

**2014-2015 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.**

SECTION/COMPONENT	<u>MINIMUM</u> CONTENT REQUIREMENTS
<p><b>DOE 100A</b> ALL REQUIRED INFORMATION MUST BE ENTERED ON THE DOE 100A</p>	<p>Only the completed/signed 100A should be sent directly to the Office of Grants Management for official “date of receipt” log in.</p>
<p><b>DOE 101 BUDGET NARRATIVE</b></p> <p>Identify budget items and expenditures linked to the activities of this project.</p>	<p>Budget items should be linked directly to the goals/objectives/strategies and activities detailed in the project application and should not supplant funding for state, district and local mandated activities.</p> <p>NOTE: To facilitate completing the budget narrative, identify the relevant Need Statement and Activities topic/subject area, e.g., reading or Out-of-School Youth (OSY).</p>
<p><b>COLLABORATIVE PARTNERS</b></p> <p>Identify federal (include Title programs particularly Title I, Part A, Title III, Title X), state, and local collaborative partners. For each partner briefly describe in a simple narrative, <b>(1)</b> the type and benefit of collaborative activities (e.g. facilities, resources, support services, etc.); <b>(2)</b> the type of program (e.g. federal, state, local partner, etc.); and <b>(3)</b> primary target groups to be served (e.g. migrant child, family, parent, out-of-school youth, etc.) <b>[NCLB Act of 2001, Section 1304]</b></p>	<p>The description should identify all collaborative partners. For each identified partner: (1) indicate the type and benefit of collaborative activities (the value of the partner being a part of the program) (2) the type of program (federal, state, local, etc.) and (3) the primary target group(s) to be served. <i>Example: The MEP partners with the Health Department, a state agency, to provide physicals and health screenings for eligible migratory children in grades Pre-K-3.</i></p> <p><b>NOTE:</b> Description should detail plan for continuous collaboration with the collaborative partners throughout the project period.</p>

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<p><b>MIGRANT EDUCATION PROGRAM (MEP) ANNUAL NEEDS ASSESSMENT PROCESS</b></p> <p>Briefly describe the local Migrant Education Program annual needs assessment process. The needs assessment process in this section would include a description of how data from multiple sources such as educational data (state assessment, GPA, annual learning gains, graduation, school readiness, etc.), survey data (parent, staff, student, community, other stakeholders), private schools/student request for services data, pre-kindergarten children data, Out-of-School Youth identification/recruitment/service data, Priority for Services student data, etc. is used to develop an <b>overall picture</b> of the needs of the migrant service population of the local MEP. Discuss the results of the data collected as a part of the needs assessment process and what it revealed about needs and services in your district. 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 <b>thorough</b> description of how the LEA conducts its migrant needs assessment. The process and efforts should 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. <b>Discuss the results of the data collected as a part of the needs assessment process and what it revealed about needs and services in your district.</b> The results of the assessment are what will provide direction and help you decide on what to do to address the identified needs.</p> <p><b>* Describe how individual need is determine, as well as, describing the global needs of all eligible migrant students. Utilize the results from your Needs Assessment worksheet to provide clear and comprehensive responses to the needs assessment section of the application.</b></p>
<p><b>NEEDS STATEMENTS AND ACTIVITIES</b></p> <p>For Title I, Part C, the following Performance Indicators are required: 1.4, 1.6, 1.10, 1.12, 1.13, 5.3 and 5.9. Activities must include, but not be limited to activities that are designed to address the areas of need identified by the State and LEA needs assessment processes. Provide evidence of the need for activities that will be funded through this application. Include information on the identified performance indicator/goals, need/required focus and target population, the strategic imperatives and to which each is tied, the data sources, actual outcomes, and anticipated outcome for 2013-2014. (See Sample Responses for Migrant Specific Prioritized Needs and Activities chart in the MEP Project Application Technical Assistance document.)</p> <p>Indicate if activities are coordinated with or funded by other programs funded under NCLB (i.e.; Title I, Part A, Title I, Part C, Title I, Part D, Title I, Part F, Title III, Part A, Title V, Part A, and/or Title VI, Part B, Subpart 2)</p> <p><b>Please refer to tabbed charts by subject area in the online application to address question #4</b></p>	<p><b>REFER TO THE FOLLOWING:</b></p> <ul style="list-style-type: none"> <li>• <b>Indicators (Appendices A-B)</b></li> <li>• <b>Sample Prioritized Need Statements and Activities Chart (Appendix B)</b></li> </ul> <p><b>NOTE:</b> A Reading, Mathematics, Graduation and School Readiness educational activity chart must be downloaded to applicant's computer and populated with information. Once completed, <u>send the final version of chart via email to the assigned program specialist.</u></p>

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<p><b>CONSULTATION WITH PRIVATE SCHOOL OFFICIALS</b></p> <p>To ensure timely and meaningful consultation, the local education agency shall consult with appropriate private school officials for the design and development of equitable services [NCLB: section 9501] For <b>2015-2016</b>. <b>For this section, the consultation with private schools documentation and plan of action will be found on the Title I, Part A project application. LEA must ensure that Title I Part C is included in the documentation and plan of action.</b> For Title I, Part C, children who attend private school are eligible to receive MEP services if they: 1) meet the statutory and regulatory definition of a migrant child; 2) meet the priority for services criteria in section 1304(d); and 3) have special educational needs identified through the State’s comprehensive needs assessment and service delivery plan. [Title I, Part C Non-Regulatory Guidance —October 2010, Section H]</p> <p><b>For details, refer to the US Department of Education’s Non-Regulatory Guidance for Private Schools: Title I Tool Kit:</b> <a href="http://www.fldoe.org/bsa/title1/titleitoolkit.asp">http://www.fldoe.org/bsa/title1/titleitoolkit.asp</a> <a href="http://www.ed.gov/policy/elsec/leg/esea02/pg111.html">http://www.ed.gov/policy/elsec/leg/esea02/pg111.html</a></p>	<p>The LEA will only be required to answer the following questions in this section:</p> <ul style="list-style-type: none"><li>(1) Identify the total number of migrant PFS students in private schools; and</li><li>(2) Identify any additional activities conducted for migrant students in private schools, if applicable.</li></ul>
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<p><b>PRIORITY FOR SERVICES</b></p> <p>Describe a Priority for Services (PFS) Action Plan that ensures migratory children most at-risk must receive services prior to Title I, Part C funds being used for other migrant children. The definition of Priority for Services is:</p> <p>The State has determined that the following indicators shall be used to identify the children who should receive Priority for Services:</p> <p>A migratory child who:</p> <ul style="list-style-type: none"><li>A. Scored at Level 1 or Level 2 on the FCAT; <b>or</b></li><li>B. Is an English Language Learner (ELL); <b>or</b></li><li>C. Has an age/grade discrepancy; <b>or</b></li><li>D. Was retained during the school year; <b>or</b></li><li>E. Is at risk of failing to meet state graduation requirements in one of the following areas:<ul style="list-style-type: none"><li>i. An unweighted GPA of 2.0 or below, <b>or</b></li><li>ii. Insufficient credits for promotion or graduation;</li></ul></li></ul> <p><b>AND</b></p> <p>Whose education has been interrupted during the regular school year. [An “educational interruption” occurs when a child, in the preceding 12 months, has changed schools or missed a "significant" amount of school time (e.g., ten days or more) during the regular school year (defined as August through June) due to the child’s or family’s migrant lifestyle. This determination is made on a “rolling” basis, that is, at the time an eligible migratory child is identified and enrolls in school, the preceding 12 month enrollment history should be reviewed for significant absences.]</p> <p>For additional guidance, please refer to the <a href="#">Priority for Services Technical Assistance Paper (PDF)</a>. [NCLB Act of 2001, Section 1304 (d)]</p>	<p>For the PFS Action Plan:</p> <p>Describe in detail how the LEA will use Title I, Part C funds and other resources to address the unique needs of children who meet the definition of Priority for Services. Indicate how the LEA will document the services that these children receive. Describe how the LEA will evaluate the impact of services provided on student achievement.</p> <p>Sample plan included in the Priority for Services Technical Assistance Paper.</p>
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<p><b>EARLY CHILDHOOD COMPONENT</b></p> <p><b>NOTE:</b> The instructional services provided to migratory are already described in the Needs Statements and Activities section associated with performance indicator 1.10.</p> <p>In this section, describe the supportive services provided to migratory prekindergarten children and well as complete the site chart. Also, describe a plan of action of how to serve prekindergarten migrant children should they arrive in the LEA.</p>	<p><b>NOTE:</b> The Early Childhood Component stand-alone section is a two-part response. <b>All LEAs are required to indicate how migrant prekindergarten students are served in section 1.</b> If the LEA does not have any Pre-K children, the LEA must describe a plan of action of services that will be offered or facilitated should a Pre-K child(ren) arrive in the LEA</p> <p>If the LEA will serve (or facilitate) services to Pre-K students, the site chart must be completed in section 2. The site chart covers five sections: (1) Program type and/or name; (2) Site(s); (3) Amount of Title I, Part C funds expended per program; (4) Identify Non-Title I, Part C funding source expended per program; and (5) Number of students to be served by age span (ages 3 and 4).</p> <p align="center"><b>REFER TO APPENDIX C</b></p>
<p><b>OUT-OF-SCHOOL YOUTH (OSY)</b></p> <p>For this section an Out-of-School Youth is a youth who is a single (not traveling with parents/legal guardians) farm worker, younger than 22 years old, and without a high school diploma. Generally, the goal is to help the Out-of-School Youth develop and/or achieve their educational goals (such as earn a GED or high school diploma, improve English language proficiency, enhance life skills, work towards a career path, etc.). In this section, describe the strategies the local MEP will implement to identify and recruit OSYs. Identify the educational/supportive services the local MEP will provide to or facilitate for this population. In the description, address the use of technology and OSY needs identified in the local MEP needs assessment, where applicable. In your description, identify how the project will document/track services and OSY outcomes.</p>	<p>Describe how the LEA will identify and recruit Out-of-School Youth. The response must also describe the types of educational (i.e. mini-lessons) and supportive services that will be provided or facilitated for this population. Identify how the LEA will incorporate learning opportunities utilizing technology and how services to OSY documented. Also, indicate if the LEA served OSY during the 2013-2014 school year. [If LEA served OSYs in the 2013-14 SY, provide appropriate numbers and percents in table that follows. If LEA did not serve OSYs during 2013-14 SY, provide a projected goal for number; leave percent column blank.]</p> <p><b>In OSY chart, identify appropriate number and percent of OSY:</b></p> <ul style="list-style-type: none"> <li>• That received support to build capacity to access educational resources in their communities where they live and work,</li> <li>• Who will receive support to build capacity to access educational resources in their communities where they live and work</li> <li>• Expressing an interest in receiving survival English skills</li> <li>• MEP plans to provide survival English skills</li> </ul> <p><b>NOTE:</b> OSY chart must be downloaded to applicant's computer, populated with information and then uploaded into online application.</p>

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<p><b>SPECIAL AREAS OF CONCERN</b></p> <p>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.</p> <p><b>MAJOR AREAS OF CONCERN:</b></p> <ul style="list-style-type: none"> <li>• EDUCATIONAL CONTINUITY</li> <li>• INSTRUCTIONAL TIME</li> <li>• SCHOOL ENGAGEMENT</li> </ul>	<p>Descriptions for these areas of concern should identify the supports the LEA will provide to migrant children to reduce the impact of these concerns on the academic success of the children. Description should include the use of computers, software, tutorials, literacy programs, linkages to curricular and extra-curricular school activities and functions, as well as referrals to various academic and support services.</p> <p style="text-align: center;"><b>REFER TO APPENDIX E</b></p>
<p><b>MAJOR AREAS OF CONCERN:</b></p> <ul style="list-style-type: none"> <li>• ENGLISH LANGUAGE DEVELOPMENT</li> <li>• EDUCATIONAL SUPPORT IN THE HOME</li> <li>• HEALTH AND ACCESS TO SERVICES</li> </ul>	<p>Descriptions for these areas of concern should identify the supports the LEA will provide to migrant children <u>and</u> parents to reduce the impact of these concerns on the academic success of the children and to meet the literacy needs of the parents. Description should include the use of computers, software, tutorials, literacy programs, as well as referrals to various instructional and social services. In addition to providing a response for each Special Area of Concern, applicants will be required to identify an expected number <b>and</b> percent of migrant families and youth who will receive services related to nutrition, vision and hearing screenings and dental hygiene</p> <p style="text-align: center;"><b>REFER TO APPENDIX E</b></p>
<p><b>EFFECTIVE PARENTAL INVOLVEMENT</b></p> <p>Describe how the project will implement an effective parental involvement component that includes the establishment of and consultation with a local Migrant Parent Advisory Council (MPAC). Indicate the proposed number of MPAC meetings that will be held during the school year. Parental involvement, advocacy, outreach, and family literacy should be conducted in a format and language understandable to parents.</p>	<p>Describe the parental involvement activities <b>(including MPAC meetings)</b>. Describe the ways in which the program will ensure that <b>meaningful consultation with parents</b> occurs and is documented.</p>

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<p><b>ANNUAL PROGRAM EVALUATION PROCESS</b></p> <p>Describe the project's annual program evaluation process in addition to state reporting requirements. [NCLB Act of 2001, Section 1304 (c)(5)] Describe how the LEA will utilize evaluation results to strengthen and/or modify existing plans to best serve migratory children/families. <b>The description must clearly state that the LEA will address and complete the evaluation and reporting requirements of the mandatory Florida MEP mid-year and annual evaluation.</b></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 needs to identify how the project has used evaluation data in the past to inform programmatic decision-making. Additionally, identify a plan to conduct a mid-year and annual analysis of program implementation, effectiveness and <b>how the LEA will utilize results to strengthen and/or modify existing plan to best serve migratory children/families.</b></p>
<p><b>DISSEMINATION PLAN</b></p> <p>Describe methods/strategies you will use to disseminate and publicize information about the project to appropriate populations. In your description, include how the project will report the progress made in attaining the LEA's goals and objectives. Also, identify the steps to be taken by the LEA to disseminate general information regarding the Title I, Part C Program, including the dissemination of information to parents/guardians whose native language is not English.</p>	<p>Describe/outline, clearly, the <u>plan</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 and that the information is provided in the parents' native language(s).</p>

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**APPENDIX A**

**Cross Walk of Florida Strategic Plan 2012-2018 & 2014-2015 Title I, Part C Project Application Program Performance Indicators**

Florida Priority	Florida Performance Indicator	Florida MEP Related Performance Indicator
<b>Priority:</b> <b>Improve kindergarten readiness</b>	1.1 Percentage of VPK completers who score ready on both state Kindergarten readiness assessments	1.10 District-derived Performance Indicator: Of the kindergarten children, who received migrant funded or facilitated Pre-K services, the percentage demonstrating school readiness as measured by the State's assessment (DIBELS LNF, DIBELS ISF, or ECHOS).
<b>Priority:</b> <b>Increase the percentage of students performing at grade level</b>	1.2 Percentage of students scoring at or above grade level on statewide English Language Arts, science, and mathematics assessments 1.3 Percentage of students scoring at or above grade level on statewide English Language Arts, science, and mathematics assessments by subgroup to reduce the achievement gap 1.4 Percentage of students scoring Level 4 and above on statewide assessments in reading and mathematics	1.4 District-derived Performance Indicator: The percentage of migrant students who score at or above the proficient level in reading/language on the state's assessment. 1.5 District-derived Performance Indicator: The percentage of migrant students who demonstrate growth in reading/language as measured by adequate annual learning gain (GAIN) on the state's assessment. 1.6 District-derived Performance Indicator: The percentage of migrant students who score at or above the proficient level in mathematics on the state's assessment. 1.9 District-derived Performance Indicator: The percentage of migrant students who demonstrate growth in mathematics as measured by adequate annual learning gain (GAIN) on the state's assessment. 1.11 District derived Performance Indicator: The percentage of migrant students participating in summer and/or extended learning programs. 1.12 District derived Performance Indicator: The gap between the percentage of migrant students and the percentage of non-migrant students who score at or above the proficient level in reading/language on the state's assessment. 1.13 District derived Performance Indicator: The gap between the percentage of migrant students and the percentage of non-migrant students who score at or above the proficient level in mathematics on the state's assessment. 1.14 District derived Performance Indicator: The percentage of migrant parents reporting (via survey) being involved in their child's education.
<b>Priority:</b> <b>Increase high school graduation rates</b>	1.8 Graduation Rates	1.15 District derived Performance Indicator: The percentage of middle and secondary migrant students participating in PASS/Mini PASS or other credit accrual/retrieval programs. 5.3 District-derived Performance Indicator: The percentage of 12th grade migrant students who graduate from high school with a standard high school diploma or



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Florida Priority	Florida Performance Indicator	Florida MEP Related Performance Indicator
		<p>regular GED (excludes Adult GED).</p> <p>5.4 District-derived Performance Indicator: The percentage of migrant students in grades 9-12 who increase their GPA over the prior year.</p> <p>5.6 District-derived Performance Indicator: Of the 10th to 12th grade students who participate in at least 3 months of MEP funded or facilitated tutoring and/or academic services, the percentage who pass the FCAT.</p> <p>5.9 District-derived Performance Indicator: The gap in graduation rate (standard high school diploma or regular GED not including Adult GED) between migrant students and non-migrant students.</p>
<b>Priority: Improve college readiness</b>	1.9 Percentage of high school graduates meeting approved postsecondary readiness standard	5.4 District-derived Performance Indicator: The percentage of migrant students in grades 9-12 who increase their GPA over the prior year.
<b>Priority: Expand digital education</b>	1.10 Student to computer ratio 1.11 Percentage of schools meeting the minimum network bandwidth standards	1.11 District derived Performance Indicator: The percentage of migrant students participating in summer and/or extended learning programs.

**\*Performance Indicators shaded are required to be addressed in the Needs Statements & Activities section of the Title I, Part C Project Application.**

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**APPENDIX B**

**Instructions for Completing the Needs Statements and Activities Component**

**1) Performance Indicators:**

To select multiple indicators, remember to hold down the Ctrl key. To deselect a Performance Indicator you may use this same process to select the one you need to remove. You can verify the removal by noticing the selection is no longer highlighted in blue. Select the “Reference” hyperlink (in blue) to access the crosswalk between the Florida State Board of Education Strategic Plan (2012-2018) and program specific performance indicators.

Required indicators must be addressed in order to submit successful Needs Statements and Activities to FLDOE. The required performance indicators to address are **1.4, 1.6, 1.10, 1.12, 1.13, 5.3 and 5.9.**

An associated value for performance indicator is required in boxes addressed as Need Statements and Activities #1, Need Statements and Activities #2, etc. if an identified need/required focus/target population in the drop down menu is selected.

**2) Need, Required Focus, and Target Population:**

A dropdown menu of the most common Need, Required Focus, and Target Population to be addressed is available. The LEA can opt to address:

- a. one performance indicator per one Need/Focus/Target Population; OR
- b. multiple performance indicators **as long as they address the same subject area** and multiple Need/Focus/Target Populations.

**Examples**

a. Performance indicator **1.10** can be addressed with the Need/Focus/Target Population entitled “**Migrant kindergarten children who received migrant funded or facilitated Pre-K services that demonstrate school readiness as measured by the State’s assessment (DIBELS LNF, DIBELS ISF, or ECHOS).**”

b. Performance indicators **1.4 and 1.6** can be addressed with **two** Need/Focus/Target Populations entitled “**Migrant students in grades 3-12 who have not met the proficient level in reading on the state’s assessment (FCAT)**” and “**Migrant children in grades 3-12 who have not met the proficient level in mathematics on the state’ assessment (FCAT)**”

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**TIP: Address performance indicators by subject area. For example, address performance indicators related to reading all at once.**

The Needs must at a minimum, target the four areas of deficiency as determined by the State Comprehensive Needs Assessment which are identified by Performance Indicators 1.4, 1.6, 1.10, 1.12, 1.13, 5.3, and 5.9.

NOTE: The Needs Statements and Activities Component allows up to eight (8) needs to be entered.

**3) Actual Outcome/Baseline(s):**

Identify the Actual Outcome/Baseline(s) as the basis for the identified Need/Required Focus/Target Population and provide the Data Source. In this section, when identifying current baseline information use **2013-14** data where available. Use the SMART method when identifying the baseline, that is, the baselines(s) must be specific, measurable, achievable, relevant, and timely (accomplished within one fiscal year). **Identify the actual outcome/baseline for all performance indicators addressed; additionally include gap as a percent for 1.12, 1.13 and 5.9.** For a guide, in completing the Needs Statements and Activities section see, **Sample Responses for Migrant Specific Prioritized Needs and Activities chart** that follows.

**4) Activity(ies)**

In the chart, describe the proposed activity(ies) that will be implemented to address the identified need, including reading, mathematics, and graduation strategies the project will facilitate or implement to decrease the achievement gap between migrant and non-migrant children as well as early childhood strategies the project will facilitate or implement to enhance efforts to increase the number of prekindergarten children who demonstrate readiness. In the attached subject-specific chart, for each activity, identify the following:

- Activity name or description
- Activity is scientific or research-based (Yes/No)
- Focus, Purpose, or Expected Outcome
- Funding Source (Migrant Only, Partner Only, Migrant Contributed, Other) (*select from drop down*)
- Target Population – Ages (*select from drop down*)
- Relevant Florida Standard (*M, ELA, LHS, and/or STS which corresponds to Math, English Language Arts, Literacy in History/Social Studies, and/or Science and Technical Subjects*) – NOTE: Florida Standard is only associated with Reading, Math, and Graduation related activities.
- Location
- Frequency of activity (*select from drop down*)
- Duration (*specified in hours*)
- Anticipated total students participating per year
- Scientifically-based supplementary materials and software to be used
- How progress will be monitored
- How services will be tracked

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- If technology used or not
- How coach/advocate/specialist will assist in implementing activity

When addressing required performance indicators related to reading, mathematics, graduation, and school readiness keep in mind the following:

**READING:** Describe reading strategies that the project will facilitate or implement to decrease the achievement gap between migrant and non-migrant children. Activities must include, but not be limited to activities that are designed to address the areas of need identified by the State and LEA needs assessment processes. Provide evidence of the need for activities that will be funded through this application. 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 or specialist (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 qualified professional staff or specialist from local universities, community colleges, and/or industries. **The proposed activities are supplementary and do not supplant existing state and locally funded activities and required services.**

**MATHEMATICS:** 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. Activities must include, but not be limited to activities that are designed to address the areas of need identified by the State and LEA needs assessment processes. Provide evidence of the need for activities that will be funded through this application. Emphasis should be given to hiring or consulting with a math advocate or specialist (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 qualified professional staff or specialist from local universities, community colleges, and/or industries. **The proposed activities are supplementary and do not supplant existing state and locally funded activities and required services.**

**GRADUATION:** 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 lifestyle. Activities must include, but not be limited to activities that are designed to address the areas of need identified by the State and LEA needs assessment processes. Provide evidence of the need for activities that will be funded through this application. 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 8th grade to high school), mentoring, FCAT 2.0 and/or End-of-Course (EOC) preparation, strategic, content-based tutoring, drop-out prevention and/or recovery and credit make-up opportunities (PASS, mini-PASS, summer school). **The proposed activities are supplementary and do not supplant existing state and locally funded activities and required services.**

**SCHOOL READINESS:** Describe how the project will develop or enhance efforts to increase the number of migrant prekindergarten children demonstrating readiness for kindergarten. Activities must include, but not be limited to activities that are designed to address the areas of need identified by the State and LEA needs assessment processes. Provide evidence of the need for activities that will be funded through this application. For instructional/supportive services provided to migrant preschoolers in the area of emergent literacy, emphasis should be given to

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oral communication, knowledge of print and letters, phonemic and phonological awareness and vocabulary and comprehensive development. **The proposed activities are supplementary and do not supplant existing state and locally funded activities and required services.**

**NOTE:** For list of Subject-Related Service Strategies REFER TO APPENDIX D

**5) Identify the Evidence Based Research that this strategy will be effective in addressing the identified Need** (*\*It is expected that LEA will identify specific scientifically based programs and activities, including quoting the research supporting the program or activity to be implemented*)

**6) Florida Strategic Plan (2012-2018) Priority:**

Multiple Florida Strategic Plan (2012-2018) Priorities may be chosen by holding the down the CTRL key, selecting the Priority and using your mouse. To deselect a Priority and/or Performance goal you may use this same process to select the one you need to remove. You can verify the removal by noticing the selection is no longer highlighted in blue. Select the "Reference" hyperlink (in blue) to access the crosswalk between the Next Florida Strategic Plan (2012-2018) and program specific performance indicators. **The Priority selected must align to the Need(s).**

**7) Coordination with Other Federal and Non-Federal Programs**

Describe the coordination with other federal (**i.e. Title programs**) and non-federal (**i.e. state & local**) programs and the collaborative partners outside of the LEA to address the indentified need. Specify the resources provided by title program(s) to implement each activity.

**8) Anticipated Outcomes**

Provide the anticipated outcomes based on the activity(ies) being implemented to address the identified need. In this section, when identifying anticipated outcome information use **2013-14** data. Use the SMART method when identifying the anticipated outcome, that is, the outcome(s) must be specific, measurable, achievable, relevant, and timely (accomplished within one fiscal year). Identify the outcome for each performance indicator addressed. **Identify the expected change; additionally include gap as a percent for 1.12, 1.13 and 5.9.** There needs to be an anticipated outcome to correspond with each baseline statement.

**Viewing and Printing the Needs Statements and Activities:**

The "View all records" hyperlink is located above the instructions and only available when the information has been entered and saved in Needs Statements and Activities section. Needs entered in this section will be shown in a printer and user friendly version.

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**Sample Responses for Migrant Specific Prioritized Needs and Activities**

Identify (by completing chart) the needs of the LEA's migrant children. **The needs must at a minimum, target the four areas of deficiency as determined by the State Comprehensive Needs Assessment which are identified by Performance Indicators 1.4, 1.6, 1.10, 1.12, 1.13, 5.3, and 5.9. Include the targeted group, performance indicator (if applicable), data source, actual outcomes from most recent results and performance targets with measurable outcome objectives.**

Q1 Performance Goal(s) <i>(Note – Dropdown menu)</i>	Q2 Identified need/required focus and target population <i>(Note – Dropdown menu)</i>	Q3 Actual Outcomes/ Baseline from Most Recent Results	Q4 Describe Activity(ies) Implemented to Address Identified Need	Q5 Evidence Based Research	Q6 Florida Strategic Plan (2012-2018) Priority <i>(Note – Dropdown menu)</i>	Q7 Collaborative Partners outside of LEA and Resources	Q8 Anticipated Outcome
<p>1.4 District-derived Performance Indicator: The percentage of migrant students who score at or above the proficient level in reading/ language on the state's assessment</p> <p>and</p> <p>1.12 District derived Performance Indicator: The gap between the percentage of migrant students and the percentage of non-migrant students who score at or above the proficient level in reading/ language on the state's assessment.</p>	<p>Migrant students in grades 3-12 who have not met the proficient level in reading on the state' assessment.</p> <p>and</p> <p>Decreasing the gap between migrant and non-migrant students who score at or above the proficient level in reading or mathematics.</p>	<p>2013-14 FCAT data indicates that █% of migrant students met the proficiency target in reading/ language arts.</p> <p>and</p> <p>2013-14 FCAT data indicates that the achievement gap in reading between migrant and non-migrant students was measured as █%.</p>	<p>See Excel Chart example</p>	<p>Yes it is Evidence Based. Research on the effectiveness of the curriculum was conducted by... <i>(Insert the source of the research).</i></p>	<p>1.2,1.3, &amp; 1.4</p>	<p>Title I Reading Center will be used as the facility.</p>	<p>By the end of the 2014-15 school year, █% of the migrant students tested will score proficient in reading/ language arts as measured by FCAT data reports.</p> <p>and</p> <p>By the end of the 2014-15 school year, reading achievement gap between migrant and non-migrant students will decrease by █% as measured by FCAT data reports.</p>

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<p>1.10 District-derived Performance Indicator: Of the kindergarten children, who received migrant funded or facilitated Pre-K services, the percentage who demonstrates school readiness as measured by the State's assessment (DIBELS LNF, DIBELS ISF, or ECHOS).</p>	<p>Migrant kindergarten children who received migrant funded or facilitated Pre-K services that demonstrate school readiness as measured by the State's assessment (DIBELS LNF, DIBELS ISF, or ECHOS).</p> <p align="center"><b>THIS IS THE REQUIRED NEED/FOCUS/TARGET POPULATION</b></p>	<p>2013-14 Readiness data reports indicate that [redacted] % of migrant kindergarten children demonstrated school readiness as measured by state's school readiness assessment.</p>	<p>In Excel Chart</p>	<p>Yes it is Evidence Based. Research on the effectiveness of the curriculum was conducted by... <i>(Insert the source of the research).</i></p>	<p>1.1</p>	<p>Classroom in Ceder Elementary will be used for Pre-K Program.</p>	<p>By the end of the 2014-15 school year <b>all</b> kindergarten migrant children who were served in a Pre-K program for at least nine months, will demonstrate school readiness as measured by the state's school readiness assessment.</p>
<p>1.10</p>	<p>Prekindergarten migrant children not receiving migrant funded or facilitated early childhood services in preparation for enrolling into kindergarten</p>	<p>2013-14 Pre-K program participation data indicate that [redacted] % of Pre-K migrant students receive Pre-K services.</p>	<p>In Excel Chart</p>	<p>This is not evidence-based research.</p>	<p>1.1</p>	<p>RCMA, Head Start, &amp; Title I, Part A Pre-K Programs</p>	<p>By the end of the 2014-15 school years, the percent of Pre-K migrant students who receive Pre-K services will increase by [redacted] % as measured by Pre-K program participation data reports.</p>
<p>5.3 District-derived Performance Indicator: The percentage of 12th grade migrant students who graduate from high school with a standard high school diploma or regular GED (excludes Adult GED).</p> <p>and</p>	<p>Migrant students in grade-12 who may be at risk of dropping out or who may not graduate with a regular high school diploma or GED in current school year.</p> <p align="center"><b>OR</b></p> <p>Middle school and secondary migrant students in grades</p>	<p>2013-14 graduation data indicates that [redacted] % of migrant seniors did not graduate due to not passing the FCAT, insufficient credit or low GPA.</p> <p>Data Source: 2013-14 FCAT</p>	<p>In Excel Chart</p>	<p>PASS is an evidence-based program. <i>(Insert the source of the any evidence-based research).</i></p> <p>and</p>	<p>1.8</p>	<p>For PASS: None</p> <p>For tutorials: Title I Reading Center will be used as the facility.</p>	<p>By the end of the 2014-15 school year 100% of migrant seniors will graduate with a standard high school diploma or regular GED.</p> <p>and</p> <p>By the end of the 2014-15 school year the graduation rate gap between migrant and non-migrant students will decrease by [redacted] % as measured by graduation</p>

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<p>5.9. District-derived Performance Indicator: The gap in graduation rate (standard high school diploma or regular GED not including Adult GED) between migrant students and non-migrant students.</p>	<p>8-12 who may be at risk of dropping out, not being promoted, or who may not be on track to graduate with a standard high school diploma or regular GED in current school year.</p> <p>and</p> <p>Decreasing the gap in graduation rate (standard diploma or regular GED) between migrant and non-migrant students</p>	<p>data, graduation data, credit accrual and GPA data reports.</p> <p>and</p> <p>2013-14 graduation data indicates that the gap in the graduation rate between migrant students and non-migrant students is [redacted] %.</p> <p>Data Source: 2013-14 FCAT data, graduation data, credit accrual and GPA data reports.</p>		<p>Yes it is Evidence Based. Research on the effectiveness of the curriculum was conducted by... <b>(Insert the source of the research).</b></p>			<p>data (credit accrual, FCAT, GPA data)</p>
<p>5.4 District-derived Performance Indicator: The percentage of migrant students in grades 9-12 who increase their GPA over the prior year.</p>	<p>Middle school and secondary migrant students in grades 9-12 who may have a GPA below 2.0.</p>	<p>2012/13 and 2013-14 comparison GPA data indicates [redacted] % migrant students in grades 9-12 increased their GPA.</p>	<p>In Excel Chart</p>	<p>Yes it is Evidence Based. Research on the effectiveness of the curriculum was conducted by... <b>(Insert the source of the research).</b></p>	<p>1..2, 1.3, &amp; 1.4</p>	<p>Title I Reading Center will be used as the facility.</p>	<p>By the end of the 2014-15 school year, migrant students in grades 9-12 will demonstrate an increase in GPA as measured by 2011/12 and 2012/13 comparison of GPA data.</p>

\* If there are circumstances in which this information is not readily available, the LEA may use data from the previous school year (i.e. 2012-2013).



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**APPENDIX C**

**Early Childhood Component**

The layout of this section looks like last year. The Early Childhood Component must be completed by **all** LEAs submitting a Title I, Part C Project Application. This area is divided into two sections. The first section has three options LEAs may select in order to indicate how Pre-K children will be served.

If the first option is checked, this would indicate there are no migrant Pre-K children in the district. The user would complete the description box just below the paragraph (see illustration below). Once the response is completed, the user has fulfilled the requirements of this section. The data can then be saved and the user can proceed to the next area of the project application (Out-of-School Youth).

If the second or third option is/are checked, the user will complete the descriptive box at the bottom of the page, save the data, and proceed to section 2.

**Section 1 – The LEA will describe supportive services offered to migrant Prekindergarten students**

If the second or third option is/are checked in Section 1, the user will be required to complete the site chart below indicating: (1) Program type and/or name (2) Site(s) (3) Amount of Title I, Part C funds (4) Identify Non-Title I, Part C funding source and (5) Number of **migrant** students to be served by age span. **NOTE:** If the LEA offers in-home instruction, this service will need to be included in the chart.

**Section 2 – The LEA will indicate the sites & projected costs to serve and/or facilitate services to migrant Prekindergarten children**

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Florida Department of Education - Title I - Mozilla Firefox

dataest.fdoe.org/titlegrants/TitleIpartC/default.cfm?action=EarlyChildhood\_Section1

### EARLY CHILDHOOD COMPONENT

**Check all that apply(ies):**

Local MEP currently does **not** have any prekindergarten children in the service population. (If this is checked, please include a brief description of a plan of action to serve/facilitate services to these students if they were to arrive in your district in the narrative description box below)  
*Note: Selecting this option now will delete any records entered in the database for Section 2*

Local MEP will serve prekindergarten children with migrant funds; include those served through in-home instruction. (If this is checked, provide response to how district will enhance efforts to increase the number of prekindergarten children who demonstrate readiness in the narrative box below.)

Local MEP will serve/facilitate services for prekindergarten children with non-migrant funds; include those served through in-home instruction. (If this is checked, provide response to how district will enhance efforts to increase the number of prekindergarten children who demonstrate readiness in the narrative box below.)

Describe the instructional and/or supportive services provided to migratory prekindergarten children. Also, describe how the project will develop or enhance efforts to increase the number of migrant prekindergarten children demonstrating readiness for kindergarten. Additionally, describe how the project will collect and document assessment data as well as monitor students who are enrolled in local formal Pre-K/VPK programs.

asdasdaad

\*\* If the second or third check box is selected above, move forward to complete Section II.

Save

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dataatest.fdoe.org/titlegrants/TitleIpartC/default.cfm?action=EarlyChildhood\_Chart

Most Visited MSIX MSIX: Training FMEP Marriott FDOE Monitoring Online Grants Archived Apps Login - Grant Tracking CMS Tracking DOE Intranet FASTER FOIA Reports CAS Database RESULTS Spanish Dict

### EARLY CHILDHOOD COMPONENT

Identify the program type and/or name, sites (schools, community centers, individual homes), indicating the number of **migrant** children being served at each site by age span (ages 3 and 4) and the amount of Title I, Part C funds expended or other non-MEP fund source per program that will be used to provide services to prekindergarten children.

[Upload Records](#)

**Add new records:**

	(1) Program Type and/or Name (NOTE: Include In-home instruction, if applicable)	(2) Site(s)	(3) Amount of Title I, Part C funds	(4) Identify Non-Title I, Part C Funding Source	(5) Number of <b>migrant</b> students to be served at each site by age span		delete
					Age 3	Age 4	
1	tst	0021 - CHARLES W. DUVAL ELEMENTARY SCHOOL Other Site if not listed: <input type="text"/>	123.00	123	11	22	<input type="checkbox"/>
2		— choose a site — Other Site if not listed: <input type="text"/>					
3		— choose a site — Other Site if not listed: <input type="text"/>					
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8		— choose a site — Other Site if not listed: <input type="text"/>					
9		— choose a site — Other Site if not listed: <input type="text"/>					
10		— choose a site — Other Site if not listed: <input type="text"/>					

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**APPENDIX D**

**Migrant Education Service Delivery Plan Strategies for Reading, Mathematics, Graduation and School Readiness**

**READING**

- Provide training to MEP staff on instructional strategies and assessments for reading
- Train reading coaches/advocates to support MEP staff skills development
- Provide information and materials to instructional staff on scientifically-based reading strategies
- Offer family literacy opportunities to parents
- Provide high quality curriculum that is aligned with tools for assessment and progress monitoring
- Provide strategic, content-based tutoring in reading to students identified as Priority for Services
- Observe migrant instructional advocates and other instructors to identify effective practices and areas needing further development
- Utilize technology and other tools for literacy
- Emphasize language-based content instruction
- Explore the use of coaching models (academic advocates with content expertise in reading)
- Provide sustained and intensive professional development
- Hire or consult 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.)
- Maintain documentation on reading advocates consulted or employed (name, resume, and number of contact hours in consultation with MEP staff.)

**MATHEMATICS**

- Provide training to MEP staff on instructional strategies and assessments for math
- Train math coaches/advocates to support MEP staff skills development
- Hire or consult with a math advocate (e.g., a certified teacher)
- Provide information and materials to instructional staff on scientifically-based math strategies
- Offer math literacy opportunities to parents
- Provide high quality curriculum that is aligned with tools for assessment and progress monitoring
- Provide strategic, content-based tutoring in math to students identified as Priority for Services
- Observe migrant instructional advocates and other instructors to identify effective practices and areas needing further development
- Use alternative approaches (e.g., manipulatives)
- Instruct parents on using math resources in the home
- Utilize technology and other tools to promote math skills development

**GRADUATION**

- Hire qualified secondary-level advocates (grades 6-12) to assist migrant students to access services and programs
- Provide training to MEP staff on resources and strategies for secondary-aged migrant students.

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- Provide information and materials to migrant and general education staff on advocacy, credit accrual, FCAT preparation, and graduation enhancement for migrant secondary students
- Offer info on graduation enhancement to parents
- Provide PASS and Mini-PASS curricula to migrant students who are behind and need to accrue additional credits toward graduation
- Provide strategic, content-based tutoring to secondary students

**SCHOOL READINESS**

- Hire highly qualified parent educators to provide school readiness services
- Offer a content-based instructional sequence that features instruction, application to 2 or 3 children for 3-5 months, support visits from the advocates
- Meetings with colleagues and an online discussion
- Sponsor a collaborative portfolio exchange among districts and a means to share assessment tool information
- Provide training to MEP staff on instructional strategies and assessments for young children, family involvement, research-based and other promising developmentally-appropriate practices
- Offer family outreach, literacy and parent involvement opportunities to parents
- Provide high quality early childhood education curriculum that is aligned with tools for assessment and progress monitoring
- Coordinate with Head Start and other community-based agencies to allow access to education and support services for migrant children and families (See resources for full service Pre-K classes)
- Explore funding and resource collaboration to support full service and pre-k classes and other options for migrant children

**Scientific/Research-based Strategies and Models Resources**

- <http://www.findyouthinfo.gov/program-directory> - White House Program Guide: Users can search by risk factor, protector factor and program. This website has been developed through the coordination of multiple Federal agencies.
- <http://www.ojjdp.gov/mpg/> - Office of Juvenile Justice and Delinquency (OJJDP) Models Program Guide
- <http://whatworks.uwex.edu/Pages/2evidenceregistries.htm> - University of Wisconsin, Cooperative Extension - Family Living Programs – This site offers information on “research to practice” briefs, effective strategies fact sheets, effective programs, and identifies links to other evidence-based program websites.

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**APPENDIX E**

**Major Areas of Concern**

*(The strategies used to address these areas of concerns should be strategies that are unique to the Migrant Education Program.)*

<b>Area of Concern</b>	<b>Indicators</b>
<b>Educational Continuity</b>	<ul style="list-style-type: none"> <li>○ different schools</li> <li>○ different courses</li> <li>○ scheduling</li> <li>○ other</li> </ul>
<b>Instructional Time</b>  (Key information: Attendance)	<ul style="list-style-type: none"> <li>○ hours of instruction</li> <li>○ late enrollment</li> <li>○ early withdrawal</li> <li>○ days missed</li> <li>○ other</li> </ul>
<b>School Engagement</b>  (Key information: Academic and School Engagement)	<p><i>Academic Engagement:</i></p> <ul style="list-style-type: none"> <li>○ attention to tasks</li> <li>○ cultural awareness</li> <li>○ perception of education/school</li> <li>○ caring adult</li> <li>○ other</li> </ul> <p><i>School Engagement:</i></p> <ul style="list-style-type: none"> <li>○ sense of belonging</li> <li>○ peer group (positive or negative, number of migrants)</li> <li>○ home based vs. receiving school</li> <li>○ other</li> </ul>

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<b>Area of Concern</b>	<b>Indicators</b>
<b>English Language Development</b>	<ul style="list-style-type: none"> <li>○ continuity of instruction</li> <li>○ language software</li> <li>○ literacy programs and/or resources</li> <li>○ content-based tutoring</li> <li>○ other</li> </ul>
<b>Educational Support in the Home</b>	<p><i>Parents participation or non-participation in:</i></p> <ul style="list-style-type: none"> <li>○ parent/teacher conference</li> <li>○ parent organizations</li> <li>○ classroom volunteering</li> <li>○ reading/homework at home</li> <li>○ other</li> </ul>
<b>Health and Access to Services</b>	<p><i>Access or lack thereof to:</i></p> <ul style="list-style-type: none"> <li>○ Title I</li> <li>○ Other supplemental programs</li> <li>○ Advocate</li> <li>○ other</li> </ul>
	<p><i>Health:</i></p> <ul style="list-style-type: none"> <li>○ sight</li> <li>○ hearing</li> <li>○ dental</li> <li>○ general health</li> <li>○ mental health</li> <li>○ other</li> </ul>