



Title I, Part C – Education of Migratory Children and Youth

2015-2016 Application Process

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2015-2016 Part C Online Application

Highlighted changes

- The **content** of each application section is primarily the same
- The **design** of the Title I, Part C application has been revamped
 - Multiple text boxes added to application sections to ensure responses include required information
 - Need, Goal Area and Program Activities section
 - Educational Activities Charts embedded into application this year
 - Navigation menu
 - Export application options (Word or PDF formats)

2015-2016 Part C Online Application

Helpful Tips

- Save data often!
- System times out after 60 minutes of inactivity
- *Recommendation:* Complete FMEP's word version of application and convert responses into application as precautionary measure
- "Save and continue" button checks required data and directs user to next section

2015-2016 Part C Online Application – Main Menu

2014-2015 (old menu)

- General Assurances
- ◆ Program Specific Assurances
 - ◆ Collaborative Partners
 - ◆ MEP Annual Needs Assessment Process
 - ◆ Needs Statements and Activities
 - ◆ Consultation with Private School Officials
 - ◆ Priority for Services (PFS)
 - ◆ Early Childhood Component
 - ◆ Out-of-School Youth (OSY)
 - ◆ Special Areas of Concern
 - ◆ Effective Parental Involvement
 - ◆ Annual Program Evaluation Plan
 - ◆ Dissemination Plan

2015-2016 (new menu)

- DOE 100
- Budget
- General Assurances
- Program Specific Assurances
- Collaborative Partners
- Migrant Education Program Annual Needs Assessment Process
- Need, Goal Area and Program Activities:
- Consulation With Private Schools
- Priority For Services (PFS)
- Out Of School Youth
- Special Areas of Concern
- Effective Parental Involvement
- Annual Program Evaluation Process
- Dissemination Plan

2015-2016 Part C Online Application

DOE100 Form

- Forms must be completed by user with access to Title I, C online application
- Submit signed forms to the Office of Grants Management (OGM) by **June 26th**
- **Note:** Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.

2015-2016 Preliminary Allocation

The migrant allocation formula has been tested on the 2015-2016 Preliminary Allocation. The figures generated by this calculation will be loaded onto the Part C, On-Line Application.

Upon receipt of the state's award notification from USDE, final allocations will be loaded onto the on-line system and will require budget updates to reflect the revised allocations.

2015-2016 Preliminary Allocation

The **2015-2016 Preliminary Estimated Allocation** for distribution to district Migrant Education Programs (MEP) is:

\$18,720,506.00

These funds will be sub-granted using the established migrant allocation formula.

2015-2016 Preliminary Allocation

<u>District Number</u>	<u>District Name</u>	<u>Preliminary Allocation</u>
• 1	Alachua	\$658,992
• 2	Baker	\$0.00
• 3	Bay	\$14,035
• 4	Bradford	\$4,079
• 6	Broward	\$75,622
• 7	Calhoun	\$5,542
• 9	Citrus	\$20,862
• 10	Clay	\$927
• 11	Collier	\$3,254,272
• 12	Columbia	\$22,152
• 13	Dade	\$850,627
• 14	Desoto	\$470,982
• 15	Dixie	\$6,089
• 16	Duval	\$0.00
• 17	Escambia	\$136,953
• 18	Flagler	\$1,571

2015-2016 Preliminary Allocation

<u>District Number</u>	<u>District Name</u>	<u>Preliminary Allocation</u>
• 19	Franklin	\$1,000
• 20	Gadsden	\$100,300
• 21	Gilchrist	\$20,080
• 22	Glades	\$50,841
• 23	Gulf	\$509
• 24	Hamilton	\$90,557
• 25	Hardee	\$832,591
• 26	Hendry	\$1,144,903
• 28	Highlands	\$800,471
• 29	Hillsborough	\$3,135,018
• 30	Holmes	\$584
• 31	Indian River	\$55,778
• 32	Jackson	\$10,893
• 33	Jefferson	\$2,997
• 34	Lafayette	\$16,920
• 35	Lake	\$50,786

2015-2016 Preliminary Allocation

<u>District Number</u>	<u>District Name</u>	<u>Preliminary Allocation</u>
• 531	Lake Wales Charter	\$20,955
• 36	Lee	\$420,500
• 37	Leon	\$12,569
• 38	Levy	\$84,183
• 39	Liberty	\$555
• 40	Madison	\$61,707
• 41	Manatee	\$680,762
• 42	Marion	\$50,873
• 43	Martin	\$50,372
• 45	Nassau	\$0.00
• 46	Okaloosa	\$0.00
• 47	Okeechobee	\$594,935
• 48	Orange	\$215,849
• 49	Osceola	\$43,823
• 50	Palm Beach	\$1,677,922
• 51	Pasco	\$112,622

2015-2016 Preliminary Allocation

<u>District Number</u>	<u>District Name</u>	<u>Preliminary Allocation</u>
• 53	Polk	\$1,518,879
• 54	Putnam	\$280,521
• 55	St. Johns	\$10,740
• 56	St. Lucie	\$225,210
• 57	Santa Rosa	\$1,288
• 58	Sarasota	\$5,278
• 60	Sumter	\$0.00
• 61	Suwannee	\$220,587
• 62	Taylor	\$0.00
• 63	Union	\$15,003
• 64	Volusia	\$137,629
• 65	Wakulla	\$0.00
• 66	Walton	\$494
• 67	Washington	\$440,317
• 73	FSU-Lab School	\$0.00
• 74	FAMU DRS	\$0.00

Florida's Sub-Grantee Allocation Formula with 2015-2016 Data Sources

FORMULA FACTORS	DATA SOURCES	WEIGHT
1) Number of Students - Total of: <ul style="list-style-type: none"> • Served during Regular School Year • Served during the Summer • Migrant Eligible, not served. 	<ul style="list-style-type: none"> • Survey 5 Student Demographic Format <i>Students coded as Migrant Status Term B (Both) are counted once as Regular and then again as Summer.</i> 	80%
2) Student Needs – Total* of: <ul style="list-style-type: none"> • Not proficient on state assessment Reading and/or Math • Retained during the school year • Non-attenders (<i>School # 9997</i>) • Limited English Proficient (<i>LEP Codes of LY+LP</i>) • GPA of 2.0 or lower <p>* Total may exceed number of migrant students</p>	<ul style="list-style-type: none"> • State assessment data • Survey 5 Student Demographic Format • Student End of Year Status <p><i>Migrant Status Term codes used: D or E or S or B or X</i></p>	8%
3) Priority of Services – <ul style="list-style-type: none"> • Data element 	<p><i>Migrant Status Term codes used: D or E or S or B.</i></p>	11%
4) Availability of Other Funds: <ul style="list-style-type: none"> • State Average Per Pupil Expenditure (PPE) compared to the District's PPE 	<ul style="list-style-type: none"> • Prior year's PPE for both district and the State <i>Weight is added if district's PPE is considerably lower (defined as 5% or more difference) than the State's average.</i> 	1%

Obligations

- In an effort to avoid the possibility of funds reverting back to USDE, the Department has begun and will continue to review the “burn rate” of your project on a regular basis. If it appears that funds are not being expended at an appropriate ratio, expect a call from the Program Director.

2015-2016 Part C Online Application Budget Reminders

Correspond **need statements/activities goal area/topic** to the appropriate budget line items (DOE101).



2015-2016 Online Application

Budget Reminders

Budget Entry Examples

Activity	Function Code	Object Code	Account Title and Description	FTE	Amount	% Allocated to this Agreement	Delete
Provide tutoring during the	5100 - Basic (FEFP K-	510 - Supplies	Supplies - paper, pens, pencils,		1,000.00	10.00	<input type="checkbox"/>
Assist with tutoring program of	5100 - Basic (FEFP K-	150 - Aides	Aides		5,000.00	95.00	<input type="checkbox"/>

count	Activity	Function	Object	Account Title and Description	FTE	Amount
1	Provide tutoring during the regular and/or extended school day to migrant students Need area: Reading, Math, School Readiness, Graduation)	5100	510	Supplies - paper, pens, pencils, staples, paper clips (Consumable)		\$ 1,000.00
2	Assist with tutoring program of migrant students during extended day (before/during after school) Need area: Reading, Math, School Readiness, Graduation	5100	150	Aides		\$ 5,000.00

2015-2016 Part C Online Application Budget Reminders

When we review the budget we will check to see if budget items have met the **Reasonable, Allowable, Necessary (RAN)** criteria.

(See RAN handout)

2015-2016 Part C Online Application

Budget Reminders

RAN Criteria is:

- It is the guiding principal for making decisions about what services and/or materials/resources can be purchased using Title I, Part C funds.
- An “allowable activity” is an activity that meets the requirements of section 1306(b) of the statute, comports with the cost principles in the Office of Management and Budget (OMB) Uniform Guidance, and meets the applicable requirements of EDGAR, particularly Parts 76 and 80. (See also Chapter XI – “State Administration.”).

2015-2016 Part C Online Application

Budget Reminders

- In order for cost to be allowable and thus charged to the MEP, they must be:
 - Necessary and Reasonable for the proper and efficient performance and administration of the MEP
 - Allocable to the MEP under the provision of the Circular
 - Consistent with policies, regulations, and procedures that apply uniformly to both Federal and Non-Federal funds, and;
 - Permitted by the “Selected Items of Cost” in Attachment B of the Circular

2015-2016 Part C Online Application

Final Uniform Guidance on Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

- The final rule implementing the Uniform Guidance was published in the Federal Register on December 19, 2014, and became effective for new and continuation awards issued on or after December 26, 2014.
- Requirements covered in three sections:
 - I. Administrative Requirements (Subparts A – D)
 - II. Cost Principles (Subpart E)
 - III. Audit Requirements (Subpart F)
- Final document can be found at: <http://www.ecfr.gov/cgi-bin/text-idx?SID=704835d27377ef5213a51c149de40cab&node=2:1.1.2.2.1&rgn=div5>

Uniform Guidance - Crosswalk

Subpart	Old Circular
A: Acronyms and Definitions	All
B: General Provisions	All
C: Pre-Federal Award Requirements and Contents of Federal Awards	A-110 and A-89
D: Post-Federal Award Requirements	A-110 and A-102
E: Cost Principles	A-21, A-87, and A-122
F: Audit Requirements	A-133
Appendices	

2015-2016 Part C Application Online

Budget Reminders

Examples of Allowable Activities are:

- **Instructional services** (e.g., activities for preschool-age children and instruction in elementary and secondary schools, such as tutoring before and after school)
- **Support services** (e.g., acting as an advocate of migrant children, providing access to health and social service providers; providing migrant families with necessary supplies)
- **Professional development** (e.g., training programs for school personnel to enhance their ability to understand and appropriately respond to the needs of migrant children)
- **PAC and other parental involvement activities** (see Questions B11-B13 and C4-C7 in Chapter VII – “Parental Involvement”)
- **Identification and recruitment**
- **Coordination activities** with other agencies, both within the State and with other States nationwide, including the transfer of student records;
- **Comprehensive needs assessment activities**
- **Evaluation of the MEP**

2015-2016 Part C Application Online

Budget Reminders

MEP Summer Programs

If possible, include summer expenses in your MEP application to ensure funding is available (indicate expenses in activity field of budget)

NOTE: Additional summer program funds are not guaranteed

2015-2016 Part C Online Application

General and Program-Specific Assurances

- Ensure that all checkboxes are marked for each section
- Make note of **all** assurances as district agrees to comply with all conditions outlined
- General Assurances are conditions that are standard for all Federal Programs
- Program-Specific are requirements that LEA will comply with based on the program (i.e. ID&R, PFS, COS, MSIX, evaluation reporting, etc.)

Title I, Part C Project Application Technical Review Checklist

Purpose

This document designed to assist 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.

REFER TO TECHNICAL REVIEW DOCUMENT

2015-2016 Part-C Online Application

Collaborative Partners

Collaborative Partners

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, **(1)** the type and benefit of collaborative activities (e.g. facilities, resources, support services, etc.); **(2)** the type of program (e.g. federal, state, local partner, etc.); and **(3)** primary target groups to be served (e.g. migrant child, family, parent, out-of-school youth, etc.) **[NCLB Act of 2001, Section 1304]**

Example:

Partner	Type and Benefit of Collaborative Activities	Program Type(federal, state, local, etc.)	Primary Target Group(s) to be Served
Title I and III	Provide supplemental instructional services to migrant students with academic needs including English Lanugage Learner needs.	FEDERAL	K-12 STUDENTS

2015-2016 Part C On-Line Application

MEP Annual Needs Assessment Process

Needs Assessment Process [NCLB Act of 2001, Section 1306]

- Describe the Migrant Education Program annual needs assessment process and when it is conducted
- **NEW THIS YEAR** – *Separate sections for data sets*
 - Program Areas covered in this section: (1) educational data, (2) survey data (3) Out-of-School Youth (OSY) data and (4) Private School and/or other data
- For each section, 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.
- Describe what strategies and activities the LEA will implement that best address the identified needs.

****TIP: Complete needs assessment process by end of school year, i.e., in time for application.****

Navigation Menu – Need, Goal Area & Program Activities

Application Sections

- DOE 100
- Budget
- General Assurances
- Program Specific Assurances
- Collaborative Partners
- Migrant Education Program Annual Needs Assessment Process
- Need, Goal Area and Program Activities:**
- Consulation With Private Schools
- Priority For Services (PFS)
- Out Of School Youth
- Special Areas of Concern
- Effective Parental Involvement
- Annual Program Evaluation Process
- Dissemination Plan

Needs section (expanded)

- DOE 100
- Budget
- General Assurances
- Program Specific Assurances
- Collaborative Partners
- Migrant Education Program Annual Needs Assessment Process
- Need, Goal Area and Program Activities:**
- Reading Strategies
- Mathematics Strategies
- Efforts to Raise Graduation Rates
- School Readiness
- Other

2015-2016 Part C On-Line Application Need, Goal Area & Program Activities

- In this section, LEAs will describe what activity(ies) will be implemented during the 2015-2016SY to assist migrant students in the areas of mathematics, reading, graduation & school readiness
 - All components of Early Childhood are now covered in this section (**previously stand-alone section**)
- For Title I, Part C, the following Performance Indicators (see Appendix A) are required:
 - **1.4, 1.6, 1.10, 1.12, 1.13, 5.3 and 5.9**
- For each major Need/Goal Area (reading, math, graduation, and school readiness) the following will be addressed:
 - Florida Strategic Plan 2012-2018 Priority Areas (*Appendix A*)
 - Overall Required Need and Target Population to be addressed
 - Current Baseline and Anticipated Outcome data
 - Educational Activity Chart
 - Evidence-based Research
 - Resources to address each activity
 - Coordination with other federal and non-federal programs
 - Consultation with MEP/district coaches/advocates/specialist for each subject

REFER TO APPENDIX A & B

www.FLDOE.org

2015-2016 Part C On-Line Application Need, Goal Area & Program Activities

Need/Goal Area and Program Activities:

- To align application with the state's new Comprehensive Needs Assessment (CNA) and Service Delivery Plan (SDP), answers for Question #4 (activity chart) are embedded into application
- For each activity within a need area, identify:

• Activity Name/Description	• Frequency of activity
• Research-based?	• Duration of activity
• Focus/Purpose	• Anticipated Number Participants
• Funding Source	• Scientifically-based materials and/or software
• Specific target population	• Method of monitoring student progress
• PFS	• Means of tracking services
• Florida Standards	• Technology-based?
• Location	• How specialists/advocate/coach were consulted

2015-2016 Part C Online Application

School Readiness

- This section now includes information previously in stand-alone “Early Childhood Component” application section
- **For Question #9:** Describe the supportive services the LEA will provide to migratory Pre-Kindergarten children.
 - LEA does not currently serve migrant Pre-K students
 - LEA will serve migrant Pre-K students with MEP funds
 - LEA will serve/facilitate access to migrant Pre-K student with non-MEP funds
- **NOTE:** 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.
- The Pre-K site chart, is completed if the LEA indicates it will serve (or facilitate) services to Pre-K students in question #9.

2015-2016 Part C On-Line Application Need, Goal Area & Program Activities

Use SMART when writing objectives:

S – Specific

M – Measurable

A – Attainable

R – Realistic

T – Time-Specific

2015-2016 Online Part C Application Need, Goal Area & Program Activities

Review

“NEEDS, GOAL AREA & PROGRAM ACTIVITIES” TECHNICAL REVIEW CHECKLIST

REFER TO APPENDIX B

Scientific/Research-based Strategies and Model Resources

- <http://www.findyouthinfo.gov/program-directory> - White House Program Guide: Users can search by risk factor, protector factor, 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.html> 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.

REFER TO APPENDIX C

2015-2016 Part C Online Application

Consultation with Private Schools

- For this section, the consultation with private schools documentation and plan of action for the **2016-2017** school year will be found in the Title I, Part A project application. LEA must ensure that Title I, Part C is included in the documentation and plan of action.
 - **TIP:** Please work with your Title I, Part A contact to ensure that this information (response and required documents) are uploaded prior to submitting the Title I, Part C application to DOE
- MEP applicants will be required to complete two questions in this section:
 - (1) Please identify the total number of migrant Priority for Service (PFS) students in private schools.
 - (2) Please identify any additional activities conducted for migrant students in private schools, if applicable.

2015-2016 Part C Online Application

Priority for Services

Priority for Services (PFS) [NCLB Act of 2001, Section 1304 (d)]:

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 subgrantee will:

- Use Migrant Education Program funds and other resources to address the unique needs of children who meet the definition of PFS
- Document the services that these children receive
- 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)]

Links in Priority for Services TAP

Appendix B: Sample “Priority for Services Student” Log -
http://flrecruiter.org/FL_MEP/2013_14MasterTitle%20ICToolkit_%20Sep.pdf#page=52&zoom=auto,0,612

Appendix C: Data Element for Reporting Instructional Services -
<http://fldoe.org/core/fileparse.php/7729/urlt/0100187-120425.pdf>

Appendix D: Data Element for Reporting Supportive Services-
<http://fldoe.org/core/fileparse.php/7729/urlt/0100189-122160.pdf>

Appendix E: Data Element for Reporting Referred Services –
<http://fldoe.org/core/fileparse.php/7729/urlt/0100274-148188.pdf>

Appendix F: Data Element for Identifying “Priority for Services”
Students - <http://fldoe.org/core/fileparse.php/7729/urlt/0100268-148269.pdf>

2015-2016 Part C Online Application

Out-of-School Youth (OSY)

Out-of-School Youth (OSY)

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 OSY earn a GED or high school diploma. In this section, the LEA will

- Describe the strategies the MEP will implement to identify and recruit OSYs.
- Address the use of technology and OSY needs identified in the local MEP needs assessment, where applicable.
- Identify how the project will document/track services and OSY outcomes.
- Identify the educational and supportive services the local MEP will provide to or facilitate for this population

2015-2016 Part C Online Application

Out-of-School Youth (OSY)

- The LEA will report on the number of OSYs served during the 2014-2015 school year and to be served during the 2015-2016 school year.
- The information collected here links back to the state's most recent Comprehensive Needs Assessment (CNA) and Service Delivery Plan (SDP)
- The OSY chart is included in the OSY section of the application this year

<i>Please identify appropriate number <u>and</u> percent of OSYs:</i>	<i>Number Served/To be Served</i>	<i>Percent of Total OSY</i>
That <u>received</u> support to build capacity to access educational resources in their communities where they live and work		%
Who <u>will receive</u> support to build capacity to access educational resources in their communities where they live and work		%
Expressing an interest in receiving survival English skills		%
The MEP plans to provide survival English skills		%

2015-2016 Part C Online Application

Special Areas of Concern

Major Areas of Concern:

- Describe how the project will address the unique needs of eligible migrant children in the following Major Areas of Concern:
 - Educational Continuity
 - Instructional Time
 - School Engagement
 - English Language Development
 - Educational Support in the Home
 - Health
 - Access to services

NOTE: In the first three areas – migrant children/students/youth are the focus population; in the last four areas migrant children and parents are the focus population.

- In addition to providing a response for each Special Area of Concern, applicants will be required to provide the following projected data:
 - (1) Identify an expected number **and** percent of migrant families and youth who will receive services related to nutrition, vision and hearing screenings and dental hygiene

REFER TO APPENDIX D

2015-2016 Part C Online Application

Parental Involvement

Effective Parental Involvement [NCLB Act of 2001, Section 1304 (c)(3)(A)(B)]:

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). In this section the LEA will,

- Indicate the proposed number of MPAC meetings that will be held during the school year.
- Describe the ways in which the LEA will consult with the local MPAC.

Parental involvement, advocacy, outreach, and family literacy should be conducted in a format and language understandable to parents.

- Summarize what the LEA learned from responses to the survey questions on the Parent Involvement Surveys completed during the prior school year. Address the results by each grade grouping (Pre-K, K-5 & 6-12), where applicable.
- Given these survey and other needs assessment results, identify what activities implemented to increase parental involvement.

2015-2016 Part C Online Application Annual Evaluation Process

Annual Evaluation Process [NCLB Act of 2001, Section 1304 (c)(5)]:

- Describe the project's annual program evaluation process in addition to state reporting requirements.
- Describe how the LEA will utilize evaluation results to strengthen and/or modify existing plans to best serve migratory children/families.

NOTE - Required with Law: EDGAR 34 CFR 200.84 and 200.85; Sections 1304(b)(1)(D) and (c)(5), P.L.107-110

2015-2016 Part C Online Application Dissemination Plan

- 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 progress made in attaining the LEA's goals and objectives.
- Identify 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.

2015-2016 Part C Online Application

Application deadline:

JUNE 26, 2015



All glory comes from **daring** to begin...

Eugene F Ware

A child without education, is like a bird without wings.
~Tibetan proverb

"The whole purpose of education is to turn mirrors into windows."

Stoner J. Harris



Real education should consist of drawing the goodness and the best out of our own students. What better books can there be than the book of humanity?

(Cesar Chavez)

izquotes.com

"LEARNING IS A TREASURE WHICH ACCOMPANIES ITS OWNER EVERYWHERE."
-CHINESE PROVERB

"Children must be taught **HOW TO THINK,** not what to think."

Margaret Mead



The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.

(Martin Luther King, Jr.)

The quality of the relationships that students have in class with their peers and teachers is important to their success in school.

"Education is the most powerful weapon we can use to change the world."

- Nelson Mandela

"SUCCESS ISN'T A RESULT OF SPONTANEOUS COMBUSTION. YOU MUST SET YOURSELF ON FIRE." - ARNOLD H. GLASOW

If a child can't learn the way *we* teach, maybe we should **teach** the way *they* learn.

- Ignacio Estrada

TO EDUCATE A CHILD IS TO TURN WALLS INTO DOORS

Education is not the learning of facts, but the training of the mind to think.

~Albert Einstein

teachwithajot.com

Success isn't just about what you accomplish in your life it's about what you inspire others to do

"I am not a teacher, but an awakener"

Robert Frost

Educating the mind without educating the heart is no education at all.
-Aristotle

gettyimages.com

"Education is all a matter of building bridges."

Ralph Ellison

"In the 21st century, the best anti-poverty program around is a world-class education."
- President Barack Obama



THE BEAUTIFUL THING ABOUT LEARNING IS THAT NO ONE CAN TAKE IT AWAY FROM YOU

BB KING

What is your inspiration?

In Migrant, we are not the thinkers inside the box...recently, we have been the thinkers outside the box.

Now we need to realize **there is no box, no limit to what our programs and students can achieve!**

Carol Gagliano

Title I, Part C – MEP

Contact Information

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Florida Migrant Education Program

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