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

2014-2015
Application Process

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Title I, Part C Project Application Review Checklist

Purpose

This document is designed to provide assistance to Local Educational Agencies (LEAs) in the development of a clearly defined project application that adequately addresses each section/component to a degree that will facilitate a satisfactory and expeditious project review process.

REFER TO TECHNICAL REVIEW DOCUMENT

2014-2015
Preliminary Allocation

The **2014-2015 <u>Preliminary</u> Estimated Allocation** for distribution to district Migrant Education Programs (MEP) is:

$18,820,506.00

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

Florida's Sub-Granting Formula with 2012-2013 Data Sources

FORMULA FACTORS	DATA SOURCES	WEIGHT
1) Number of Students - Total of: • Served during Regular School Year • Served during the Summer • Migrant Eligible, not served.	• Survey 5 Student Demographic Format *Students coded as Migrant Status Term B (Both) are counted once as Regular and then again as Summer.*	**80%**
2) Student Needs – Total* of: • Level 1 or 2 on FCAT Reading and/or Math • Retained during the school year • Non-attenders *(School #9997)* • English Language Learners *(ELL Codes of LY+LP)* • GPA of 2.0 or lower * *Total may exceed number migrant student*	• FCAT data • Survey 5 Student Demographic Format • Student End of Year Status *Migrant Status Term codes used: D or E or S or B or X*	**8%**
3) Priority for Services: • Migrant Priority for Services	*Migrant Status Term codes used: D or E or S or B.*	**11%**
4) Availability of Other Funds: • State Average Per Pupil Expenditure (PPE) compared to the District's PPE	• Prior year's PPE for both district and the State *Weight is added if district's PPE is considerably lower (defined as 5% or more difference) than the State's average.*	**1%**

2014-2015
Preliminary Allocation

The migrant allocation formula has been tested on the 2014-2015 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.

2014-2015 Title I, Part C Preliminary Allocation

District Number	District Name	Preliminary Allocation
1	Alachua	$808,992
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	$3,244,272
12	Columbia	$22,152
13	Dade	$850,627
14	DeSoto	$380,982
15	Dixie	$6,089
16	Duval	$0.00
17	Escambia	$136,953
18	Flagler	$1,571

2014-2015 Title I, Part C Preliminary Allocation

District Number	District Name	Preliminary Allocation
19	Franklin	$1,000
20	Gadsden	$110,300
21	Gilchrist	$20,080
22	Glades	$60,841
23	Gulf	$509
24	Hamilton	$90,557
25	Hardee	$832,591
26	Hendry	$1,144,903
28	Highlands	$780,471
29	Hillsborough	$2,933,018
30	Holmes	$584
31	Indian River	$57,778
32	Jackson	$10,893
33	Jefferson	$2,997
34	Lafayette	$16,920
35	Lake	$45,786

2014-2015 Title I, Part C Preliminary Allocation

District Number	District Name	Preliminary Allocation
531	Lake Wales Charter	$25,955
36	Lee	$430,500
37	Leon	$12,569
38	Levy	$84,183
39	Liberty	$555
40	Madison	$61,707
41	Manatee	$700,762
42	Marion	$30,873
43	Martin	$50,372
45	Nassau	$0.00
46	Okaloosa	$0.00
47	Okeechobee	$574,935
48	Orange	$295,849
49	Osceola	$43,823
50	Palm Beach	$1,677,922
51	Pasco	$106,622

2014-2015 Title I, Part C Preliminary Allocation

District Number	District Name	Preliminary Allocation
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	$276,587
62	Taylor	$0.00
63	Union	$15,003
64	Volusia	$157,629
65	Wakulla	$0.00
66	Walton	$494
67	Washington	$500,317
73	FSU-Lab School	$0.00
74	FAMU DRS	$0.00

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.

2014-2015 Part C On-Line Application

- Minor edits have been made to the 2014-15 Title I, Part C On-line Application

- Migrant goal areas, needs statements, and activities are combined in the Needs Statement & Activities section, which will cover the following:
  - Mathematics
  - Reading
  - Efforts to Raise Graduation Rates
  - Early Childhood Component*

- These areas were combined as a means to streamline the process for application completion

* NOTE: At this time, Early Childhood Component items have not been fully incorporated; parts of it are still present in its own menu item.

2012-2013 Part C On-Line Application Main Menu Page

2013 – 2014 (previous 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/Marketing Plan

2014 – 2015 (new 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**

2014-2015 Part C On-Line 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:

Federal and State Partnerships

Collaboration with the Title IA, University of Excellence, and Techie College will also provide needed funding for extended day/year tutorials for K-12 migrant students that need additional services to meet the state proficiency goals in reading, math and writing.

This application section aligns with **Compliance Item CIC-1** in the Title I, Part C monitoring workpapers

2014-2015 Part C On-Line Application

Needs Assessment Process

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

- Describe the Migrant Education Program annual needs assessment process
- Program Areas to cover in this section: (1) educational data, (2) survey data (3) Out-of-School Youth (OSY) data and (4) Private School and/or other data
- 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. Identify how results from the needs assessment process will be used to plan and/or improve program.
- Identify method(s) used to determine and prioritize the unique needs of migratory children

Complete process by end of school year, i.e., in time for application.

This application section aligns with **Compliance Items AIC-1 & AIC-2** in the Title I, Part C monitoring workpapers

2014-2015 Part C
On-Line Application
Needs Assessment Process

Review

NEEDS ASSESSMENT PROCESS WORKSHEET

2014-2015 Part C
On-Line Application
Needs Statements and Activities*

Needs Statements and Activities:

- In this section, LEAs will describe what activity(ies) will be implemented during the 14-15SY to assist migrant students in the areas of mathematics, reading, graduation & school readiness
  - Reading strategies, Mathematic strategies and Efforts to Raise Graduation Rates is covered in this section (versus being stand-alone)
  - Early Childhood is covered in this section as well as stand-alone

- 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

- For each major goal area (reading, math, graduation, and school readiness) the following will be addressed:
  - Current Baseline and Anticipated Outcome data
  - Overall Required Focus and Target Population to be addressed
  - Educational Activity Chart
  - Evidence-based Research
  - Florida Strategic Plan 2012-2018 Priority Areas (*Appendix A*)
  - Resources to address each activity

REFER TO APPENDIX A & B

This application section aligns with **Compliance Items BIC-5, BIC-6, BIC-7, BIC-8, BIC-12 & BIC-13** in the Title I, Part C monitoring workpapers

2014-2015 Part C
On-Line Application
Needs Statements and Activities

Use SMART when writing objectives:

- S - Specific
- M - Measurable
- A - Attainable
- R - Realistic
- T - Time-sensitive

Sections with an asterisk means it has not been or has just slightly changed in this year's application*

2014-2015 Part C On-Line Application

Needs Statements and Activities*

Needs Statements and Activities:

- To align application with the state's new Comprehensive Needs Assessment (CNA) and Service Delivery Plan (SDP), answers for Question #4 are inputted into an Educational Activity(ies) chart (Microsoft Excel spreadsheet)

- Applicants will download, complete, and email (to your assigned program specialist) Educational Activity(ies) chart that includes four tabs representing each of the four need/goal areas

- 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

This application section aligns with **Compliance Items BIC-5, BIC-6, BIC-7, BIC-8, BIC-12 & BIC-13** in the Title I, Part C monitoring workpapers

2014-2015 Part C
On-Line Application
Needs Statements and Activities*

Snapshot of Activity chart…

Addresses Need Number(s) (*Identify all that apply*):

Bright blue cells indicate the intended activity (i.e., targeted population, frequency, total duration, and anticipated total of students participating per year).

Provide detail about the activities the district MEP plans to implement or facilitate intended to influence migrant student achievement in **READING**.

Activity Name or Description* Include scientific/research-based model, if applicable	Activity is scientific or research-based Yes or No	Focus, Purpose, or Expected Outcomes (select most appropriate)	Funding Source M=Migrant Only P=Partner(s) Only C=Migrant Contributed O=Other*	Target Population (select all that apply from dropdown menu)	PFS (select from dropdown menu)	Florida Standards Use FS Code(s) (select all that apply from dropdown menu)	Location (library, community center, church, etc.)	Frequency # times per week, once, daily, etc	Total Duration Anticipated # hours offered	Anticipated Total Students Participating per Year Unduplicated	Identify scientifically-based supplementary materials and software	Monitor progress (Identify tool(s) used and frequency)	Track Services (Identify tools and activities)	Technology used? (Y, N, or N/A)	Describe how the district/MEP reading coach/advocate/specialist assisted with the implementation of the identified activities?

*Suggested Language for Activity Name/Description:

- Tutorials Title I, Part C
- Extend the school year *(Specify before, after, weekend, all, or combination)*
- Tutorials in individual homes by highly qualified instructional staff
- Facilitate access to VPK and other pre-K programs
- Facilitate access to credit accrual or credit retrieval programs
- Transition support *(Elementary to middle school & 8th grade to high school)*
- Provide specific professional development in the areas of migrant education
- Parent Involvement

Funding Source: Migrant Only = The MEP fully funded the activity. Partner(s) Only = Partner(s) fully funded the activity.

READING - "If **"Other"** is selected for **Funding Source** in the dropdown menu list, please expand on this response below.

This application section aligns with **Compliance Items BIC-5, BIC-6, BIC-7, BIC-8, BIC-12 & BIC-13** in the Title I, Part C monitoring workpapers

2014-2015 Part C
On-Line Application
Needs Assessment Process

Review

NEEDS STATEMENTS AND ACTIVITIES

WORKSHEET

REFER TO APPENDIX B

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, 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 D

2014-2015 Part C On-Line Application
Budget Reminder #1

REMINDER #1

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

This application section aligns with **Compliance Items IIC-1 & IIC-2** in the Title I, Part C monitoring workpapers

2014-2015 Part C On-Line Application

Budget Reminder #1

Budget Entry Examples

(1) Activity	(1) Function	(2) Object	(3) Account Title & Description	(4) FTE	(5) Amount
Provide Reading, Mathematics, School Readiness tutoring during the regular and/or extended school day to migrant students. (Need: Reading, Math, School Readiness)	5100	510	Materials and supplies (pencil, paper, ink, paper clips, staplers, poster paper and staples-instructional). (Consumable)	0	$1200
Assist with Title I Part C tutorials, extended school year (before/after/ weekend). (Need: Reading, Math, School Readiness or Graduation)	5100	150	Teacher Aide stipends (four staff) for before/after/ weekend school tutorial programs	0	$16000

This application section aligns with **Compliance Items IIC-1 & IIC-2** in the Title I, Part C monitoring workpapers

2014-2015 Part C
On-Line Application
Budget Reminder #2

REMINDER #2

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

(See RAN handout)

2014-2015 Part C On-Line Application Budget Reminder #2

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) Circular A-87, and meets the applicable requirements of EDGAR, particularly Parts 76 and 80. (See also Chapter XI – “State Administration.”).

2014-2015 Part C On-Line Application
Budget Reminder #2

- 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

2014-2015 Part C On-Line Application Budget Reminder #2

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**

2014-2015 Part C
On-Line Application
Consultation with Private Schools

- 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.
  - 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.

This section of the program application aligns with **Compliance Item DIC-1** of the Title I, Part C monitoring workpapers

2014-2015 Part C On-Line 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)]

This application section aligns with **Compliance Items BIC-3** in the Title I, Part C monitoring workpapers

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://www.fldoe.org/eias/dataweb/database_1213/120425.pdf

Appendix D: Data Element for Reporting Supportive Services- http://www.fldoe.org/eias/dataweb/database_1213/122160.pdf

Appendix E: Data Element for Reporting Referred Services – http://www.fldoe.org/eias/dataweb/database_1213/148188.pdf

Appendix F: Data Element for Identifying “Priority for Services” Students - http://www.fldoe.org/eias/dataweb/database_1213/148269.pdf

2014-2015 Part C
On-Line Application
Early Childhood Component

Early Childhood Component:

- **This section is a two-part response & <u>all</u> LEAs must complete section one**
- Describe the supportive services the LEA will provide to migratory Pre-Kindergarten children. [*Note instructional services were described in the Needs Statements and Activities section related to performance indicator 1.10.*]
- 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 second section, the site chart, is completed if the LEA indicates it will serve (or facilitate) services to Pre-K students in the first section.

REFER TO APPENDIX C

This section of the program application aligns with **Compliance Item BIC-8** of the Title I, Part C monitoring workpapers

2014-2015 Part C On-Line Application
Out of School Youth*

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, describe the strategies the local MEP will implement to identify and recruit OSYs.
- LEA will identify the educational/supportive services the local MEP will provide to or facilitate for this population.
- 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.

This section of the program application aligns with **Compliance Item BIC-1** of the Title I, Part C monitoring workpapers

2014-2015 Part C On-Line Application
Out of School Youth

- The FMEP would like to capture the number of OSYs served during the 2013-2014 school year and to be served during the 2014-2015 school year.
- The information collected here links back to the state's most recent Comprehensive Needs Assessment (CNA) and Service Delivery Plan (SDP)
- This information will be documented on a Excel chart and emailed (to your program specialist) (see below):

Please identify appropriate number and percent of OSYs:	***Number Served/To be Served***	***Percent of Total OSY***
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		%
The MEP plans to provide survival English skills		%

This section of the program application aligns with **Compliance Item BIC-1** of the Title I, Part C monitoring workpapers

2014-2015 Part C
On-Line 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 areas:
  - educational continuity,
  - instructional time,
  - school engagement,
  - English language development,
  - educational support in the home, and
  - health and access to services.

NOTE: In the first three areas – migrant children/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 E

This section of the program application aligns with **Compliance Item BIC-9** of the Title I, Part C monitoring workpapers

2014-2015 Part C
On-Line 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).
- 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.

NEW THIS YEAR!

- Describe the ways in which the LEA will consult with the local MPAC.
- 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.

This section of the program application aligns with **Compliance Item BIC-10 & BIC-11** of the Title I, Part C monitoring workpapers

2014-2015 Part C
On-Line 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

This section of the program application aligns with **Compliance Item HIC-1** of the Title I, Part C monitoring workpapers

2014-2015 Part C
On-Line Application
Dissemination Plan

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.

This section of the program application aligns with **Compliance Item BIC-10** of the Title I, Part C monitoring workpapers

2014-2015 Part C
On-Line Application

Title I, Part C - MEP
Contact Information

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