

**2015-2016 Technical Review Checklist
Title I, PART C
PROJECT APPLICATION**

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.

SECTION/COMPONENT	<u>MINIMUM</u> CONTENT REQUIREMENTS
<p>DOE 100A 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><input type="checkbox"/> Date DOE 100A submitted _____</p>
<p>DOE 101 BUDGET NARRATIVE</p> <p>Identify budget items and expenditures linked to the activities of this project.</p>	<p>Budget items need to be linked directly to the needs/goals and activities detailed in the project application and should not supplant funding for state, district and local mandated activities.</p> <p>NOTE 1: To facilitate completing the budget narrative, in the “Activity” column, identify the relevant Need Statement and Activities topic/subject area, e.g., Reading, Mathematics, Graduation, School Readiness, Out-of-School Youth (OSY), Parent Involvement, Support Services, etc.</p> <p>NOTE 2: In the “Account Title and Description” column, after the account title, provide description for the item. For example, (a) For salaries, identify the job position, primary responsibility, and number of staff for this line item (b) For supplies, identify items that will be purchased</p>

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<p>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]</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>NOTE: Description should detail plan for continuous collaboration with the collaborative partners throughout the project period.</p>
<p>MIGRANT EDUCATION PROGRAM (MEP) ANNUAL NEEDS ASSESSMENT PROCESS</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, survey data, Out-of-School Youth identification/recruitment/service data, private schools/student request for services data, pre-kindergarten children data, Priority for Services (PFS) student data, etc. is used to develop an overall picture of the needs of the migrant service population of the local MEP as well as what needs will be addressed by the LEA. [NCLB Act of 2001, Section 1306]</p>	<p>The needs assessment process in this section would include a description of how data from multiple sources (shown below) is used to develop an overall picture of the needs of the migrant service population of the local MEP, as well as, what needs will be addressed by the LEA.</p> <ul style="list-style-type: none"> • Educational data (state assessment, GPA, annual learning gains, graduation, school readiness, PFS, attendance, retention, etc.), • Survey data (parent, staff, student, community, other stakeholders), • Out-of-School Youth data (identification/recruitment/service, OSY Profile), • Private schools or other data (student request for services data) <p>For each data grouping above, identify (1) the methods used to collect data; (2) the results; and (3) what the data reveals about the needs and services in your district. In the description, include reference to how LEA will prioritize the unique needs of migratory children .In combination, the answers to the questions above would illustrate how the LEA conducts its migrant needs assessment process.</p> <p>The results of the assessment will provide direction to the LEA on what to do to address the identified needs. To that end, <u>briefly</u> describe what major strategies and activities the LEA will implement that best address the identified needs. A more <u>detailed</u> accounting of strategies and activities will be developed by LEA in the Need, Goal Area and Program Activities section of the application.</p>

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<p>NEED, GOAL AREA AND PROGRAM ACTIVITIES - READING</p> <p>For Title I, Part C, the following Performance Indicators related to reading are required: 1.4 and 1.12 (see Performance Indicators in Appendix A). 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 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.</p>	<p>For Reading: Indicate the overall need and target population, actual outcomes, anticipated outcome for 2015-2016, proposed activities* intended to address identified needs, research and citation for activities, coordination with other federal and non-federal program and partners (i.e.; Title I, Part A, Title I, Part D, Title III, Title X, and/or Title VI, Part B, Subpart 2), and how the LEA will consult with district/MEP reading coach/advocate/specialist to improve literacy skills of migrant students.</p> <p>* For each proposed activity: identify the activity name, whether it is research-based or not, focus/purpose, funding source, target population, PFS, Florida Standard (FS), location, frequency, total duration, anticipated # students participating per year, scientifically-based materials and/or software used, how student progress monitored, how services tracked, and if technology used.</p> <p>To assist in the development of this section in the MEP Project Application, REFER TO THE FOLLOWING:</p> <ul style="list-style-type: none"> • Instructions for Completing the Need, Goal Area, and Program Activities Sections including the <u>Sample Responses for Migrant Specific Prioritized Need and Activities</u> chart (Appendix B)
<p>NEED, GOAL AREA AND PROGRAM ACTIVITIES - MATHEMATICS</p> <p>For Title I, Part C, the following Performance Indicators related to mathematics are required: 1.6 and 1.13 (see Performance Indicators in Appendix A). 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 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.</p>	<p>For Mathematics: Indicate the overall need and target population, actual outcomes, anticipated outcome for 2015-2016, proposed activities* intended to address identified needs, research and citation for activities, coordination with other federal and non-federal program and partners (i.e.; Title I, Part A, Title I, Part D, Title III, Title X, and/or Title VI, Part B, Subpart 2), and how the LEA will consult with district/MEP mathematics coach/advocate/specialist to improve mathematics skills of migrant students.</p> <p>* For each proposed activity: identify the activity name, whether it is research-based or not, focus/purpose, funding source, target population, PFS, Florida Standard (FS), location, frequency, total duration, anticipated # students participating per year, scientifically-based materials and/or software used, how student progress monitored, how services tracked, and if technology used.</p> <p>To assist in the development of this section in the MEP Project Application, REFER TO THE FOLLOWING:</p> <ul style="list-style-type: none"> • Instructions for Completing the Need, Goal Area, and Program Activities Sections including the <u>Sample Responses for Migrant Specific Prioritized Need and Activities</u> chart (Appendix B)

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<p>NEED, GOAL AREA AND PROGRAM ACTIVITIES – EFFORTS TO RAISE GRADUATION RATES</p> <p>For Title I, Part C, the following Performance Indicators related to graduation are required: 5.3 and 5.9 (see Performance Indicators in Appendix A). 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 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, dropout 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.</p>	<p>For Efforts to Raise Graduation Rates: Indicate the overall need and target population, actual outcomes, anticipated outcome for 2015-2016, proposed activities* intended to address identified needs, research and citation for activities, coordination with other federal and non-federal program and partners (i.e.; Title I, Part A, Title I, Part D, Title III, Title X, and/or Title VI, Part B, Subpart 2), and how the LEA will consult with district/MEP secondary advocate/specialist to improve the graduation rate of migrant students.</p> <p>* For each proposed activity: identify the activity name, whether it is research-based or not, focus/purpose, funding source, target population, PFS, Florida Standard (FS), location, frequency, total duration, anticipated # students participating per year, scientifically-based materials and/or software used, how student progress monitored, how services tracked, and if technology used.</p> <p>To assist in the development of this section in the MEP Project Application, REFER TO THE FOLLOWING:</p> <ul style="list-style-type: none"> • Instructions for Completing the Need, Goal Area, and Program Activities Sections including the <u>Sample Responses for Migrant Specific Prioritized Need and Activities</u> chart (Appendix B)
<p>NEED, GOAL AREA AND PROGRAM ACTIVITIES – SCHOOL READINESS</p> <p>For Title I, Part C, the following Performance Indicator related to school readiness is required: 1.10 (see Performance Indicators in Appendix A). 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 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. The LEA must complete the following section even if the MEP currently does not have any migrant Pre-K children in order to indicate its plan of action if they were to arrive in your service area. For instructional/supportive services provided to migrant preschoolers in the area of emergent literacy, emphasis should be given to 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.</p>	<p>For School Readiness: Indicate the overall need and target population, actual outcomes, anticipated outcome for 2015-2016, proposed activities* intended to address identified needs, research and citation for activities, coordination with other federal and non-federal program and partners (i.e.; Title I, Part A, Title I, Part D, Title III, Title X, and/or Title VI, Part B, Subpart 2), and how the LEA will consult with district/MEP Pre-K teacher/paraprofessional to improve school readiness skills of migrant students.</p> <p>* For each proposed activity: identify the activity name, whether it is research-based or not, focus/purpose, funding source, target population, PFS, Florida Standard (FS), location, frequency, total duration, anticipated # students participating per year, scientifically-based materials and/or software used, how student progress monitored, how services tracked, and if technology used.</p> <p>To assist in the development of this section in the MEP Project Application, REFER TO THE FOLLOWING:</p> <ul style="list-style-type: none"> • Instructions for Completing the Need, Goal Area, and Program Activities Sections including the <u>Sample Responses for Migrant Specific Prioritized Need and Activities</u> chart (Appendix B)

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<p>NEED, GOAL AREA AND PROGRAM ACTIVITIES – OTHER</p> <p>Describe any additional proposed activities to be implemented to address other needs of migrant students and families. Activities must include, but not be limited to activities 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. The proposed activities are supplementary and do not supplant existing state and locally funded activities and required services.</p>	<p>For Other: Indicate the relevant Florida Strategic Plan Priority Area, Florida Migrant Education Program (FMEP) Performance Indicator, overall need and target population, actual outcomes, anticipated outcome for 2015-2016, proposed activities* intended to address identified needs, and coordination with other federal and non-federal program and partners (i.e.; Title I, Part A, Title I, Part D, Title III, Title X, and/or Title VI, Part B, Subpart 2).</p> <p>* For each proposed activity: identify the activity name, whether it is research-based or not, focus/purpose, funding source, target population, PFS, Florida Standard (FS), location, frequency, total duration, anticipated # students participating per year, scientifically-based materials and/or software used, how student progress monitored, how services tracked, and if technology used.</p> <p>To assist in the development of this section in the MEP Project Application, REFER TO THE FOLLOWING:</p> <ul style="list-style-type: none"> • Instructions for Completing the Need, Goal Area, and Program Activities Sections including the <u>Sample Responses for Migrant Specific Prioritized Need and Activities chart (Appendix B)</u>
<p>CONSULTATION WITH PRIVATE SCHOOL OFFICIALS</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 2016-2017. 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. For Title I, Part C, children who attend private school are eligible to receive MEP services if they meet the statutory and regulatory definition of a migrant child and 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>For details, refer to the US Department of Education’s Non-Regulatory Guidance for Private Schools: Title I, Part A: http://www.ed.gov/programs/titleiparta/psguidance.doc Title I Tool Kit: http://www.fl DOE.org/bsa/title1/titleitoolkit.asp http://www.ed.gov/policy/elsec/leg/esea02/pg111.html</p>	<p>The LEA required to answer the following questions in this section: (1) Identify the total number of migrant PFS students in private schools; and (2) Identify any additional activities conducted for migrant students in private schools, if applicable.</p>

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<p>PRIORITY FOR SERVICES</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">A. Scored at Level 1 or Level 2 on state assessment; orB. Is an English Language Learner (ELL); orC. Has an age/grade discrepancy; orD. Was retained during the school year; orE. Is at risk of failing to meet state graduation requirements in one of the following areas:<ul style="list-style-type: none">i. An unweighted GPA of 2.0 or below, orii. Insufficient credits for promotion or graduation; <p>AND</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 Priority for Services Technical Assistance Paper (PDF). [NCLB Act of 2001, Section 1304 (d)]</p>	<p>For the PFS Action Plan, LEA required to answer the following questions in this section:</p> <ul style="list-style-type: none">(1) 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.(2) Indicate how the LEA will document the services that these children receive.(3) Describe how the LEA will evaluate the impact of services provided on student achievement. <p>NOTE: Sample plan included in the Priority for Services Technical Assistance Paper.</p>
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<p>OUT-OF-SCHOOL YOUTH (OSY)</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.).</p>	<p>In this section, describe the strategies the local MEP will implement to identify and recruit OSYs. Identify how the LEA will incorporate learning opportunities utilizing technology. In your description, identify how the project will document/track services and OSY outcomes.</p> <p>Identify if the OSY served OSYs in the 2014-15 school year (SY). [Yes/No response] If so, identify number served.</p> <p>If LEA served OSYs in the 2014-15 SY, provide appropriate numbers and percents in table that follows. If LEA did not serve OSYs during 2014-15 SY, provide a projected goal for number; leave percent column blank.</p> <p>Identify appropriate number <u>and</u> percent of OSY:</p> <ul style="list-style-type: none"> • That received support to build capacity to access educational resources in their communities where they live and work, • Who will receive support to build capacity to access educational resources in their communities where they live and work • Expressing an interest in receiving survival English skills • MEP plans to provide survival English skills <p>Lastly, identify the types of educational (i.e. mini-lessons) and supportive services that the local MEP will provide or facilitate for this population.</p>
<p>SPECIAL AREAS OF CONCERN</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>MAJOR AREAS OF CONCERN:</p> <ul style="list-style-type: none"> • EDUCATIONAL CONTINUITY • INSTRUCTIONAL TIME • SCHOOL ENGAGEMENT 	<p>Descriptions for these areas of concern should identify the supports the LEA will provide to migrant children/students to reduce the impact of these concerns on the academic success of the children/students. 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 align="center">REFER TO APPENDIX D for strategies related to each Area of Concern</p>

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<p>MAJOR AREAS OF CONCERN:</p> <ul style="list-style-type: none"> • ENGLISH LANGUAGE DEVELOPMENT • EDUCATIONAL SUPPORT IN THE HOME • HEALTH AND ACCESS TO SERVICES 	<p>Descriptions for these areas of concern should identify the supports the LEA will provide to migrant children/students/youth <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 <u>and</u> 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;">REFER TO APPENDIX D for strategies related to each Area of Concern</p>
<p>EFFECTIVE PARENTAL INVOLVEMENT</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). Parental involvement, advocacy, outreach, and family literacy should be conducted in a format and language understandable to parents.</p>	<p>In this section the LEA required to answer the following questions in this section:</p> <p>(1) 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. <i>[In your response, be sure to describe the parental involvement activities that will be conducted and the ways in which the program will ensure that meaningful consultation with parent occurs and is documented.]</i></p> <p>(2) Summarize what the LEA learned from responses to the survey questions on the Parent Involvement Surveys completed during the prior school year. Please address the results by each grade grouping (Pre-K, K-5 & 6-12), where applicable.</p> <p>(3) Given these survey and other needs assessment results, what activities will be implemented to increase parental involvement?</p>

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<p>ANNUAL PROGRAM EVALUATION PROCESS</p> <p>Per Program Specific Assurance, the LEA is required to complete the evaluation and reporting requirements of the mandatory Florida MEP mid-year and annual evaluation. In addition to this requirement, the LEA will describe its overall evaluation process. The LEA will discuss how information from their evaluation used to improve the program and student educational outcomes.</p>	<p>In this section the LEA required to answer the following questions in this section:</p> <p>(1) Describe the project's annual program evaluation process in addition to state reporting requirements. [NCLB Act of 2001, Section 1304 (c)(5)] <i>[In your response, be sure to provide an explanation of the evaluation process, type of data collected, and how data used to design programs that will facilitate the highest level of student achievement.]</i></p> <p>(2) How will the LEA utilize evaluation results to strengthen and/or modify existing plans to serve migratory children/families? <i>[In your response, be sure to identify how the project has used evaluation data in the past to inform programmatic decision-making.]</i></p>
<p>DISSEMINATION PLAN</p> <p>The LEA will describe a plan for disseminating general program information and program outcomes to ensure that migratory families and other stakeholders receive appropriate, timely, and understandable (clear information provided in the parents' native language(s)), notification of the migrant services offered to them and their children.</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 <u>steps</u> 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>In your description, 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 & 2015-2016 Title I, Part C Project Application Program Performance Indicators

Florida Priority	Florida Performance Indicator	Florida MEP Related Performance Indicator
Priority: Improve kindergarten readiness	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.
Priority: Increase the percentage of students performing at grade level	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.
Priority: Increase high school graduation rates	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 state assessment.</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>
Priority: Improve college readiness	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.
Priority: Expand digital education	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 Need, Goal Area, and Program Activities sections of the Title I, Part C Project Application.**

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APPENDIX B

Instructions for Completing the Need, Goal Area, and Program Activities Sections

Performance Indicators

In the Need, Goal Area, and Program Activities section, relevant performance indicators pre-selected for Reading, Mathematics, Efforts to Raise Graduation, and School Readiness goal areas. If the applicant chooses to address an additional goal area under “Other,” then they would need to select the appropriate performance indicators to align with the proposed need, goal area, and program activities.

For a guide, in completing the Needs, Goal Area and Program Activities section see, **Sample Responses for Migrant Specific Prioritized Needs and Activities Sections** that follows.

1) Need and Target Population:

Checkboxes for the most common Need and Target Population to be addressed for each goal area is available. The applicant is able to select multiple boxes. **At minimum, select the Required Need and Target Population for each goal area, (see Specific Prioritized Needs and Activities Sections for guidance).**

Examples

a. School Readiness (performance indicator **1.10**) addressed with the Need and 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 or other standardized assessment.”**

b. Reading (performance indicators **1.4 and 1.12**) needs to be addressed with at minimum **two required** Need and Target Populations entitled **“Migrant students in grades 3-12 who have not met the proficient level in reading on the State's assessment (Florida Standards Assessment (FSA) and “Decreasing the GPA between migrant and non-migrant students who scored at or above the proficiency level in reading or mathematics.”**

Additional Need and Target Populations may be selected for reading, however, for each, an actual and anticipated outcome statement must be identified.

REMINDER: 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 need/goals areas as determined by the State Comprehensive Needs Assessment and Service Delivery Plan, which are identified by Performance Indicators (PI) 1.4, 1.6, 1.10, 1.12, 1.13, 5.3, and 5.9

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2) Actual Outcome/Baseline(s):

Identify the Actual Outcome/Baseline(s) as the basis for the identified Need and Target Population and provide the Data Source. In this section, when identifying current baseline information use **2014-15** data where available. Use the SMART method when identifying the baseline, that is, the baselines(s) must be specific, measurable, achievable, relevant, and time-specific (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, Goal Area and Program Activities section see, **Sample Responses for Specific Prioritized Needs and Activities Sections** that follows.

3) 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 **2014-15** data. Use the SMART method when identifying the anticipated outcome, that is, the outcome(s) must be specific, measurable, achievable, relevant, and time-specific (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.

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. In addition, describe the school readiness strategies the project will facilitate or implement to enhance efforts to increase the number of prekindergarten children who demonstrate readiness. In the online subject-specific activity chart, for each activity, identify the following:

- Activity name
- Whether activity is scientific or research-based (*select Yes/No*)
- Focus/Purpose (*select from available options*)
- Funding Source (Migrant Only, Partner Only, Migrant Contributed, Other) (*select from available options*)
- Target Population – Ages (*select from available options*)
- 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*) (*select from available options*)
- Location
- Frequency of activity (*select from available options*)
- Duration (*specified in hours*)
- Anticipated total students participating per year (*only whole number response allowed*)
- Scientifically-based supplementary materials and software to be used
- How progress will be monitored
- How services will be tracked
- If technology used or not (*select Yes/No*)

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

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 and citing the source for the research.

6) Coordination with Other Federal and Non-Federal Programs and Collaborative Partners

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

7) Describe how the LEA consulted with the district/MEP coach/advocate/specialist specific to the Need and Goal area (reading, mathematics, graduation, and school readiness) to assist in improving academic performance of migrant students.

Be specific in your response. Provide concrete activities and expectation for the type of consultation that will occur.

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Sample Responses for Migrant Specific Prioritized Needs and Activities Sections

Identify how the goal area and needs of the LEA’s migrant children addressed with proposed program activities. The needs must at a minimum, target the four need/goals areas as determined by the State Comprehensive Needs Assessment and Service Delivery Plan, which are identified by Performance Indicators (PI) 1.4, 1.6, 1.10, 1.12, 1.13, 5.3, and 5.9. **For outcomes – use best estimate for baseline and goal on FSA.** If there are circumstances in which information is not readily available, the LEA may use data from the previous school year (i.e., 2013-2014). Please use the SAMPLE responses below as a guide in completing this part of the Need, Goal Area, and Program Activities section of application.

Need, Goal Area, and Program Activities: READING (PI 1.4 and 1.12)						
Q1 Identified Need and Target Population <i>(Select appropriate checkboxes)</i> The Need and Target Populations shown below are required.	Q2 Actual Outcomes/ Baseline from Most Recent Results *The response must identify the % students affected and data source used to measure.	Q3 Anticipated Outcome *The response must identify the % students affected and data source used to measure.	Q4 Describe Activity(ies) Implemented to Address Identified Need	Q5 Evidence Based Research	Q6 Coordination with Federal and Non-federal Programs & Collaborative Partners outside of LEA and Resources	Q7 Describe how LEA Consulted with district/MEP Reading Coach/Advocate/ Specialist
<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>2014-15 FSA data indicates that []% of migrant students met the proficiency target in reading/ language arts.</p> <p>and</p> <p>2014-15 FSA data indicates that the achievement gap in reading between migrant and non-migrant students was measured as []%.</p>	<p>By the end of the 2015-16 school year, []% of the migrant students tested will score proficient in reading/language arts as measured by FSA data reports.</p> <p>and</p> <p>By the end of the 2015-16 school year, reading achievement gap between migrant and non-migrant students will decrease by []% as measured by FSA data reports.</p>	See chart in application	<p><u>Description:</u> The research indicates that the curriculum is an effective tool for increasing literacy and comprehension. The researchers found that</p> <p><u>Cite the Source:</u> <i>(Insert the formal source of the research).</i></p>	<p>Title I Reading Center will be used as the facility.</p> <p>Best University will offer volunteer trained tutors for in-home instructional support for students.</p>	<p>The Reading Coaches at each school migrant students attend will review instructional materials the MEP uses in tutoring prior to use. Bi-weekly meetings will occur between MEP advocates and the Reading Coaches to discuss student progress. (Date, persons in attendance, students discussed, and content of meetings documented.)</p>

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Need, Goal Area, and Program Activities: MATHEMATICS (PI 1.6 and 1.13)						
Q1 Identified Need and Target Population (Select appropriate checkboxes) The Need and Target Populations shown below are required.	Q2 Actual Outcomes/ Baseline from Most Recent Results *The response must identify the % students affected and data source used to measure.	Q3 Anticipated Outcome *The response must identify the % students affected and data source used to measure.	Q4 Describe Activity(ies) Implemented to Address Identified Need	Q5 Evidence Based Research	Q6 Coordination with Federal and Non-federal Programs & Collaborative Partners outside of LEA and Resources	Q7 Describe how LEA Consulted with district/MEP Mathematics Coach/Advocate/Specialist
<p>Migrant students in grades 3-12 who have not met the proficient level in mathematics 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>2014-15 FSA data indicates that []% of migrant students met the proficiency target in mathematics.</p> <p>and</p> <p>2014-15 FSA data indicates that the achievement gap in mathematics between migrant and non-migrant students was measured as []%.</p>	<p>By the end of the 2015-16 school year, []% of the migrant students tested will score proficient in mathematics as measured by FSA data reports.</p> <p>and</p> <p>By the end of the 2015-16 school year, mathematics achievement gap between migrant and non-migrant students will decrease by []% as measured by FSA data reports.</p>	See chart in application	<p><u>Description:</u> The research indicates that the curriculum is an effective tool for increasing critical mathematic problem solving skills. The researchers found that</p> <p><u>Cite the Source:</u> (Insert the formal source of the research).</p>	<p>Title I will cover some of the cost for supplies used during afterschool mathematics tutoring.</p> <p>Best University will offer volunteer trained tutors for in-home instructional support for students.</p>	<p>The Mathematics Coaches at each school migrant students attend will review instructional materials the MEP uses in tutoring prior to use. Bi-weekly meetings will occur between MEP advocates and the Mathematics Coaches to discuss student progress. (Date, persons in attendance, students discussed, and content of meetings documented.)</p>
Need, Goal Area, and Program Activities: EFFORTS TO RAISE GRADUATION (PI 5.3 and 5.9)						
Q1 Identified Need and Target Population (Select appropriate checkboxes) The Need and Target Populations shown below are required.	Q2 Actual Outcomes/ Baseline from Most Recent Results *The response must identify the % students affected and data source used to measure.	Q3 Anticipated Outcome *The response must identify the % students affected and data source used to measure.	Q4 Describe Activity(ies) Implemented to Address Identified Need	Q5 Evidence Based Research	Q6 Coordination with Federal and Non-federal Programs & Collaborative Partners outside of LEA and Resources	Q7 Describe how LEA Consulted with district/MEP Secondary Advocate/Specialist
<p>Migrant students in grade-12 who may be at risk of dropping out or who may not graduate</p>	<p>2014-15 graduation data indicates that []% of migrant seniors did not</p>	<p>By the end of the 2015-16 school year 100% of migrant seniors will graduate</p>	See chart in application	<p><u>Description:</u> PASS is an evidence-based program that provides key pen</p>	<p>For PASS: None</p> <p>For tutorials: Title I</p>	<p>The MEP Secondary Advocate (certified in guidance counseling)</p>

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<p>with a regular high school diploma or GED in current school year.</p> <p>OR</p> <p>Middle school and secondary migrant students in grades 8-12 who may be at risk of dropping out, not being promoted, or who may not be on track to graduate 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) between migrant and non-migrant students</p>	<p>graduate due to not passing the exams, insufficient credit or low GPA.</p> <p>Data Source: 2014-15 exam data, graduation data, credit accrual and GPA data reports.</p> <p>and</p> <p>2014-15 graduation data indicates that the gap in the graduation rate between migrant students and non-migrant students is [redacted] %.</p> <p>Data Source: 2014-15 exam data, graduation data, credit accrual and GPA data reports.</p>	<p>with a standard high school diploma.</p> <p>and</p> <p>By the end of the 2015-16 school year the graduation rate gap between migrant and non-migrant students will decrease by [redacted] % as measured by graduation data (credit accrual, exam data, GPA data)</p>		<p>and paper-based credit-bearing courses designed specifically for migrant student.</p> <p><u>Cite the source:</u> <i>(Insert the source of the any evidence-based research).</i></p> <p>and</p> <p><u>Description:</u> Yes, it is Evidence Based. Research on the effectiveness of the curriculum was conducted by...and shows that...</p> <p><u>Cite the Source:</u> <i>(Insert the source of the research).</i></p>	<p>Reading Center will be used as the facility.</p>	<p>will review every migrant high school students' records to assess progress. Guidance counseling services at the high schools utilized first to ensure student receives needed services/support to be line with graduation requirements. Where appropriate, the MEP Secondary Advocate will be consulted to assist migrant high students with completing college and scholarship applications.</p>
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Need, Goal Area, and Program Activities: OTHER (PIs need to be determined by LEA as appropriate for the activity)					
Florida Strategic Plan Priority Area	FMEP Performance Indicator	Q1 Actual Outcomes/ Baseline from Most Recent Results	Q2 Anticipated Outcome	Q3 Describe Activity(ies) Implemented to Address Identified Need	Q4 Coordination with Federal and Non-federal Programs & Collaborative Partners outside of LEA and Resources
Select all that apply: <input type="checkbox"/> Improve kindergarten readiness <input checked="" type="checkbox"/> Increase the percentage of student performing at grade level <input checked="" type="checkbox"/> Increase high school graduation rates <input type="checkbox"/> Expand digital education	Select all that apply: <input type="checkbox"/> 1.5 <input type="checkbox"/> 1.9 <input type="checkbox"/> 1.11 <input type="checkbox"/> 1.14 <input type="checkbox"/> 1.15 <input checked="" type="checkbox"/> 5.4 <input type="checkbox"/> 5.6	2013-14 and 2014-15 comparison GPA data indicates [redacted] % migrant students in grades 9-12 increased their GPA.	By the end of the 2015-16 school year, migrant students in grades 9-12 will demonstrate an increase in GPA as measured by 2013/14 and 2014/15 comparison of GPA data.	See chart in application	Title I, Part A will partially cover cost of afterschool tutors. Best Library in Town study room used as the facility for afterschool tutoring.

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Need, Goal Area, and Program Activities: School Readiness (PI 1.10)							
Q1 Identified Need and Target Population (Select appropriate checkboxes) The Need and Target Populations shown below are required.	Q2 Actual Outcomes/ Baseline from Most Recent Results *The response must identify the % students affected and data source used to measure.	Q3 Anticipated Outcome *The response must identify the % students affected and data source used to measure.	Q4 Describe Activity(ies) Implemented to Address Identified Need	Q5 Evidence Based Research	Q6 Coordination with Federal and Non-federal Programs & Collaborative Partners outside of LEA and Resources	Q7 Describe how the LEA/MEP Pre-K teacher/paraprofessional assisted with implementation of activities.	Q8 Describe how the project will collect & document assessment data as well as monitor all migrant Pre-K children enrolled in local formal Pre-K/VPK programs.
<p>REQUIRED NEED/TARGET POPULATION: Migrant kindergarten children who received migrant funded or facilitated Pre-K services that demonstrate school readiness as measured by the State's assessment or other standardized assessment.</p> <p>MAY ADD AN ADDITIONAL NEED/TARGET POPULATION: Prekindergarten migrant children not receiving migrant funded or facilitated early childhood services in preparation for enrolling into kindergarten</p>	<p>2014-15 Readiness data reports indicate that []% of migrant kindergarten children demonstrated school readiness as measured by state's school readiness assessment.</p> <p>and</p> <p>ADD IF INCLUDE ADDITIONAL POPULATION: 2014-15 Pre-K program participation data indicate that []% of Pre-K migrant students receive Pre-K services.</p>	<p>By the end of the 2015-16 school year all 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>And</p> <p>ADD IF INCLUDE ADDITIONAL POPULATION: By the end of the 2015-16 school year, the percent of Pre-K migrant students who receive Pre-K services will increase by []% as measured by Pre-K participation data reports.</p>	See chart in application	<p><u>Description:</u> The research shows that early learning programs and activities that focus on phonics...</p> <p><u>Cite the Source:</u> (Insert the source of the research).</p>	<p>Classroom in Cedar Elementary will be used for Pre-K Program.</p> <p>RCMA, Head Start, & Title I, Part A Pre-K Programs</p>	The MEP Pre-K teacher and paraprofessional were instrumental in preparing the classroom when pre-K instruction began....	The MEP has a memorandum of agreement with all the local Pre-K/VPK programs to allow the MEP to obtain migrant student school readiness assessment data. Parent consent for each migrant student enrolled in these programs obtained prior to obtaining assessment data. In addition, during home visit, MEP staff inquire and discuss with parents progress updates of the migrant Pre-K students enrolled in these programs

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In addition to the School Readiness questions #1 - #8 above, the LEA must answer question #9.

The content and layout of this question is similar to last year. All LEAs submitting a Title I, Part C Project Application, must complete question #9 - Early Childhood Component. This area 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.

9. 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 w
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.

Local MEP will serve/facilitate services for prekindergarten children with non-migrant funds; include those served through in-home instruction.

If the second or third or both option(s) is/are checked in Section 1, the user will be required to complete the site chart (see below) found in section two. In section two, the LEA indicates the sites and projected costs to serve and/or facilitate services to migrant Prekindergarten children. Specifically, on the site chart, the LEA indicates: (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.

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9. 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 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.
- Local MEP will serve/facilitate services for prekindergarten children with non-migrant funds; include those served through in-home instruction.

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 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 migrant students to be served at each site by age span	Delete
<input type="text"/>	<input type="text" value="-- choose a site --"/> <input type="text" value="Other Site if not listed"/>	\$ <input type="text"/>	<input type="text"/>	<input type="text"/> <input type="text"/>	Delete
<input type="button" value="Add New Row"/>					

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APPENDIX C

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> – U.S. Government Program Guide: Users can search by keyword, risk factor or protector factor. This website developed through the coordination of multiple Federal agencies.
- <http://www.ojjdp.gov/mpg/> - Office of Juvenile Justice and Delinquency (OJJDP) Models Program Guide
- <http://fyi.uwex.edu/whatworkswisconsin/> - 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 D

Major Areas of Concern

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

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

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