[Describe the overall goal(s) that address(es) 2007-08 goals for AYP in reading and mathematics; identify selected Performance Goals in the approved Florida Consolidated State Application for NCLB by decreasing the number of eligible migrant students who scored at Level 1 or 2 on the FCAT by a reasonable degree as compared to non-migrant students by the end of 2007-08.]</p>
<p><b>MEASURABLE objective(s)</b> for meeting the reading goal(s) established for increasing academic achievement of migratory children who may be or Educationally Disadvantaged, Homeless, or Neglected and Delinquent.</p>	<p>[Outline the measurable objective(s) that reflect(s) the percentage of increase in migrant students showing learning gains in mathematics and reading on the FCAT in an effort to decrease the achievement gap of migrant students as compared to the district averages of non-migrant students.]</p>

**2007-2008 Technical Review Checklist  
Title I, PART C  
PROJECT APPLICATION**

<p><b>Reading</b> 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 literacy research, can implement differentiated instruction and is able to work with adult learners).</p>	<p>[Outline the strategies that will be utilized to accomplish the listed objective(s) within the application (i.e., list specific reading materials, tutorial programs, one-on-one instruction, etc...)]</p>
<p><b>Math Overall, realistic goal(s)</b> that are aligned to the Florida Consolidated Application for NCLB and the Florida A+ Plan for increasing academic achievement in mathematics of Educationally Disadvantaged, Homeless, Neglected and Delinquent, and Migrant students.</p>	<p>[Describe the overall goal(s) that address(es) 2007-08 goals for AYP in reading and mathematics; identify selected Performance Goals in the approved Florida Consolidated State Application for NCLB by decreasing the number of eligible migrant students who scored at Level 1 or 2 on the FCAT by a reasonable degree as compared to non-migrant students by the end of 2007-08.]</p>
<p><b>MEASURABLE objective(s)</b> for meeting the goal(s) established for increasing academic achievement in mathematics of migratory children who may be Educationally Disadvantaged, Homeless, or Neglected and Delinquent.</p>	<p>[Outline the measurable objective(s) that reflect(s) the percentage of increase in migrant students showing learning gains in mathematics and reading on the FCAT in an effort to decrease the achievement gap of migrant students as compared to the district averages of non-migrant students.]</p>
<p><b>Strategies</b> that are directly linked to meeting the objective(s) which are expected to increase academic achievement in reading of Educationally Disadvantaged, Homeless, Neglected and Delinquent, and Migrant students.</p>	<p>[Outline the strategies that will be utilized to accomplish the listed objective(s) within the application (i.e., list specific materials, tutorial programs, one-on-one instruction, etc...)]</p>
<p><b>EFFORTS TO RAISE GRADUATION RATES</b> Describe how the project will develop or enhance efforts to raise graduation rates by addressing the unique needs of migrant children due to their migratory lifestyle. Emphasis should be given to hiring or utilizing an existing secondary advocate who will address factors related to education discontinuity, credit accrual and school engagement. Examples of programming might include the following: transition support (elementary to middle school, 9<sup>th</sup> grade high school), mentoring, FCAT preparation, tutoring, drop-out prevention and/or recovery and credit make-up opportunities (PASS, mini-PASS, summer school, summer institutes).</p>	<p>[Describe the activities and programs geared toward raising graduation rates of migratory students; include how these programs will enhance credit accrual and increase the GPA of student s receiving these services.]</p> <p align="center"><b>[COMPLETE FOR BOTH APPLICATIONS]</b></p>

**2007-2008 Technical Review Checklist  
Title I, PART C  
PROJECT APPLICATION**

<p><b>BEFORE AND AFTER SCHOOL PROGRAMS</b> Describe before and/or after school tutorial programs, including summer programs and locations.</p>	<p>[Indicate the type(s) of program(s) and instructional and/or support services provided; include location of program(s) and an expected number of children to be served.] <b>(RESPONSE NOT REQUIRED FOR CONSOLIDATED APPLICATION)</b></p>
<p><b>EARLY CHILDHOOD COMPONENT</b> Describe the instructional and supportive services provided to migratory Pre-K children; include program type(s) and/or name(s), sites (i.e., schools, community centers, individual homes); indicate the number of children being served at each site by age span (age 3 and age 4) and the amount of Title I, Part C funds expended.</p>	<p align="center">[COMPLETE IN DETAIL FOR EACH SITE]  <b>[COMPLETE FOR BOTH APPLICATIONS]</b></p>
<p><b>EFFECTIVE PARENTAL INVOLVEMENT</b> 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)]</p>	<p>[Describe the parental involvement activities and steps that will be taken to ensure that migrant parents understand the implications of NCLB Public School Choice with Transportation and/or Supplemental Educational Services (SES).]  <b>(RESPONSE NOT REQUIRED FOR CONSOLIDATED APPLICATION)</b></p>
<p><b>ANNUAL PROGRAM EVALUATION PROCESS</b> Describe the project's annual program evaluation process. [NCLB Act of 2001, Section 1304]</p>	<p>[Provide an explanation of the evaluation process, type of data collected and how data is used to design programs that will facilitate the highest level of student achievement. Description should include a plan to conduct a mid-year analysis of program implementation, effectiveness and how the LEA will utilize results to strengthen and/or modify existing plan to best serve migratory children/families.]  <b>[COMPLETE FOR BOTH APPLICATIONS]</b></p>

**2007-2008 Technical Review Checklist  
Title I, PART C  
PROJECT APPLICATION**

<p><b>SUPPORT FOR STATE’S READING INITIATIVE</b> Describe how the proposed project will incorporate reading initiatives and one or more of the Florida State Board of Education (SBE) Strategic Imperatives.</p>	<p>[Description should include the manner in which the LEA will utilize research based programs/materials, identify programs/materials in supplementary instructional settings, and indicate the selected Strategic Imperative and how it is supported in the project.]</p> <p align="center"><b>[COMPLETE FOR BOTH APPLICATIONS )</b></p>
<p><b>DISSEMINATION/MARKETING PLAN</b></p> <ol style="list-style-type: none"> <li>1. Describe how the project will report the progress made in attaining the LEA's goals and objectives.</li> <li>2. Describe the steps to be taken by the LEA to disseminate general information regarding the Title I, Part C Program, including dissemination of information to parents/guardians whose native language is not English.</li> </ol>	<p>[Describe/outline, clearly, the <u>plans</u> for reporting program outcomes and dissemination of program information that ensures that migratory families are notified of the migrant services and programs offered to them within the LEA.]</p> <p align="center"><b>[COMPLETE FOR BOTH APPLICATIONS]</b></p>

**2007-2008 Technical Review Checklist  
Title I, PART C  
PROJECT APPLICATION**

**APPENDIX A**

**Program Design Using Performance Goals and Indicators**

**Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

- 1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. [Note: These subgroups are those for which the Elementary and Secondary Education Act (ESEA) requires state reporting, as identified in Section 1111(h)(1)(C)(i).]
- 1.2 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the state's assessment. [Note: These subgroups are those for which the ESEA requires state reporting, as identified in section 1111(h)(1)(C)(i).]
- 1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.
- 1.4 Performance indicator: By the end of 2007-2008, the percentage of migrant children who meet annual proficiency targets for reading (58%) will increase and the achievement gap between migrant students and non-migrant will decrease.**
- 1.5 Performance indicator: By the end of 2007-2008, the percentage of migrant children who meet annual proficiency targets for mathematics (62%) will increase and the achievement gap between migrant students and non-migrant will decrease.**

**Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

- 2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the state's assessment, as reported for performance indicator 1.1.
- 2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the state's assessment, as reported for performance indicator 1.2.
- 2.4 Performance indicator: The percentage of students making progress in learning English.
- 2.5 Performance indicator:\*

Performance Goal 3: All students will be taught by highly qualified teachers.

- 3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in Section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in Section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 Performance indicator: The percentage of teachers receiving high-quality professional development [as the term "professional development" is defined in Section 9101(34)].
- 3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. [See criteria in Section 1119(c) and (d).]
- 3.4 Performance indicator:\*

Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

- 4.1 Performance indicator: The number of persistently dangerous schools, as defined by the state.
- 4.2 Performance indicator:\***

Performance Goal 5: All students will graduate from high school.

- 5.1 Performance indicator: The percentage of students who graduate from high school each year with a regular diploma 1) disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; 2) calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 Performance indicator: The percentage of students who drop out of school, 1) disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and 2) calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

**5.3 Performance indicator:\*** By the end of 2007-2008, the percentage of migrant children who graduate from high school with a regular diploma or GED will increase and the graduation rate of migrant students compared to non-migrant will increase.

\* LEA Derived Performance Indicator(s).

**2007-2008 Technical Review Checklist  
Title I, PART C  
PROJECT APPLICATION**

**APPENDIX B**

**Sample Response for Migrant Specific Prioritized Need :**

(1) Selected Priority Problem(s)/ Populations Identified During Needs Assessment	(2) Performance Goal(s) Indicator	(3) Measurement Tool/Method	(4) Actual Outcomes from 2006 or Most Recent Results	(5) 2007-08 Performance Targets with Measurable Objectives
Migrant students in grades 3-12 who may be educationally disadvantaged, homeless, economically disadvantaged or limited English speakers.	1.4 District-derived: By the end of the 2007-08, the percentage of migrant children who meet the annual proficiency target in reading (58%) will increase and the achievement gap between migrant and non-migrant children will decrease.	2006-2007 FCAT scores for reading and mathematics.  Results from mini assessments and other standard assessments that measure learning gains (name the assessment tool).	2006-07 FCAT results reflect a 9% gap between migrant students and the total students tested in the district in reading and a 2% gap in mathematics.	By the end of the 2007-2008 school year, 39% of the migrant students tested will score proficient in reading and 53% of the migrant students tested will score proficient in mathematics.  This will decrease the gap between the migrant and non-migrant students by 5% in both reading and mathematics.
Migrant students in grades 3-12 who may be educationally disadvantaged, homeless, economically disadvantaged or limited English speakers.	1.4 District-derived: By the end of the 2007-08, the percentage of migrant children who meet the annual proficiency target in mathematics (62%) will increase and the achievement gap between migrant and non-migrant children will decrease.	2006-2007 FCAT scores for reading and mathematics.  Results from mini assessments and other standard assessments that measure learning gains (name the assessment tool).	2006-07 FCAT results reflect a 9% gap between migrant students and the total students tested in the district in reading and a 2% gap in mathematics.	By the end of the 2007-2008 school year, 39% of the migrant students tested will score proficient in reading and 53% of the migrant students tested will score proficient in mathematics.  This will decrease the gap between the migrant and non-migrant students by 5% in both reading and mathematics.
Migrant students in grade 12 who may be educationally disadvantaged, homeless, economically disadvantaged or limited English speakers with the potential for graduation in current school year..	5.3 District-derived: By the end of 2007-2008, the percentage of migrant children who graduate from high school with a regular diploma or GED will increase and the graduation rate between migrant students and non-migrant will decrease.	2006-2007 FCAT scores for reading and mathematics.  Continuous monitoring of student course work, credits earned, credits needed and GPA.	2006-07 graduation data reflects that 3% of migrant seniors did not graduate due to not passing the FCAT, insufficient credit or low GPA.	By the end of the 2007-2008 school year, 100% of the migrant students on task to graduate will graduate.  This will increase the graduation rate of migrant children compared to non-migrant children.

**2007-2008 Technical Review Checklist  
Title I, PART C  
PROJECT APPLICATION**

**APPENDIX C**

Title I, Part C Stand Alone Application Guidelines`

Examples:

**COLLABORATIVE PARTNERS**

The Title I MEP collaborates with (various Titles, State and community agencies). The collaboration of grants will increase student achievement by increasing the funding sources and directing all resources toward the primary goals of improving student achievement for migrant students on grades K-12. Funding from all consolidated grants and other collaborative partners will focus funding on reading, math, writing, supplemental services and other supportive services. Collaboration of these grants will also provide needed funding for extended day/year tutorials for migrant students that need additional services to meet the state proficiency goals in reading, math and writing. The collaboration will provide more opportunities for parental involvement and parent education that will lead to increased student achievement.

**ACTIVITIES**

In collaboration with other Title programs and stakeholders, the Migrant Education Program is committed to closing the achievement gap of migrant children. The Migrant Education Program will provide or facilitate services and programs to migrant children to increase student achievement and to their parents to increase literacy skills. These programs include identification and recruitment services, extended day/weekend instruction programs, FCAT Preparation, Migrant Pre-K, intensive reading blocks with reading coaches, health/social referrals, computer assisted math/reading tutorials, credit accrual programs, family literacy activities, access to Parent Resource Centers and translation services.

**Instructional Services to Increase Student Achievement**

**GOALS**

- To meet performance goals (1, 2, 3, 4 and 5) of the approved Florida Consolidated Application for NCLB and the Florida A+ Plan. To provide supplemental learning opportunities and experiences that will increase the percentage of migrant students who meet annual proficiency targets for Reading (56%)/Mathematics (62%) in 2007-08. To decrease the achievement gap between migrant students by \_\_\_%. To provide parental involvement activities in order to enable parents to better understand district and state academic requirements. Monitor student achievement data in order to target specific academic needs of migrant students. To improve migrant students rates of learning with the goal of every student proficient on grade level in reading/mathematics.
- To meet annual goals for AYP for Reading (56%)/Mathematics (62%) for 2007-08 and performance goals 1, 2, and 3 of the approved Florida Consolidated State Application for NCLB and Florida's A+ Plan. To increase the percent of migrant students reading at grade level/scoring at grade level in mathematics on the FCAT as compared to non-migrant students by \_\_\_%.
- To increase the percentage of migrant students who meet annual proficiency targets for Reading (51%)/Mathematics (62%) in 2007-08. To decrease the achievement gap between migrant and non-migrant students by demonstrating learning gains in the achievement scores of migrant students by \_\_\_%

**OBJECTIVES**

- By June 2008, the use of diagnostic assessment and instructional materials grounded in scientifically based research reading/mathematics will result in \_\_\_% or more migrant students scoring at the state proficiency goal of level three on the FCAT in Reading/Mathematics. Migrant students currently have a \_\_\_% achievement gap but will need to make a \_\_\_% gain to meet the new Reading/Mathematics goal.

## 2007-2008 Technical Review Checklist

### Title I, PART C

#### PROJECT APPLICATION

- To decrease the achievement gap of migrant students as compared to non-migrant students by \_\_\_\_%. Migrant students currently have a \_\_\_\_% achievement gap compared to non-migrant students.

#### STRATEGIES

- **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 literacy research, can implement differentiated instruction and is able to work with adult learners).**
- Provide appropriate supplementary materials to support K-12 curriculum. Provide extended day/year activities for additional reading/mathematics instruction utilizing highly qualified staff. Provide tutoring and transitional services for migrant students. Provide appropriate support services for migrant students. Identify priority students for academic support services. Provide training in research based strategies and programs for migrant staff. Provide professional development in-service trainings to teachers of migrant students and
- administrators. Provide opportunities for teachers, administrators and paraprofessionals to attend educational conferences and visit innovative programs. Provide technology activities related to the use and integration of technology into the curriculum. Provide avenues to strengthen parental involvement through parent workshops. Provide classes for parents on language acquisition and how to help their children be successful in school. Provide parents the opportunity to be involved in planning for their child's education by involving them in committees at the school and district level. Provide quality Pre-K services to priority three and four year old children.
- Provide supplemental services to assist eligible migrant students to meet AYP targets. These services will include but not be limited to: computer assisted instruction, small group or one-on-one instruction by highly qualified staff, before/after school/weekend tutorials, summer programs, on-line academic assistance, parent involvement activities and high quality, on-going professional development for migrant education program teachers, administrators and all other professional and supportive program staff.

#### PRIORITY FOR SERVICES ACTION PLAN

Response should outline:

- How the LEA will identify students who qualify for "Priority for Services".
- How the LEA will determine the needs of these students.
- How MEP funds and other resources will be used to address the identified needs.
- How the LEA will document services provided.
- How the LEA will utilize a pre/post assessment to evaluate the impact of services provided on student achievement.

#### EFFORTS TO RAISE GRADUATION RATES

The Migrant Education Program will provide or facilitate access to programs and services designed to assist secondary migratory children to meet the necessary requirements for graduation. Such programs (name the programs/services) will enable the student to make up credits, earn required credits, increase GPA and pass the FCAT.

**2007-2008 Technical Review Checklist  
Title I, PART C  
PROJECT APPLICATION**

**EARLY CHILDHOOD**

- Program Type and/or name:
  - The Title MEP will provide Early Childhood services at Redlands Camp. The Early Childhood Component is supported and funded by the Title I, Part A and the Florida Voluntary Pre-Kindergarten Program.
  - Supportive Services provided by MEP includes: parenting, health, screening, dental, legal, nutrition, social work and housing.
  - Funds are used for identification/recruitment/needs assessment services, dental/health screenings/referrals, Pre-K school supplies/readiness materials/literature and transportation.
  - Migrant Pre-K funded program that supplements the Florida Pre-K Program for high needs migrant children with a certified teacher.