



Title I, Part C: Migrant Education Program

February 24, 2021



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

1

Dr. Dinh

Welcome everyone to our first virtual FASFEPA meeting! We are so happy that you are connecting with us. Today our Florida Migrant Education Program team is going to share with you information and resources for collaborating, innovating, and aligning with other programs in 2021-22.

Program Office Contacts

 <p>Dinh H. Nguyen, Ph.D. Director Bureau of Federal Educational Programs Dinh.Nguyen@fldoe.org (850) 245-0811</p>	 <p>Henry Miller MS IX State Administrator Bureau of Federal Educational Programs Henry.Miller@fldoe.org (850) 245-5033</p>
 <p>September Gant State Program Evaluator Bureau of Federal Educational Programs September.Gant@fldoe.org (850) 245-0519</p>	 <p>Paulina Lewis State Coordinator of ID&R and Family Engagement Bureau of Federal Educational Programs Paulina.Lewis@fldoe.org (850) 245-9733</p>
 <p>Lashun Mitchell Administrative Assistant Bureau of Federal Educational Programs Lashun.Mitchell@fldoe.org (850) 245-9964</p>	



2

Dr. Dinh:

Before we get started, let me introduce to you our wonderful FMEP team.

I am Dinh Nguyen, team lead for FMEP. I have the pleasure of working on a daily basis with:

- Henry Miller, our MSIX State Administrator;
- September Gant, our State Program Evaluator;
- Paulina Lewis, our State Coordinator of Identification and Recruitment and Family Engagement;
- And Lashun Mitchell, our wonderful Administrative Assistant

You are always welcome to contact us with any questions, and we will be more than happy to assist you.

Objectives

- New streamlined application for 2021-22
- Current monitoring for 2020-21
- New Universal Monitoring System for 2021-22
- Program resources



3

Paulina:

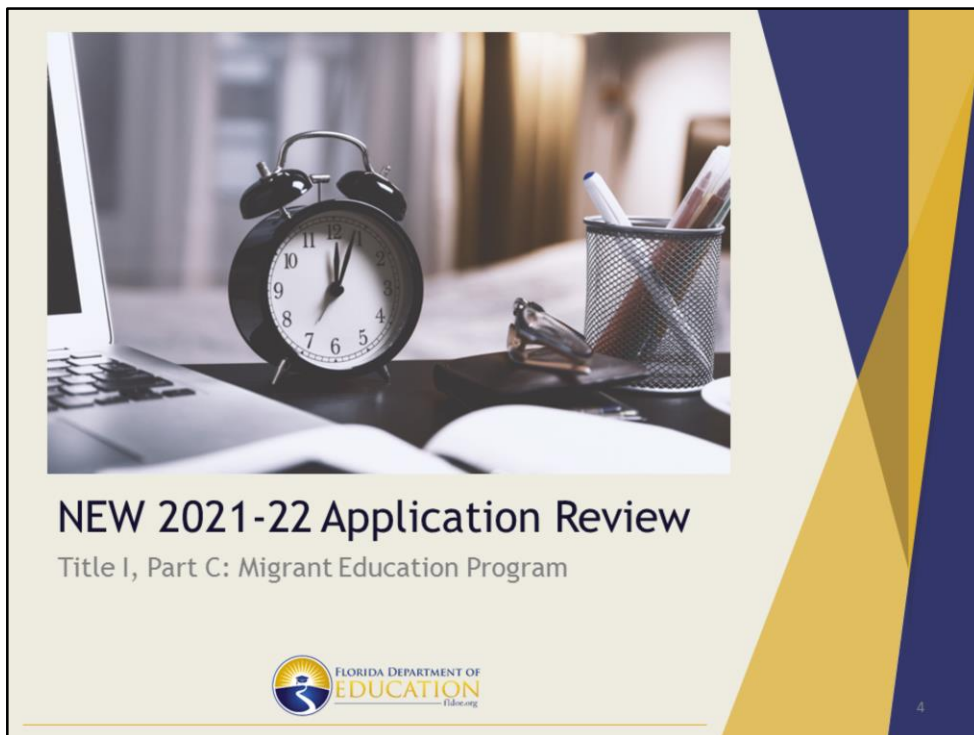
The objectives for today's presentation include the following:

First, we will provide an overview of the new streamlined application for the 2021-22 grant cycle.

Second, we will provide a review of the current monitoring requirements for the 2020-21 grant cycle.

Third, we will share an overview of Florida's new Universal Monitoring System for the 2021-22 grant cycle which includes program specific tier one and tier two monitoring and support that all LEAs will receive.

And fourth, we will share some additional program resources.



Paulina:

Florida is pivoting to a streamlined system for federal programs through alignment of all ESEA programs within the Strategic Improvement framework. The creation of a NEW federal program's application within one toolkit aligns with Florida's Strategic Plan. The application process has been updated to ensure that the coordination of supplemental federal funds can positively impact all students and their academic performance. This new application allows LEAs the flexibility to choose which of the federal programs they would like to apply for in a consolidated toolkit. LEAs may choose to apply for one or multiple federal programs depending on the LEAs strategic planning, staffing and individualized needs. The request to streamline and update the application process has been requested by several LEAs. Collaboration among LEAs and internal stakeholders have occurred in the development of these updates throughout the last year. This section of the presentation will walk you through each tab of the new toolkit and provide program specific guidance for the completion of the NEW 2021-22 application. Additionally, please note that we have also created a 2021-22 companion guide that will provide technical and program specific guidance as LEAs navigate through each section of the new application. This guide is hyperlinked on the new application and is also located in www.floridacims.org for your convenience.

Application: Title Page

**FLORIDA DEPARTMENT OF
EDUCATION**
fldoe.org

Elementary and Secondary Education Act (ESEA) Federal Programs

Florida 2021-22 ESEA Federal Program Applications

Florida's 2021-2022 ESEA Federal Program Application allows Local Education Agencies (LEAs) flexibility to choose which of the federal programs they would like to apply for in a new consolidated toolkit. LEAs may choose to apply for one or multiple federal programs depending on the LEAs strategic planning, staffing and individualized needs. Florida is pivoting to a streamlined system for federal programs through alignment of all ESEA programs within the Strategic Improvement Framework.

Select LEAs will also be piloting the opportunity for a consolidated federal programs application during the 2021-22 program cycle. We appreciate the support of the following LEAs who represent various size-size LEAs from across the state who have volunteered to participate in the pilot project: Charlotte, Citrus, Clay, Collier, Desoto, FAMS Lab School, FNU Lab School, FLVS, Franklin, Hardee, Hendry, Lake Wales, Levy, Osceola, Pasco, Sarasota, Seminole and Taylor.

(Rockstar School District)

[Click here to access the 2021-22 ESEA Federal Program Companion Guide](#)

Please ONLY complete the contact information for the program(s) within this toolkit for which the LEA intends to apply.

Fiscal Contact Information

Fiscal Contact Name	
Title	
Phone Number	
Contact Email	
DUNS Number	
FEIN Number	

Title I, Part A

Program Contact Name	
Title	
Phone Number	
Contact Email	

Title I, Part C

Program Contact Name	
----------------------	--

Paulina:

The first tab in the new application is the title page. The title page allows the LEA to identify authorized users, as well as provide information for other required contacts, as described below.

Fiscal Contact Information Section

In this section the LEA will enter the fiscal contact. The LEA is required to complete the following sections : Fiscal Contact Name, Title, Phone Number (with extension if applicable), Contact Email, DUNS Number and FEIN Number. The fiscal contact listed in this section will receive fiscal related information in regards to the application.

Program Contact Section

In this section the LEA will enter the program contact information for the programs in which the LEA is completing the application for. The LEA is required to complete the following sections: Program Contact Name, Title, Phone Number (with extension if applicable) and Contact Email. The program contact is the individual that coordinates the completion of the application on behalf of the LEA. This individual will receive all communication regarding the application, program requirements and monitoring.

Please note that each program name on the title page (typed in the yellow font) is hyperlinked to the corresponding application tab. To quickly navigate to a specific program, click on the program title on the title page.

Application: DOE 100A

Elementary and Secondary Education Act (ESEA) Federal Programs					
Florida 2021-22 ESEA Federal Program Applications					
Project Application (DOE 100A)					
(Rockstar School District)					
Program Name	Project Number	TAPS Number	2021-22 Allocation	2020-21 Estimated Roll Forward	Total Funds Requested (Sum of Allocation and Estimated Roll)
Type an "X" in the green box below for each corresponding program that the LEA chooses to apply for within this application.					
Title I, Part A		22A001			\$0.00
Title I, Part C		22A020			\$0.00
Title I, Part D, Subpart 2		22A009			\$0.00
Title II, Part A		22A011			\$0.00
Title III, Part A		22A014			\$0.00
Title IV, Part A		22A120			\$0.00
Title V, Part B, Subpart 2		22A007			\$0.00

As the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or BFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

Printed Name of Agency Head _____

Signature of Agency Head _____ Title _____ Date _____

Paulina:

The second tab in the new application is the DOE 100A. This tab allows LEAs to select the program(s) that they are requesting funding for within the application. Further step by step guidance to complete this section is listed within the 2021-22 Companion Guide. A few highlights to review about the DOE100A:

1. The Name of LEA will auto-populate for the LEA based off the information entered on the Title page.
2. The Project Number and TAPS Numbers entered on the DOE100A will auto-populate on the Program budget tabs
3. Additionally, electronic signatures are allowable within the Signature of Agency Head section of the DOE100A

Application: General Assurances

General Assurances

Assurance 1: The Local Educational Agency (LEA) has on file with the FLDOE, Office of the Comptroller and a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs. The complete text may be found in Section D of the Green Book. The certification of adherence, currently on file with the FDOE Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance or condition.

Assurance 2: The LEA assures that they will comply with the [K12 ESEA Common Federal Program Guidance](#).

Assurance 3: The LEA assures that a comprehensive needs assessment is conducted that takes into account information on the academic achievement of children in relation to the challenging state academic standards. Click here for access to [Know Your Schools](#).

Assurance 4: The LEA assures that timely and meaningful consultation occur between LEA and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs subject to equitable participation.

Assurance 5: The LEA assures that if they submit a separate application for each program or a combination of programs, and is not an LEA that was selected to participate in the 2021-22 Pilot Consolidated Application, the application is due on the earlier of the federal program dates listed on the [2021-22 Collaborative Calendar](#).

Assurance 6: The LEA assures, as appropriate, that stakeholder collaboration across multiple programs will occur as outlined under ESSA. The LEA may use the linked template: [Stakeholder Collaboration](#)

☐ By checking this box, I hereby certify that the LEA agrees to all the assurances of the selected programs on the DOE 100A tab, and will abide by all federal, state and local laws.



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

7

Paulina:

The third tab in the new application is the General and Program Specific Assurances. Within this tab the LEA will certify that they agree to the general assurances and the assurances of the programs they selected on the DOE 100A tab by checking the box at the bottom of the assurance tab. The program specific assurances will be reviewed throughout the next few slides but first I will review the required General Assurances. It is important to note that the General Assurances section includes hyperlinks to additional information that will provide further guidance for LEAs when reviewing the General Assurances.

The following are the 6 General Assurances that LEAs must agree to:

Assurance 1: The LEA assures that they have on file with the Department a signed statement by the agency head certifying applicant adherence to the General Assurances for Participation in State and Federal Programs.

Assurance 2: The LEA assures that they will comply with the K12 ESEA Common Federal Program Guidance.

Assurance 3: The LEA assures that a comprehensive needs assessment is conducted

that takes into account information on the academic achievement of children in relation to the challenging state academic standards.

Assurance 4: The LEA assures that timely and meaningful consultation occur between LEA and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs subject to equitable participation.

Assurance 5: The LEA assures that if they submit a separate application for each program or a combination of programs, and is not an LEA that was selected to participate in the 2021-22 Pilot Consolidated Application, the application is due on the earlier of the federal program dates listed on the 2021-22 Collaborative Calendar.

Assurance 6: The LEA assures, as appropriate, that stakeholder collaboration across multiple programs will occur as outlined under ESSA.

Application: Program Specific Assurances

- **Assurance 1:** The LEA assures funds received under this part will be used only for programs and projects, including the acquisition of equipment, in accordance with ESEA, section 1306, and to coordinate such programs and projects with similar programs and projects within the state and in other states, as well as with other Federal programs that can benefit migratory children and their families.
- **Assurance 2:** The LEA assures such programs and projects will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 1118, and part F.



Henry:

Under Assurance 1, the LEA is required to utilize Title I, Part C funds solely for activities that benefit migratory children and their families. In addition, the district is also required to comply with other administrative requirements as stipulated under the Uniform Grant Guidance such as property management.

Under Assurance 2, the district is required to comply with other Title I, Part A requirements to ensure participating migratory children and their families are served to ensure their unique needs are met.

Application: Program Specific Assurances

- **Assurance 3:** The LEA assures in the planning and operation of programs and projects at both the state and local operating level, there is consultation with parents of migratory children, including parent advisory councils for programs of not less than 1 (one) school year in duration, and that all such programs and projects are carried out in a manner that provides for the same parental involvement as is required for programs and projects under section 1116, unless extraordinary circumstances make such provision impractical, and in a format and language understandable to the parents.



Henry:

Under Assurance 3, LEAs that operate year-round migrant education programs, including summer programs, are required to consult with State and Local Migrant Parent Advisory Councils in the planning and implementation of their programs; provide for family engagement activities that include family literacy; and provide information about the MEP in the language that the majority of parents in their service area will understand.

Application: Program Specific Assurances

- **Assurance 4:** The LEA assures in planning and carrying out such programs and projects, there has been, and will be, adequate provision for addressing the unmet educational needs of preschool migratory children.
- **Assurance 5:** The LEA assures the effectiveness of such programs and projects will be determined, where feasible, using the same and standards approaches that are used to assess the performance of students, schools, and local educational agencies under Part A.



10

Henry:

Assurance 4 indicates the district will collaborate and coordinate with local early childhood service providers to galvanize resources necessary to meet the unique needs of Pre-K migratory children.

Under Assurance 5, the district is required to assess the academic needs of migratory students using Florida Standards Assessment performance data similar to the data used by the Title I, Part A program. In addition, the district is required to evaluate program effectiveness in accordance with the objectives set forth by the district MEP.

Application: Program Specific Assurances

- **Assurance 6:** The LEA assures, to the extent feasible, such programs and projects will provide for advocacy and outreach activities for migratory children and their families, including helping such children and families gain access to other education, health, nutrition, and social services; professional development programs, including mentoring, for teachers and other program personnel; family literacy programs; the integration of information technology into educational and related programs; and programs to facilitate the transition of secondary school students to postsecondary education or employment.



11

Henry:

Under Assurance 6, the district will provide support services for migratory children and their families which may include advocacy and outreach activities. The district will also provide migrant family literacy programs, integrate technology into migrant-funded activities such as math or ELA instruction, and provide professional development to district staff members and educators.

Application: Program Specific Assurances

- **Assurance 7:** The LEA assures it will assist the state in determining the number of migratory children under section 1303(a)(1).
- **Assurance 8:** The LEA assures it will conduct the transfer of migrant student records according to state required policies and procedures, and will actively participate with and meet all Migrant Student Information Exchange System requirements. [ESEA, section 1308(b)(2)]



12

Henry:

Under Assurance 7, the district will engage in substantial, deliberate efforts to identify and recruit into the migrant education program all eligible migratory children in its' service area.

Under Assurance 8, the district assures it will engage in the timely and accurate transmission of migratory child data to the Florida Department of Education in accordance with the FDOE's Migrant Student Records Exchange Policy and Procedures. In addition, the district will engage in the prompt exchange of migrant student educational and health records with other school districts and State Educational Agencies to ensure student needs are met in a timely fashion.

Application: Preliminary Allocation

Each LEA knows the climate within their district and should only use these preliminary allocation amounts for planning purposes.

Florida 2021-2022 ESEA Federal Programs Preliminary Allocations*							
Agency Number	DISTRICT	Title I, Part A	Title I, Part C	Title I, Part D, Subpart 2	Title II, Part A	Title III, Part A	Title IV, Part A
010	Alachua County School Board	\$8,354,987.00	\$1,013,947.00	\$249,963.00	\$1,170,147.00	\$234,517.00	\$609,190.44
015	UF, PK Young Women's Research School	\$343,760.00	NA	NA	\$26,257.00	NA	\$11,111.19
020	Baker County School Board	\$1,196,741.00	NA	NA	\$234,577.00	NA	\$93,800.93
025	Baldwin County School Board	\$7,506,111.00	NA	\$399,964.00	\$1,234,558.00	\$243,000.00	\$108,194.43
040	Bradford County School Board	\$1,127,490.00	NA	NA	\$152,704.00	NA	\$68,375.02
050	Brevard County School Board	\$20,648,420.00	NA	\$248,802.00	\$2,258,176.00	\$998,817.00	\$1,618,420.63
060	Broward County School Board	\$78,984,209.00	\$111,182.00	\$611,782.00	\$9,471,048.00	\$4,473,580.00	\$5,711,888.14
070	Calhoun County School Board	\$723,228.00	NA	NA	\$98,967.00	NA	\$58,529.93
080	Charlotte County School Board	\$3,796,614.00	NA	NA	\$859,539.00	\$83,060.00	\$287,579.80
090	Citrus County School Board	\$3,043,618.00	NA	\$64,757.00	\$396,803.00	\$19,006.00	\$385,143.44
100	Clay County School Board	\$4,778,895.00	NA	NA	\$1,186,817.00	\$177,739.00	\$714,633.99
110	Collier County School Board	\$10,357,640.00	\$4,437,245.00	\$151,667.00	\$1,773,960.00	\$1,032,343.00	\$811,875.70
120	Columbia County School Board	\$3,020,106.00	NA	NA	\$471,040.00	\$21,964.00	\$236,728.83
130	DeSoto County School Board	\$344,180,896.00	\$1,848,745.00	\$284,139.00	\$13,977,178.00	\$9,511,488.00	\$11,607,208.49
140	DeSoto County School Board	\$2,423,750.00	\$829,317.00	NA	\$246,437.00	\$83,796.00	\$189,974.28
150	Duval County School Board	\$896,807.00	NA	NA	\$117,296.00	NA	\$70,119.58
160	Duval County School Board	\$43,819,614.00	NA	\$342,529.00	\$5,133,354.00	\$1,184,879.00	\$3,279,088.54
170	Escambia County School Board	\$24,467,042.00	\$122,487.00	\$210,111.00	\$1,633,131.00	\$36,442.00	\$1,444,904.10
180	Flagler County School Board	\$2,842,458.00	NA	NA	\$446,780.00	\$59,818.00	\$222,792.75
190	Franklin County School Board	\$361,639.00	NA	NA	\$66,038.00	NA	\$44,021.44
200	Gadsden County School Board	\$3,118,205.00	NA	NA	\$276,012.00	\$62,618.00	\$244,408.69
210	Gilchrist County School Board	\$707,862.00	NA	NA	\$128,146.00	\$11,934.00	\$55,486.77
220	Glades County School Board	\$497,094.00	\$40,820.00	NA	\$62,690.00	\$10,113.00	\$18,962.38
230	Jeff County School Board	\$448,484.00	NA	NA	\$64,130.00	NA	\$43,028.11
240	Hamilton County School Board	\$966,213.00	NA	\$59,120.00	\$95,148.00	\$29,025.00	\$75,732.84
250	Hardee County School Board	\$1,973,120.00	\$708,278.00	NA	\$272,880.00	\$53,041.00	\$154,633.70
260	Hendry County School Board	\$3,153,611.00	\$1,060,367.00	NA	\$453,108.00	\$127,111.00	\$247,381.29
270	Hernando County School Board	\$3,909,187.00	NA	\$66,915.00	\$1,294,807.00	\$51,119.00	\$463,143.93
280	Hillsborough County School Board	\$3,058,614.00	\$905,961.00	NA	\$815,100.00	\$85,507.00	\$396,495.75
290	Hillsborough County School Board	\$64,833,196.00	\$2,874,486.00	\$377,700.00	\$7,823,950.00	\$3,249,139.00	\$5,081,802.89

Henry:

Within this tab of the toolkit application the preliminary allocations for 2021-22 are listed by program title for each LEA. Each LEA knows the climate within their district and should only use these preliminary allocation amounts for planning purposes. All preliminary allocations are based on the 2020-21 final program allocations with the exception of Title I, Part A. The Title I, Part A preliminary allocation is based on the 2021-22 preliminary allocation from USED (using Final Survey 3 data from 2019-20). Again, I would like to reiterate that these allocation amounts are preliminary and should only be used for planning purposes. An amendment may be required to be submitted after 2021-22 final allocations are available. FDOE will provide further guidance should an amendment be required.

Application: Program Specific Areas of Focus

- **Area of Focus 1:** English Language Arts
- **Area of Focus 2:** Mathematics
- **Area of Focus 3:** Graduation Rates and Accelerated Learning
- **Area of Focus 4:** Out-of-School Youth (OSY)
- **Area of Focus 5:** Early Childhood
- **Area of Focus 6:** Identification and Recruitment (ID&R)
- **Area of Focus 7:** Parent and Family Engagement
- **Area of Focus 8:** Support Services



14

September:

In the 2021-22 application, districts will describe their specific plans to address each Area of Focus. In planning their project activities, districts should follow these recommended steps:

- First, become familiar with the needs and achievement gaps of migratory children as identified in the Florida MEP State Comprehensive Needs Assessment.
- Second, conduct a Local Needs Assessment consistent with the State CNA, using data from the district's population (i.e., FSA data, graduation rates, parent surveys, student surveys).
- Third, prioritize the allocation of its available resources consistent with the outcome priorities identified in the State Service Delivery Plan.
- Fourth, utilize strategies provided in the State Service Delivery Plan, evidence-based research, and best practices to select activities to bridge student achievement gaps.

- Finally, use the activity descriptions provided under each Area of Focus to develop specific expenditures in the budget narrative. Expenditures should be clearly linked to the program activities.

In the following slides we will review each Area of Focus and examples of program activities.


Area of Focus 1: English Language Arts

Area of Focus 1: English Language Arts

A. Describe how the LEA will address English Language Arts in the Migrant Education Program.

Example: *The district will provide an afterschool program focusing on ELA support to approximately 250 migrant students in 3rd-8th grade at 4 identified schools (4 school names). The program will be 2 hours a day, 4 days a week and focus on academic support, counseling and access to information technology.*

☐ No Title I, Part C funds are used to address this Area of Focus



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

15

September:

Each Area of Focus on the application contains a section for the district to provide a narrative response describing its plan to address the needs identified in that particular Area of Focus.

In Area of Focus 1, the district will describe activities designed to bridge identified gaps in English Language Arts achievement migrant and non-migrant students. MEP funds or funds from other sources may be used to address these gaps.

In this example, the district's plan specifies the academic services to be provided, the target population (grades 3-8), the identified locations, the timeframe and the anticipated number of participants of the proposed activity. Expenditures linked to this activity may include salary and benefit lines for instructional staff (such as teachers, tutors, and other instructional support staff), instructional supplies, technology purchases, and professional development for instructional staff.


Area of Focus 2: Mathematics

Area of Focus 2: Mathematics

A. Describe how the LEA will address Mathematics in the Migrant Education Program.

Example: *The district will address math, specifically Algebra I and Geometry, by providing a summer program to 100 middle and high school migrant students at the 2 high schools (2 school names). The program will be 20 hours a week, 4 days a week for 3 weeks in July 2021 and focus on academic support, counseling and access to information technology.*

☐ No Title I, Part C funds are used to address this Area of Focus



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

16

September:

In Area of Focus 2, the district will describe activities designed to bridge identified gaps in mathematics achievement migrant and non-migrant students. MEP funds or funds from other sources may be used to address these gaps.

In this example, the district's plan specifies the academic services to be provided, the target population, the location, the timeframe, and the anticipated number of participants of the proposed activity. Expenditures linked to this activity may include salary and benefit lines for instructional staff (such as teachers, tutors, and other instructional support staff), instructional supplies, technology purchases, professional development for instructional staff, and transportation services for migrant students during the summer program.


Area of Focus 3: Graduation Rates and Accelerated Learning

Area of Focus 3: Graduation Rate and Accelerated Courses

4. Describe how the LEA will address graduation rate in the Migrant Education Program.

Example: *The district will address high school graduation rates by assisting 100 middle and high school migrant students to enroll in Florida PASS courses and extended school day programs for the purpose of credit accrual and retrieval. In addition, the district will assist 50 high school students to enroll in AP and IB courses to address accelerated learning.*

☐ No Title I, Part C funds are used to address this Area of Focus


FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

17

September:

Under Area of Focus 3, the district will describe activities designed to increase the on-time graduation rate of its migrant students as well as provide them access to accelerated courses such as AP, IB, and special certification courses for post-secondary education purposes.

In this example, the district describes how it will collaborate with school district-level and other resource providers to meet these objectives. Expenditures linked to this activity may include salary and benefit lines for Teachers on Special Assignment (TOAs) responsible to work with secondary students in credit accrual and retrieval programs such as FL PASS and AP or IB courses; travel expenditures for TOAs to travel within the district; and professional development for the TOAs.


Area of Focus 4: Out-of-School Youth (OSY)

Area of Focus 4: Out of School Youth

A. Describe how the LEA will address Out of School Youth in the Migrant Education Program.

Example: *The district will collaborate with local agribusinesses and the county health agency to identify potential migrant OSY. After OSY are identified and enrolled into the migrant program, the district will provide educational and supportive services to 30 to 50 OSY such as basic English survival skills, GED preparation and life skills.*

☐ No Title I, Part C funds are used to address this Area of Focus


FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

18

September:

In Area of Focus 4, the district should describe how it will intensify its efforts to collaborate with local entities, such as agribusinesses, to locate and identify OSY. As soon as the youth are located, identified as eligible migrant OSY, and enrolled into the local migrant education program, the district should conduct a needs assessment on the OSY. Such data may be gathered from OSY interviews and surveys. Based on that data, the district should prioritize its available resources and galvanize resources available from other local programs to meet the identified needs of OSY.

In this example, expenditures linked to this activity may include salary and benefit lines for central office staff responsible for collaborating with agribusinesses and other local entities; travel expenditures for migrant staff; and supplies necessary to meet the needs of OSY.


Area of Focus 5: Early Childhood

Area of Focus 5: Early Childhood

A. Describe how the LEA will address Early Childhood in the Migrant Education Program.

Example: *The district will collaborate with local Pre-K service providers, such as VPK or Title I Part A, to enroll approximately 50 migrant preschool children in early childhood education programs. The district will provide family literacy training and resources to the parents of these children, focusing on teaching parents how to practice foundational literacy skills with their children at home.*

☐ No Title I, Part C funds are used to address this Area of Focus



19

September:

In Area of Focus 5, the district will describe activities that will help migrant preschool children be prepared to enter Kindergarten. Activities should address the needs of migrant preschool children as identified by local needs assessment data. Such data may be gathered from sources such as Florida Kindergarten Readiness Screener (FLKRS) scores and parent surveys.

In this example, the district plans to coordinate with early childhood education providers to enroll migrant students in early learning programs and will also provide parents of migrant preschool children with resources to help their children learn at home.

Expenditures linked to this activity may include salaries and benefits for Pre-K instructional staff; salaries and benefits for central office staff to collaborate with early learning service providers in the district; salary and benefits for a family engagement liaison to work with families of migrant preschool children and other parents within the district; instructional supplies for migrant pre-k children and other supplies for family literacy activities; and professional development for migrant Pre-K instructional staff.


Area of Focus 6: Identification and Recruitment (ID&R)

Area of Focus 6: Identification and Recruitment (ID&R)

1. Describe how the LEA will address ID&R in the Migrant Education Program.

Example: *District migrant recruiters will identify and enroll migrant students through: communicating with school registrars regarding new student enrollment surveys; collaborating with local agribusinesses to receive notices of new migrant worker families; and contacting families identified through MSIX move notices. District recruiters will attend training regarding student eligibility, recruitment strategies and re-interview processes through statewide ID&R training.*

☐ No Title I, Part C funds are used to address this Area of Focus



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

20

September:

The purpose of Area of Focus 6 is for the district to describe its plan for intensive recruitment of potentially eligible migratory children. The district should also describe its quality control process to ensure that all children are eligible according to Federal requirements.

In this example, the district describes a plan to implement specific strategies for identifying and recruiting potential migratory children. The narrative also includes a staff development plan to ensure its recruiters have up-to-date training in eligibility requirements and ID&R techniques.

Expenditures linked to this activity may include salary and benefits for Migrant Recruiters, travel expenses within the district as well as other travel to attend in and out of state meetings and/or conferences; supplies for recruiters to include personal protective equipment (PPE); and cellular communication devices and plans for safety purposes.


Area of Focus 7: Parent and Family Engagement

Area of Focus 8: Parent and Family Engagement

A. Describe how the LEA will address family engagement in the Migrant Education Program.

Example: *The district will conduct at least three (3) Migrant Parent Advisory Council meetings during the project performance period. During these meetings, the district will provide information to migrant parents regarding their students' academic requirements and opportunities, and will seek out parent feedback regarding the implementation of the migrant program. Additionally, literacy nights for families of K-8 migrant students will be hosted once per month in order to increase parent engagement in their children's education. All MPAC meetings, advocacy, outreach, and family literacy activities will be conducted in a format and language understandable to migrant families.*

☐ No Title I, Part C funds are used to address this Area of Focus



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

21

September:

Under Area of Focus 7, the district will describe its plan for a local Migrant Parent Advisory Council meetings. The district will also describe activities designed to meet identified needs of migrant families in the areas of family literacy and knowledge of academic requirements in the areas of English Language Arts, Mathematics, Early Childhood Education, and High School Graduation.

In this example, the district describes timeframes for MPAC meetings and family literacy nights, identifies the population it will focus its efforts on (families of migrant students grades K-8), and specifies that all information will be in a format and language understandable to migrant family members.

Expenditures linked to this activity may include salary and benefits for a family engagement specialist who will work with Migrant parents as well as the local MPAC; supplies for MPAC meetings; travel expenses for family engagement specialist; and materials and supplies for family engagement activities.


Area of Focus 8: Support Services

Area of Focus 8: Support Services

1. Describe how the LEA will address support services in the Migrant Education Program.

Example: *The district MEP will collaborate with other federally-funded programs including Title I Part A, Title II, Title III, Title IV Part A and Title IX to ensure migratory children have equitable access to support services available through these programs. MEP staff will meet four times a year with representatives of these programs to share information regarding the support service needs of migratory children and establish a plan to coordinate services.*

☐ No Title I, Part C funds are used to address this Area of Focus



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

22

September:

In Area of Focus 8, the district describes its plan for collaborating and coordinating with other federally-funded programs in an effort to address identified support service needs of migratory children. The district may also include plans to collaborate with non-federally-funded programs to provide support services.

In this example, expenditures linked to this activity may include salary and benefits for Migrant Advocates and other non-instructional staff to connect students with support services, as well as travel expenses within the district, to include home visits.

Application: Budget Narrative for each Area of Focus

In this section, the LEA must describe the activities that will be implemented to address the corresponding Area of Focus. Within this response, the LEA must describe and number the activities that will be implemented to address the Area of Focus. The LEA should provide as much detail that is needed to explain the request.

F. Describe the activities that will be implemented to address Area of Focus 1. List by number the detailed activities that will be implemented to address this Area of Focus (Numbering the activities will be essential to connect each activity to a budget line).

1. Salaries for supplemental science intervention teachers to provide additional support to targeted 5th and 8th grade students within the LEA (approximately 550 students total). The LEA will fund Four (4) Science Intervention Teachers, with a salary of \$50,000 per school year, and this grant will fund 75% of each salary. The total amount for this activity is \$150,000.
2. Purchase Rockstar Science Online Software licenses for 550 targeted 5th and 8th grade students. 550 licenses @ \$50 each = \$27,500 total.
3. Purchase 50 laptop computers to replace broken and outdated and obsolete science laptops. These laptops will be used by the 550 targeted 5th and 8th grade students for Rockstar Science Online Software. 50 laptops @ \$200 each = \$10,000 total.
4. Purchase consumable Rockstar Science workbooks for targeted 5th and 8th grade students for use in Science intervention classrooms. 550 workbooks @ \$20 each = \$11,000 total.
5. Purchase general consumable supplies, such as pencils, notebook paper, pens, markers, and chart paper to support Science intervention teachers and targeted 5th and 8th grade students. \$1,000 total.

September:

In this section the LEA must describe the activities that will be implemented to address the corresponding Area of Focus. Within this response the LEA must describe and number the activities that will be implemented to address the Area of Focus. The LEA should provide as much detail that is needed to explain the request. Similar items should be grouped together. Please note that activities must be listed by number to ensure connectivity when entering the budget details which will be discussed in the next slide.

Let's review an example of the level of detail that is required when responding to the narrative section within each Area of Focus. Please note that this is an example for a Title I, Part A request and the items listed may not be allowable within (add specific program name here).

1. Salaries for supplemental science intervention teachers to provide additional support to targeted 5th and 8th grade students within the LEA (approximately 550 students total). The LEA will fund Four (4) Science Intervention Teachers, with a salary of \$50,000 per school year, and this grant will fund 75% of each salary. The total amount for this activity is \$150,000.
2. Purchase Rockstar Science Online Software licenses for 550 targeted 5th and 8th grade students. 550 licenses @ \$50 each = \$27,500 total.
3. Purchase 50 laptop computers to replace broken and outdated and obsolete science laptops. These laptops will be used by the 550 targeted 5th and 8th grade students for Rockstar Science Online Software. 50 laptops @ \$200 each = \$10,000 total.

4. Purchase consumable evidence-based Rockstar Science workbooks for targeted 5th and 8th grade students for use in Science intervention classrooms. 550 workbooks @ \$20 each = \$11,000 total.

5. Purchase general consumable supplies, such as pencils, notebook paper, pens, markers, and chart paper to support Science intervention teachers and targeted 5th and 8th grade students. \$1,000 total. Please note that general consumable supplies for this example do not need an estimated quantity and price breakdown by item, because the requested dollar amount for supplies is reasonable. The total is less than 1% of this activity.

Application: Budget Details for each Area of Focus

After the activity details have been provided in the budget narrative section, the LEA should use simplified descriptions when completing the budget details section within the Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (if applicable)	Amount	Please use the dropdown to select District, School or Charter
\$100	120	ADF 1	1	4 Science Intervention Teachers at .75 FTE each	3	\$135,000.00	School
\$100	210	ADF 1	1	Retirement		\$1,000.00	School
\$100	220	ADF 1	1	BS		\$1,000.00	School
\$100	240	ADF 1	1	Worker's Comp		\$1,000.00	School
\$100	369	ADF 1	2	Software License		\$27,500.00	School
\$100	644	ADF 1	3	Laptops		\$10,000.00	School
\$100	620	ADF 1	4	Science Workbooks		\$11,000.00	School
\$100	510	MF ADF 1	5	General Consumable Supplies		\$1,000.00	District
				District Total		\$1,000.00	
				School Total		\$186,500.00	
				Charter Total		\$0.00	
				2021-22 Allocation Total		\$186,500.00	
				2020-21 Estimated Roll Forward Total		\$1,000.00	
				2021-22 Total Funds Requested		\$187,500.00	



24

September:

After the activity details have been provided in the budget narrative section, the LEA should use simplified descriptions when completing the budget details section within the Area of Focus. The screenshot on the top this slide outlines the level of information that would be required based on the narrative example shared on the previous slide. Additionally, at the end of each budget section the amounts entered within each Area of Focus will rollup at the bottom of each Area of Focus as shown by the screenshot on the bottom of this slide.

Application: Budget Summary for Program

As items are entered into the budget section within each Area of Focus, the requested amounts will calculate for each Area of Focus at the bottom of the program tab. The screenshot below shows the information that will be calculated at the bottom of the program tab, if applicable to the program.

Area of Focus	District Total	School Total	Charter Total	2021-22 Area of Focus Total	2020-21 Estimated Roll Forward Area of Focus Total	Area of Focus Grand Total	% of Total 2021-22 Allocation
Area of Focus 1: Student Achievement	\$1,000.00	\$186,500.00	\$0.00	\$186,500.00	\$1,000.00	\$187,500.00	100.00%
Area of Focus 2: Parent and Family Engagement	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Area of Focus 3: Homeless Education	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Area of Focus 4: Neglected and Delinquent Education	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Area of Focus 5: Early Childhood	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Area of Focus 6: Private School	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Area of Focus 7: Transportation for Foster Care Children	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Area of Focus 8: College and Career Readiness	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Area of Focus 9: Administrative Costs including indirect costs (Not to exceed 10 percent of the total 2021-22 allocation)				\$0.00		\$0.00	0.00%



25

September:

As the LEA enters items into the budget section within each Area of Focus the requested amounts will calculate for each Area of Focus at the bottom of the program tab. The following information will be calculated at the bottom of the program tab, if applicable to the program.

District total

School total

Charter total

2021-22 Area of Focus Total

2020-21 Estimated Roll Forward Area of Focus Total

Area of Focus Grand Total and

% of Total 2021-22 Allocation

Application: Budget Summary Tab

The detailed activities that are requested within each program will roll-up to a program specific budget tab. To edit a requested activity, the LEA must return to the corresponding Area of Focus and edit the budget narrative and budget details sections accordingly. Any edits within the budget details section will automatically update on the summary budget tab.

Title I, Part A Toolkit Summary Budget									
(Rockstar School District)		XXX-12345-6789		22A001		DOE 101			
Name of LEA		Project Number		TAPS Number					
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (if applicable)	Amount	Funding Location	Program	
5100	120	AOF 1	1	4 Science Intervention Teachers at .75 FTE each	3	\$135,000.00	School	Title I, Part A	
5100	210	AOF 1	1	Retirement		\$1,000.00	School	Title I, Part A	
5100	220	AOF 1	1	SS		\$1,000.00	School	Title I, Part A	
5100	240	AOF 1	1	Worker's Comp		\$1,000.00	School	Title I, Part A	
5100	369	AOF 1	2	Software License		\$27,500.00	School	Title I, Part A	
5100	644	AOF 1	3	Laptops		\$10,000.00	School	Title I, Part A	
5100	520	AOF 1	4	Science Workbooks		\$11,000.00	School	Title I, Part A	
5100	510	RF - AOF 1	5	General Consumable Supplies		\$1,000.00	District	Title I, Part A	



26

September:

The detailed activities that will be implemented within each program will roll-up to a program specific budget tab. This tab includes the “Filter and Sort” ability. The LEA is able to filter by function/object code, Area of Focus, Activity Description, FTE and by Amount. The LEA is unable to edit a program specific budget item from this tab. However, to edit a requested activity, the LEA must return to the corresponding Area of Focus and edit the budget narrative and budget details accordingly. Any edits within the budget details section will automatically update on this summary budget tab.

Additionally, please note that the following sections will auto-populate for the LEA based off the information entered on the Title page and DOE 100A.

Name of LEA

Project Number: This information can be found on the DOE 100A tab.

TAPS Number: This information can be found on the DOE 100A tab.

Application: Submission

- For your convenience, the application will be submitted through the 2021-22 Consolidated Application ShareFile folder.
- However, specific program awards will be distributed within the LEA's specific program ShareFile folder.



27

September:

For your convenience, the application will be submitted through the 2021-22 Consolidated Application ShareFile folder.

However, specific program awards will be distributed within the LEA's specific program ShareFile folder.

A presentation slide titled "Application Timelines for 2021-22". The title is in white text on a dark blue rectangular background. Below the title, there are two bullet points: "Application Release: March 1, 2021" and "Application Due Date: June 15, 2021". The slide has a light beige background with a decorative graphic on the right side consisting of overlapping blue and yellow triangles. At the bottom left is the Florida Department of Education logo, which includes a sun icon and the text "FLORIDA DEPARTMENT OF EDUCATION" and "fldoe.org". The number "28" is in the bottom right corner.

Application Timelines for 2021-22

- Application Release: **March 1, 2021**
- Application Due Date: **June 15, 2021**

 FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

28

September:

The dates above are specific for the Title I, Part C Migrant Education Program application. As a reminder, within the general assurances in the 2021-22 application the LEA will assure that if they submit a separate application for each program or a combination of programs, and is not an LEA that was selected to participate in the 2021-22 Pilot Consolidated Application, the application is due on the earlier of the federal program dates listed on the 2021-22 Collaborative Calendar.



Monitoring Updates for 2020-21 and 2021-22

Title I, Part C: Migrant Education Program



29

September:

And now we will have Dr. Dinh give some updates on monitoring.

Monitoring Process for 2020-21

- Targeted desktop monitoring
 - Selected transactions based on risk factors
 - Selected documents should be uploaded via ShareFile
- Compliance self-certification
 - Streamlined process
 - Signed certification should be uploaded via ShareFile



30

Dr. Dinh

For the purposes of 2020-21 monitoring for MEP, only targeted desktop monitoring and self-certification will be implemented. A selected sample of transactions or support documents have been requested by FDOE from those districts selected for targeted desktop monitoring. The FDOE team will review such documents and make final compliance determinations.

Districts not selected for targeted desktop monitoring are required to complete a self-certification document confirming the district has reviewed all compliance items as provided under the 2020-21 FMEP Monitoring Protocol.

Monitoring Timelines 2020-21

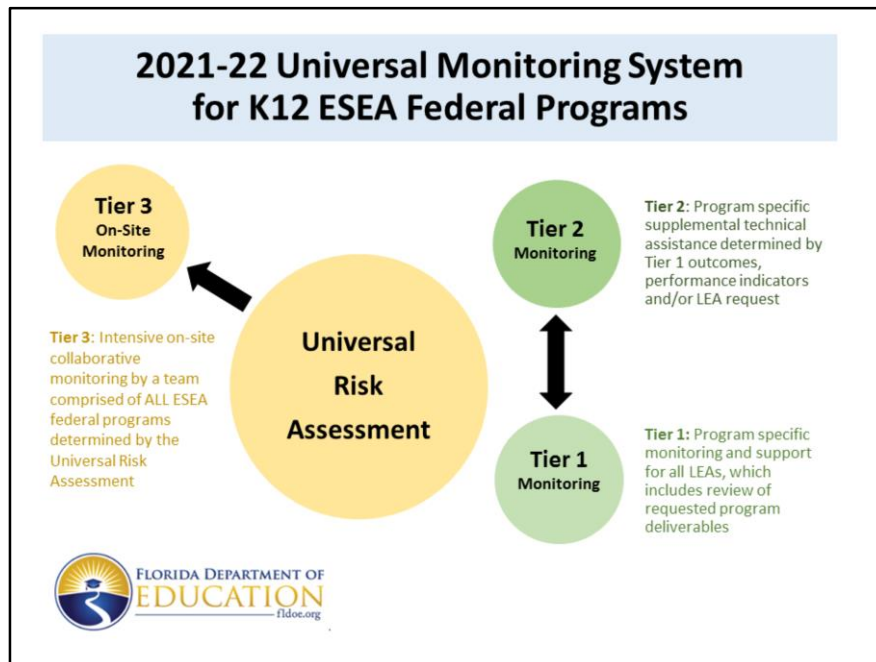
Action Item	Date
Districts received monitoring ShareFile instructions, sample request for documentation, and sample self-certification following the January Coordinators' Webinar	Thursday, January 21, 2021
Districts received specific self-certification documents or request for documentation	Monday, February 1, 2021
Due date for submissions of all requested documentation and self-certification	Tuesday, February 23, 2021



31

Dr. Dinh:

As mentioned before, the required documents for targeted desktop monitoring and district self-certification have already been disseminated to districts. If a district is unable to meet submission deadline, the district should submit to the FMEP State Director Dr. Dinh Nguyen a written request for an extension of the due date, to include a reasonable justification for the extension request.



Dr. Dinh

Florida Department of Education’s Universal Monitoring System is designed to define a tiered support system to be used by all K12 ESEA Federal Programs. This system identifies the levels of tiered support provide to LEAs. The Universal Risk Assessment contains common performance and fiscal indicators to identify LEAs with high risk for on-site monitoring. Program specific monitoring will be provided for all LEAs and support will be customized based on need or request.

Tier 1 and Tier 2 monitoring will be carried out through a combination of program specific support and technical assistance opportunities.

Tier 1 monitoring and support is defined as program specific monitoring that will be provided to all LEAs including review of program deliverables outlined by the program office. In other words the program office will collect and evaluate information provided by LEAs to demonstrate compliance with program requirements.

Tier 2 monitoring and support is defined as an opportunity to provide technical assistance based on Tier 1 outcomes, performance indicators and/or by an LEAs request.

Tier 3 intensive on-site collaborative monitoring is guided by FDOE's Universal Risk Assessment. If an LEA is determined as high risk an on-site monitoring visit will be conducted by a team comprised of ALL ESEA federal programs.

In summary, the new 2021-22 Universal Monitoring System is designed to provide differentiated technical assistance based on an LEA's need and performance history. We believe that if we work collaboratively with LEAs, we can increase the effectiveness of ESEA programs which in turn would have a positive impact on student performance.

**Monitoring Process for 2021-22
Tier 1**

4 Major Areas:

- Instructional and support services data
- Priority for Services (PFS)
- Migrant Parent Advisory Council (MPAC)
- Identification and recruitment
- Migrant student records transfer

 FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

33

Dr. Dinh:

Under Tier 1 monitoring, all districts will be required to submit to the Florida Migrant Education Program Office documents related to the four (4) major components identified on this slide.

- **Instructional and support services data** – Data collected by the district to identify the needs for programs and services, such as math and reading assessment scores, high school graduation rates, student and parent surveys regarding support services needed such as mentoring, counseling, health referrals
- **Priority for Services (PFS)** – Evidence that district has prioritized allocation of resources to first serve those migrant students who meet the Federal and State criteria for Priority for Services; for example, a PFS student service log.
- **Migrant Parent Advisory Council** – Evidence that district has established a local MPAC, such as list of committee members, meeting agendas, communications or surveys to seek parent feedback on program development, implementation, and evaluation
- **Identification and Recruitment** – Evidence of the district’s deliberate efforts to identify migratory children in its service area and enroll them into the MEP

- **Migrant Student Records Transfer** – Related to use of MSIX, collaboration with other Local Educational Agencies in Florida, other states or countries to obtain accurate student educational and health records

Monitoring Process for 2021-22 Tier 2

- Technical assistance
- Policy guidance
- Mentoring for new coordinators
- Additional support based on Tier 1 outcomes




34


Dr. Dinh:

Under Tier 2 supports, the FMEP team will provide technical assistance services and training to school districts based on program outcome data, needs identified by LEAs, and needs identified as a result of Tier 1 outcomes.

As a reminder, districts are welcome to request additional technical assistance or training from the FMEP team to meet their identified needs.



Additional Resources
Title I, Part C: Migrant Education Program

 FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org


35

Paulina:

Before we end, we want to remind you of some additional resources we have available.

FMEP Statewide Resources

FMEP State Offices	Website/Contact Information
Florida Identification & Recruitment Office (ID&R)	Website: https://www.flrecruiter.org/ Contact: fl-idr-office@escmail.org
Florida Portable Assisted Study Sequence (PASS) Program	Website: http://www.myfmpac.org/ Contact: Dr. Maria Pouncey, Coordinator maria.pouncey@paec.org
Florida Migrant Parent Advisory Council	Website: https://floridapass.org/ Contact: office@floridapass.org
Florida Migrant Inter/Intrastate Project	Contact: Lucia Valdivia-Sanchez, Director Valdivia-SanchezL@nefec.org


FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

36

Paulina:

In addition to our migrant education team at FDOE, the Florida Migrant Education Program has statewide service providers to support local MEPs in the areas of identification and recruitment; Migrant Parent Advisory Councils and family engagement; secondary education credit accrual and retrieval through the Florida Portable Assisted Study Sequence (PASS); and coordination and collaboration with other LEAs and other state MEPs through the FL Migrant Inter/Intrastate Project.

Please feel free to contact these service providers to make use of their resources and expertise.



Paulina:

Please use the survey monkey link provided in the FASFEPA agenda to submit questions you may have after viewing this recorded session.

We will compile questions in advance of FASFEPA Forum and use them to develop what is covered during the Forum concurrent sessions.

During the FASFEPA concurrent session you will have additional opportunity to submit questions in the chat box.