



# 2022-23 K12 Elementary and Secondary Education Act (ESEA) Federal Programs Universal Monitoring System (UMS)

Tier 1: Module 3 Support



# Module Objectives

- [Deliver Opening Welcome Message](#)
- [Cover Universal Monitoring System](#)
- Convey the Program Office Tier 1 February Topics
  - [Title I, Part A](#) – Improving Basic Programs Operated by Local Educational Agencies (LEAs)
  - [Title I, Part C](#) – Education of Migratory Children
  - [Title I, Part D](#) – Neglected & Delinquent Youth
  - [Title II, Part A](#) – Supporting Effective Instruction
  - [Title III, Part A](#) – English Language Acquisition, Language Enhancement and Academic Achievement
  - [Title IV, Part A](#) – Student Support and Academic Enrichment
  - [Title V, Part B](#) – Rural and Low-Income Schools
  - [Title IX, Part A](#) – McKinney-Vento Program
- [Deliver Equitable Services Ombudsman Message](#)





# Opening Welcome Message

Felicia A. Williams-Taylor,  
Senior Educational Program Director



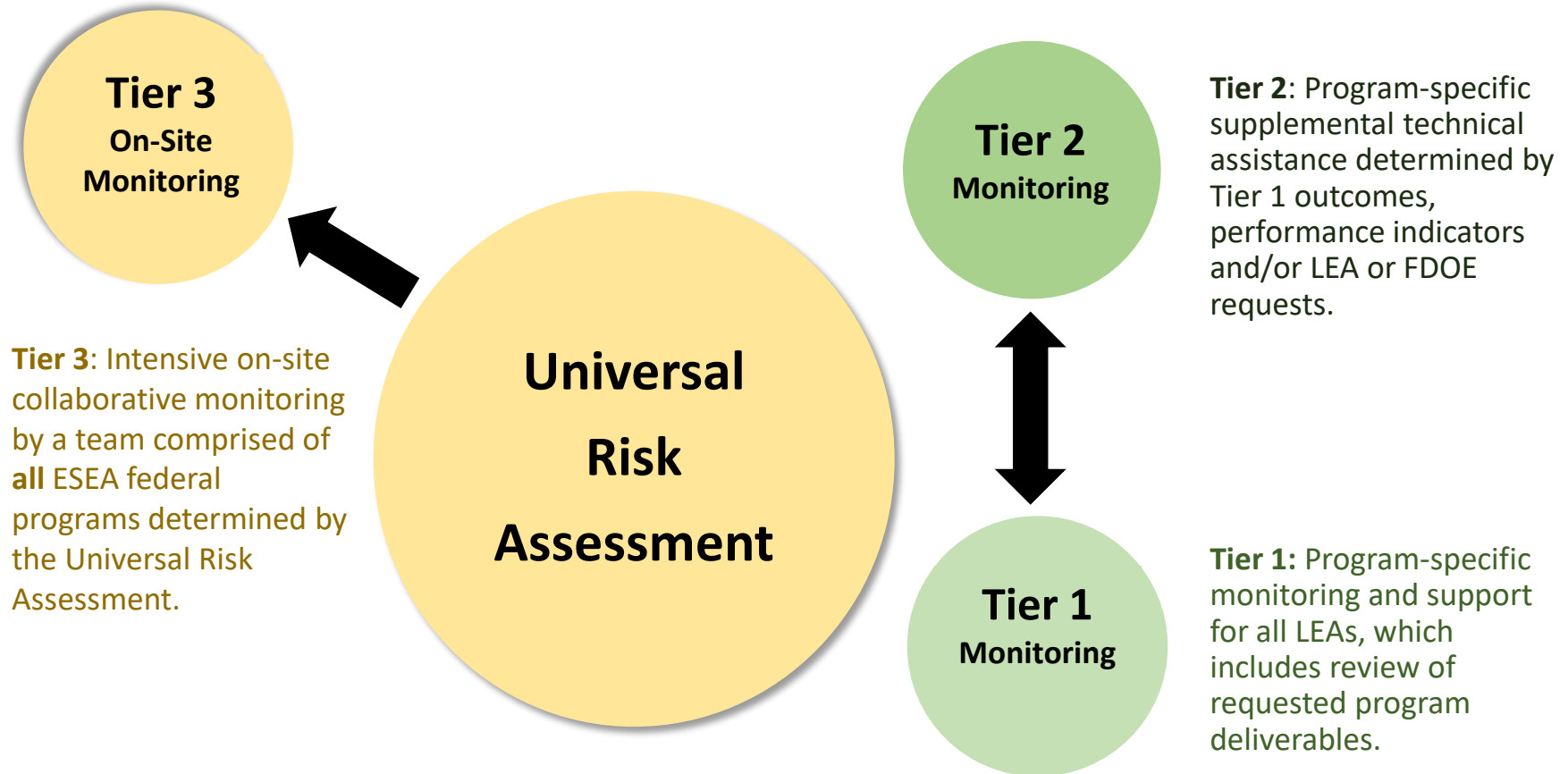




# 2022-23 Universal Monitoring System

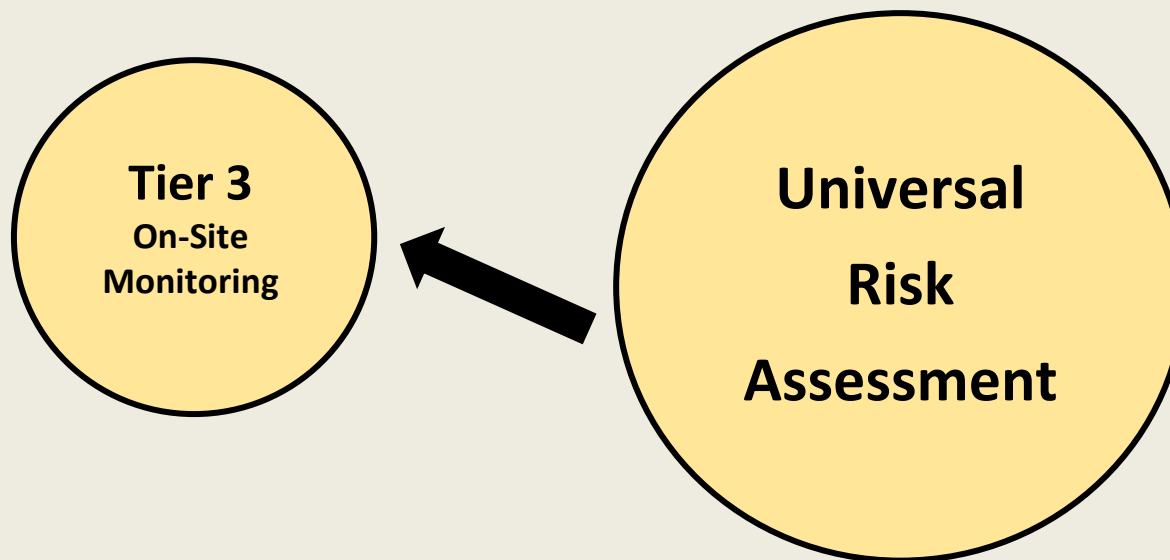
The Risk Assessment and Support Tiers

# 2022-23 Universal Monitoring System for K12 ESEA Federal Programs



# 2022-23 Universal Risk Assessment

- **Goal:** Identify high-risk LEAs for Tier 3 intensive on-site collaborative monitoring.



# 2022-23 Universal Risk Assessment

- Risk is evaluated to determine the likelihood and potential impact of an LEA not achieving grant goals and compliance requirements.
- The 2022-23 universal risk assessment analyzes quantifiable data points/indicators using risk criteria levels to determine a total risk score for each LEA.
- The LEA's total risk score will be used to determine if Tier 3 intensive on-site collaborative monitoring will be conducted by a team comprised of all ESEA federal programs.

# 2022-23 Universal Risk Assessment

#	Indicator	Low Risk Value	Medium Risk Value	High Risk Value	Low Risk Criteria	Medium Risk Criteria	High Risk Criteria	Data Source
1	Percent of Schools in the District with Comprehensive Support & Improvement (CSI) Status (most recent available)	5	10	15	Less than 10%	10% - 19.99%	20% or more	2022-23 Federal Index and ESSA Support Categories, by School as of July 18, 2022
2	Percent of Schools in the District with Targeted Support & Improvement (TSI) Status (most recent available)	3	6	10	Less than 50%	50% - 69.99%	70% or more	2022-23 Federal Index and ESSA Support Categories, by School as of July 18, 2022
3	Total Allocation of Federal Grants, FY 2022-23	5	10	15	Less than \$3 million	\$3-10 million	More than \$10 million	Sum of preliminary 2022-23 Federal grant allocations for 7 programs within the consolidated application
4	Total Number of Federal Grants, FY 2022-23	3	6	10	3 grants or less	4 to 5 grants	6 -7 grants	Number of Federal grants per district for 2022-23 within the consolidated application
5	Percent of Unexpended Federal Grant Funds (2021-2022)	5	10	15	10.00% or less	10.01% - 20.00%	20.01% or more	Sum of unexpended funds from 2020-2021 FLAGS detail reports for 7 grants within the consolidated application as of July 28, 2022
6	Timeliness of Grant Applications, FY 2022-23	3	6	10	90% to 100% on time	80% to 89.99% on time	Less than 80% on time	Timeliness of grant applications for 2022-23 fiscal year as indicated on internal ShareFile Tracker as of August 2, 2022
7	The LEA's average school-level percentage of federal funds comprising the total per-pupil expenditure amount.	3	6	10	Less than 7%	7.00% - 8.99%	9% or more	2020-21 School per-pupil expenditures report as of August 8, 2022



# 2022-23 Monitoring: Tier 1

## Common across all participating programs:

- Supports are provided during real-time implementation.
- All LEAs participate in Tier 1 supports.
- All LEAs upload program-specific topic documentation via program-specific ShareFile.
- All LEA program-level uploads are due by the last day of each of the four designated upload months.
- Upload months are October, November, February and March.



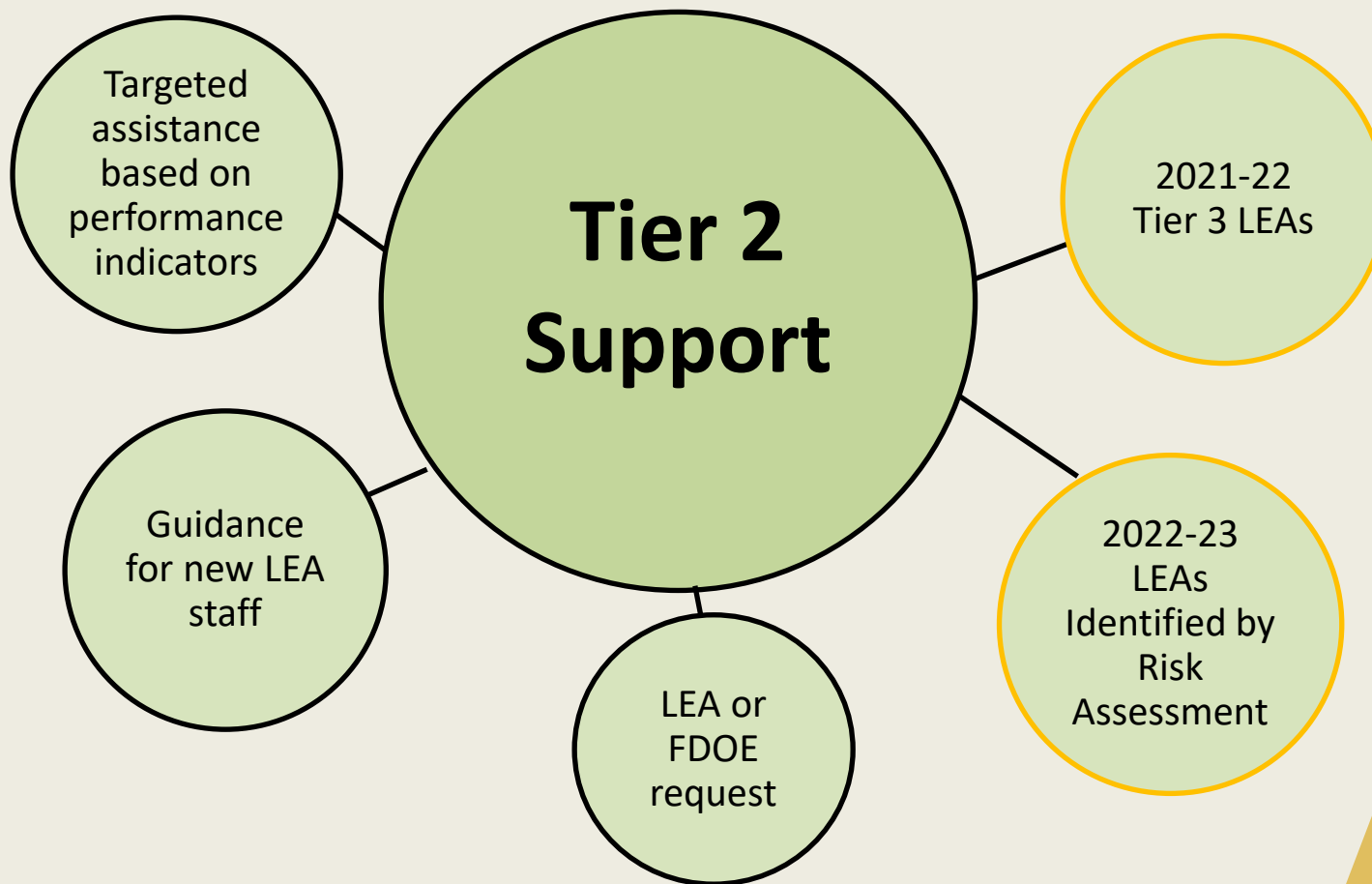
# 2022-23 Monitoring: Tier 1

**Florida's 2022-23 K12 ESEA Federal Programs Tier 1 Monitoring One-Pager**

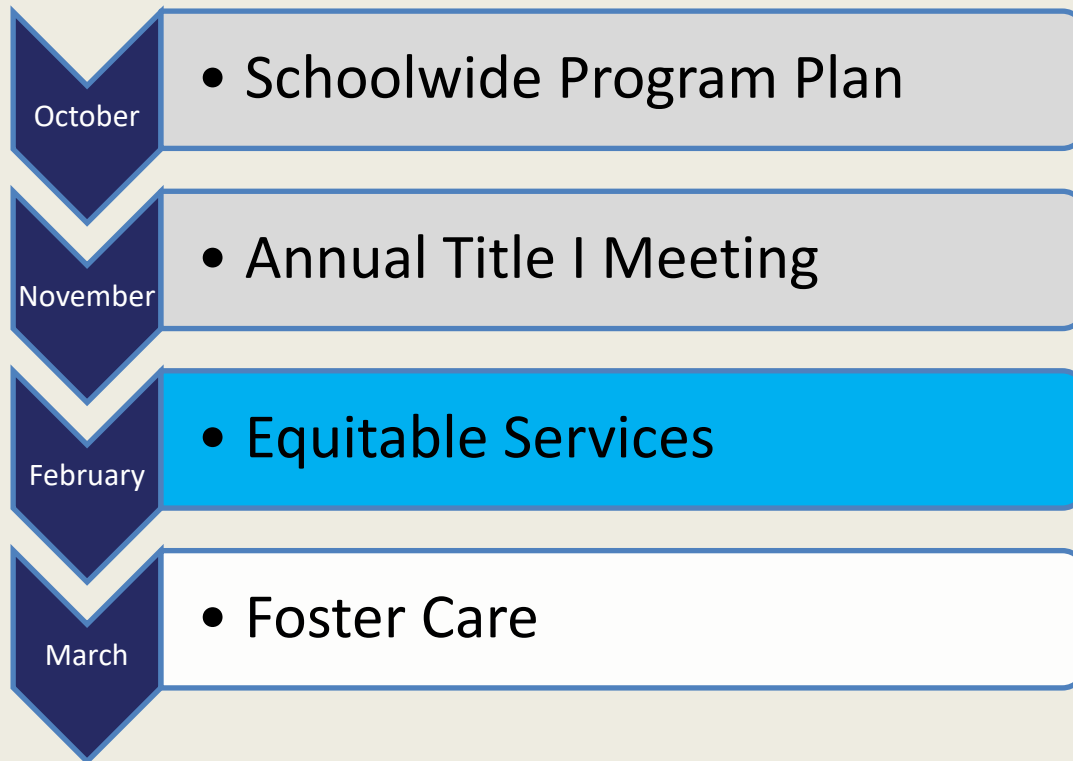
Topical Support – September 1 <b>October Uploads</b>	Topical Support – October 1 <b>November Uploads</b>	Topical Support – January 1 <b>February Uploads</b>	Topical Support – February 1 <b>March Uploads</b>
<b>Title I, Part A</b>	<b>Title I, Part A</b>	<b>Title I, Part A</b>	<b>Title I, Part A</b>
Schoolwide Program Plan	Annual Title I Meeting	Equitable Services	Foster Care
<b>Title I, Part C</b>	<b>Title I, Part C</b>	<b>Title I, Part C</b>	<b>Title I, Part C</b>
Residency Verification	Priority for Services	Migrant Parent Advisory Council	No Upload Required
<b>Title I, Part D</b>	<b>Title I, Part D</b>	<b>Title I, Part D</b>	<b>Title I, Part D</b>
Educational Services	Professional Development	Transition Supports	Evaluation
<b>Title II, Part A</b>	<b>Title II, Part A</b>	<b>Title II, Part A</b>	<b>Title II, Part A</b>
Cross Coordination and Collaboration	Equitable Services	Project Outcomes	No Upload Required
<b>Title III, Part A</b>	<b>Title III, Part A</b>	<b>Title III, Part A</b>	<b>Title III, Part A</b>
Language Instruction Notice	Program Implementation	Language Instruction Notice	No Upload Required
<b>Title IV, Part A</b>	<b>Title IV, Part A</b>	<b>Title IV, Part A</b>	<b>Title IV, Part A</b>
Stakeholder Consultation	Equitable Services	Program Activity and Implementation	Evaluation
<b>Title V, Part B</b>	<b>Title V, Part B</b>	<b>Title V, Part B</b>	<b>Title V, Part B</b>
Attendance	No Upload Required	Program Implementation	No Upload Required
<b>Title IX, Part A</b>	<b>Title IX, Part A</b>	<b>Title IX, Part A</b>	<b>Title IX, Part A</b>
Attendance (Transportation)	Collaboration	Postsecondary Transition	No Upload Required



# 2022-23 Monitoring: Tier 2



# Title I, Part A Monitoring Tier 1





# Equitable Services

- Provide an equitable services set-aside, if applicable.
- Provide timely and meaningful consultation that includes all the required topics outlined in ESEA.
- Provide services designed to meet the educational needs and supplement the educational services provided by the non-profit private schools.
- Maintain control of the Title I, Part A program implemented in participating private schools.
- Title I, Part A Equitable Services Non-Regulatory Guidance.
- Equitable services ombudsman ([EquitableServices@fldoe.org](mailto:EquitableServices@fldoe.org)).





# February Uploads

## Topic: Equitable Services

1. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part...
  - 1(a). Using the Title I, Part A coversheet, the LEA should provide the amount allocated in the equitable proportion of funds as well as how the allocation was spent and how much was rolled forward.
  - 1(b). The LEA should provide evidence of parental participation in determining the use of the parent and family engagement set-aside.



# February Uploads

## Florida's 2022-23 K12 ESEA Federal Programs Universal Monitoring System

Title I, Part A			
Local Educational Agency (LEA) Name			
Program Contact Information			
Contact Name		Position Title	
Phone		Email	

### February Upload Coversheet

Topic	Equitable Services	Due Date	February 28, 2023
	<b>Requirements</b>	<b>Evidence</b>	
1. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part...		1(a). Using the Title I, Part A coversheet, the LEA should provide the amount allocated in the equitable proportion of funds as well as how the allocation was spent and how much was rolled forward.  1(b). The LEA should provide evidence of parental participation in determining the use of the parent and family engagement set-aside.	

1(a). Provide the total amount allocated, rolled forward and expended on equitable services.		
Total Amount Allocated	Amount Rolled Forward	Amount Expended as of Feb. 1, 2023
List 1-3 equitable service approved application activities carried out using these expended funds.		

(b). Provide the document title, a description, and the upload page number(s).		
Document Title	Evidence Description	Page Number(s)

1(a). Using the Title I, Part A coversheet, the LEA should provide the amount allocated in the equitable proportion of funds as well as how the allocation was spent and how much was rolled forward.



# Title I, Part A Updates

## October Upload Reviews

- Take aways.
- Schoolwide Program Plan webinar.

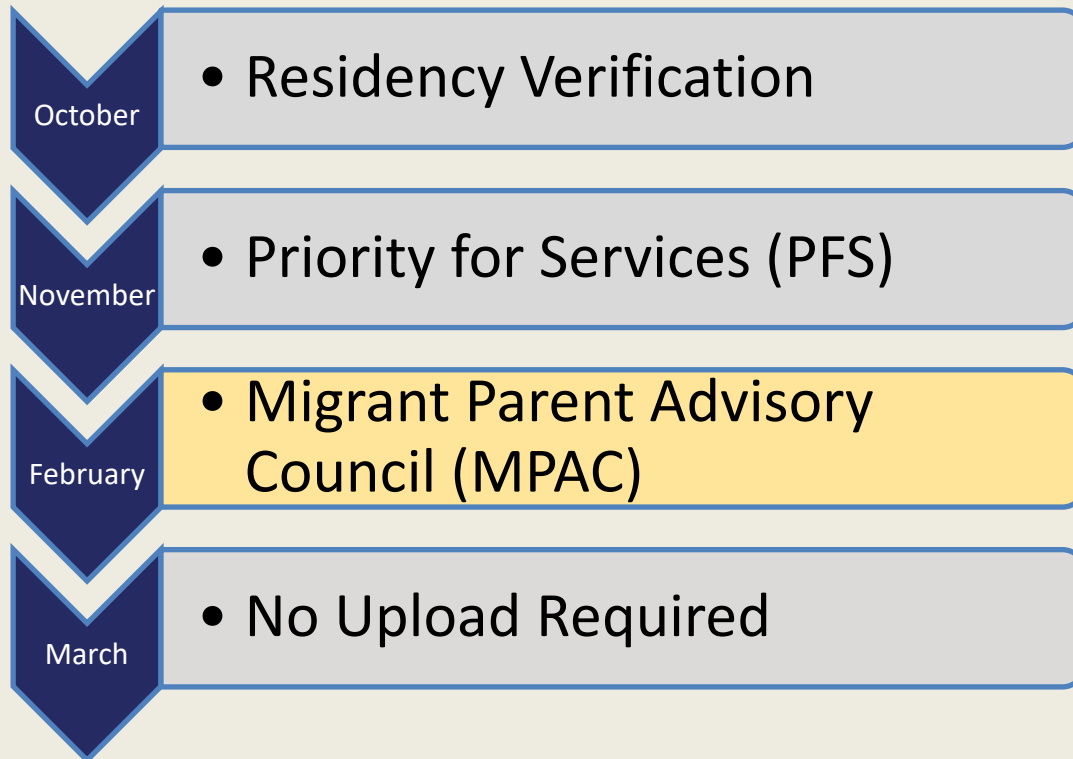
## Program Office Reminders

- Comparability is due January 31, 2023.
- Certified Roll letters are coming soon.
- K-Code amendments.
- Survey 3 is due February 17, 2023.

Contact our program office directly for additional Tier 2 support.



# Title I, Part C Monitoring Tier 1



# Migrant Parent Advisory Council (MPAC)

## Migrant Parent Advisory Councils:

- Are comprised of parents of eligible migratory children.
- Are required by the Every Student Succeeds Act.
- Provide feedback on program development and implementation.
- Have a crucial role in communicating important program information to other parents in the migrant community.





# February Uploads

## Topic: Migrant Parent Advisory Council (MPAC).

1. The Local Educational Agency (LEA) shall consult with parents of migratory children, including Migrant Parent Advisory Councils (MPACs) about program development, implementation, and evaluation in a language and format that parents can understand.

1(a). Evidence that a functioning district MPAC has been established, such as meeting agendas, minutes, sign-in sheets, and surveys that document input from migrant parents on the development, implementation, and evaluation of the LEA's MEP.

1(b). Evidence that information about the LEA's MEP was communicated to migrant parents in their home language, such as parent surveys, letters, or evaluation instruments.



# Title I, Part C Updates

## October Upload Reviews

- Good examples of residency verification practices.
- Verifying residency of migratory children turning age 3.

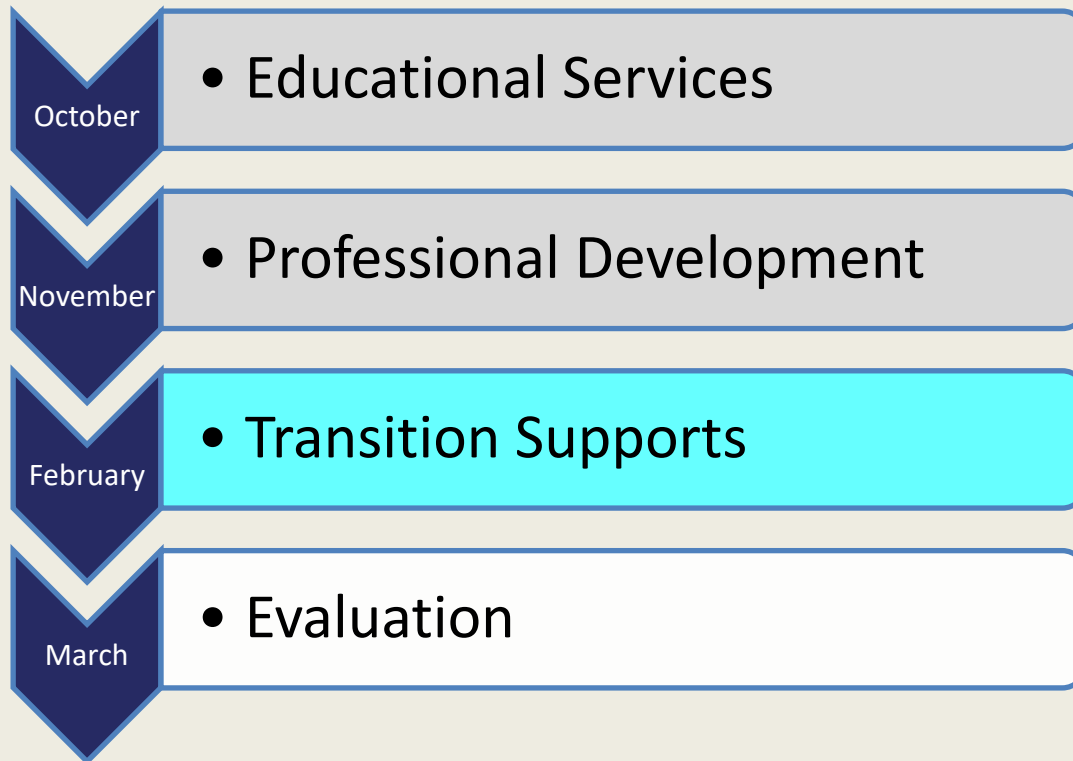
## Program Office Reminders

- Final date for amendments: April 30, 2023
- Summer program planning.

Contact our program office directly for additional Tier 2 support.



# Title I, Part D Monitoring Tier 1



# February Uploads

## Topic: Transition Supports

1. LEA ensures correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

1. For each LEA serving students with correctional facilities with Title I, Part D funds, the LEA should provide procedures for obtaining and assessing educational records, determining appropriate educational programming and ensuring educational staff and facility staff are aware of the students' individualized education program.





# February Uploads

## **Topic: Transition Supports, continued**

Procedures must include:

- Individual educational plan, if applicable;
- Section 504 plan, if applicable; and
- Progress monitoring plan and education transition plan (required for students in DJJ schools).



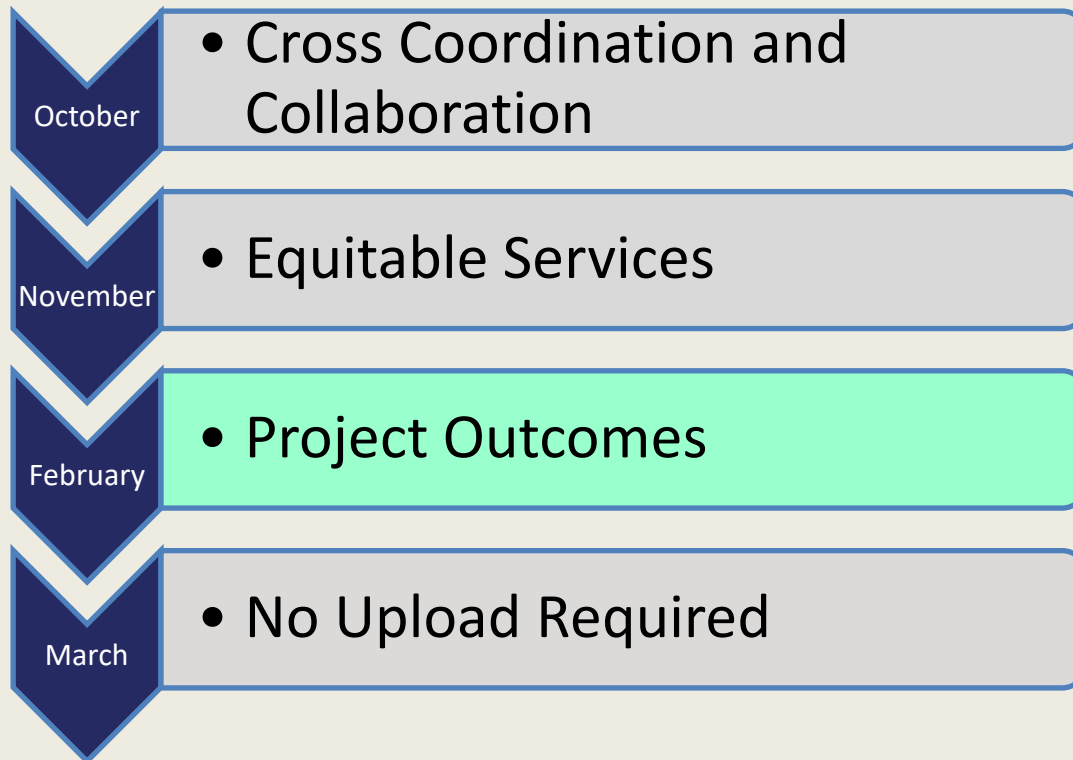
# Title I, Part D Updates

- There was a 93.8% timely submission rate for LEAs through ShareFile for the October Uploads.
- Each of the LEA Cooperative Agreements with DJJ schools included the 13 assurances, *PL 114-95 (ESEA Section 1423)*.
- When renewing Cooperative Agreements with the Sheriff's Office, please be sure to update or include the 13 assurances (*Section 1423*).
- When renewing contracts for Educational Services with educational providers, please be sure to update or include the 13 assurances (*Section 1423*).

Contact our program office directly for additional Tier 2 support.



# Title II, Part A Monitoring Tier 1



# Title II, Part A Purpose and Project Outcomes

The purpose of the Title II, Part A program is to provide supplemental activities that strengthen the quality and effectiveness of teachers, principals and other school leaders to:

- Increase student achievement consistent with the challenging state academic standards;
- Improve the quality and effectiveness of teachers, principals, and other school leaders;
- Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

# February Uploads

## Topic: Project Outcomes

1. The LEA annually evaluates the effectiveness of its Title II, Part A program to address student and educator learning needs.
  - 1(a). The LEA should provide evidence that demonstrates the effectiveness of one major activity that includes both short- and long-term measures of success and pre- and post-assessment data.
  - 1(b). The LEA should provide, using the Title II, Part A coversheet, the projected budgeted and expended funds for this one major activity.



# Title II, Part A Updates

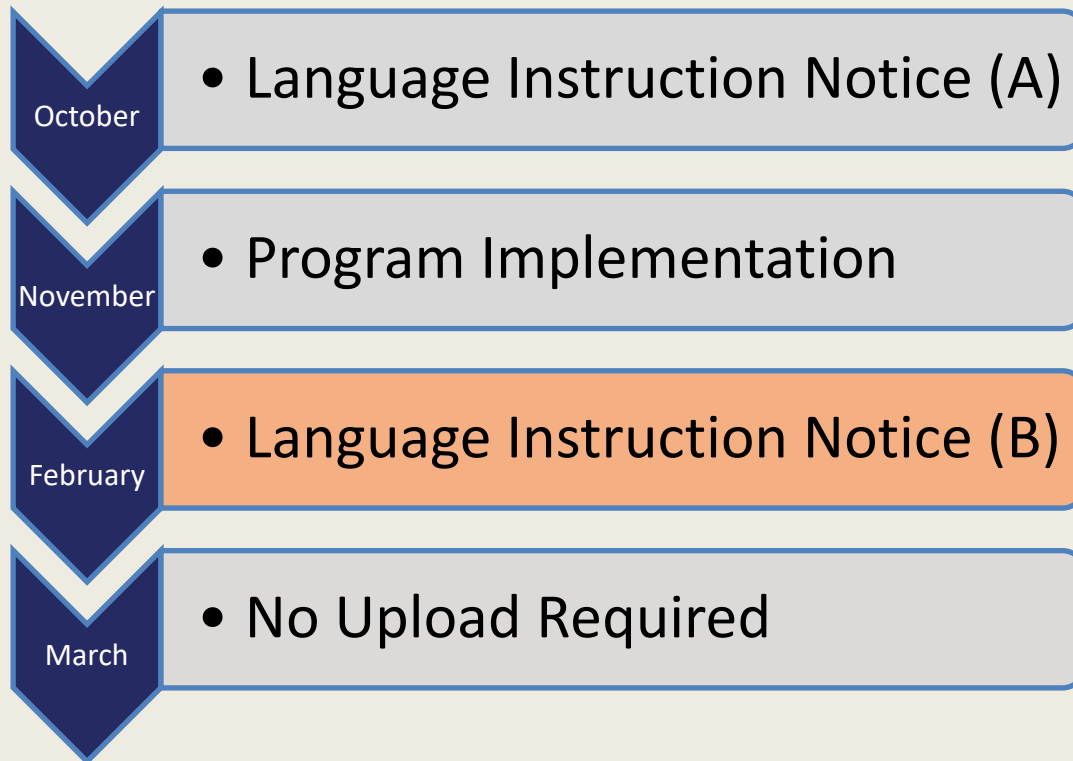
- There was an 85% timely submission rate for LEAs through ShareFile for the October Uploads.
- Please continue to submit monitoring uploads with the selected monthly coversheets.
- When implementing Title II, Part A project funds for professional development activities, ensure that these activities meet the statutory definition of professional development in Section 8101(42), which requires that professional development be: sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused.

Contact our program office directly for additional Tier 2 support.





# Title III, Part A Monitoring Tier 1





# Language Instruction Notice

ESEA 1112(e)(3)(A) parent language instruction letter requirements:

- The reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
- The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;

# Language Instruction Notice

- How such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
- In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and
- Information pertaining to parental rights.



# February Uploads

## Topic: Language Instruction Notice (B)

1. For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the local educational agency shall notify the children's parents during the first 2 weeks of the child being placed in a language instruction educational program consistent with subparagraph (A).
1. The LEA should provide one dated parent notification 2-week letter, from each applicable sample school to determine that parents of children who have not been identified as English learners prior to the beginning of the school year, but are identified as English learners during such school year, are sent notifications during the first 2 weeks of the child being placed in a language instruction educational program.



# Title III, Part A Updates

## October Upload Reviews

- 98% of Title III October monitoring documentation has been submitted.
- 75% of November uploads have been submitted.
- Reviews of documentation are continuing.

## Program Office Reminders

- There are no monitoring uploads for March.
- Title III and Immigrant allocations are based on data from Survey 2 which closed in December 2022.

# Title III, Part A Updates

New SALA Staff member:

Raydel Hernandez, Ph.D.

Program Specialist IV

Student Achievement through Language Acquisition

Florida Department of Education

325 W. Gaines Street

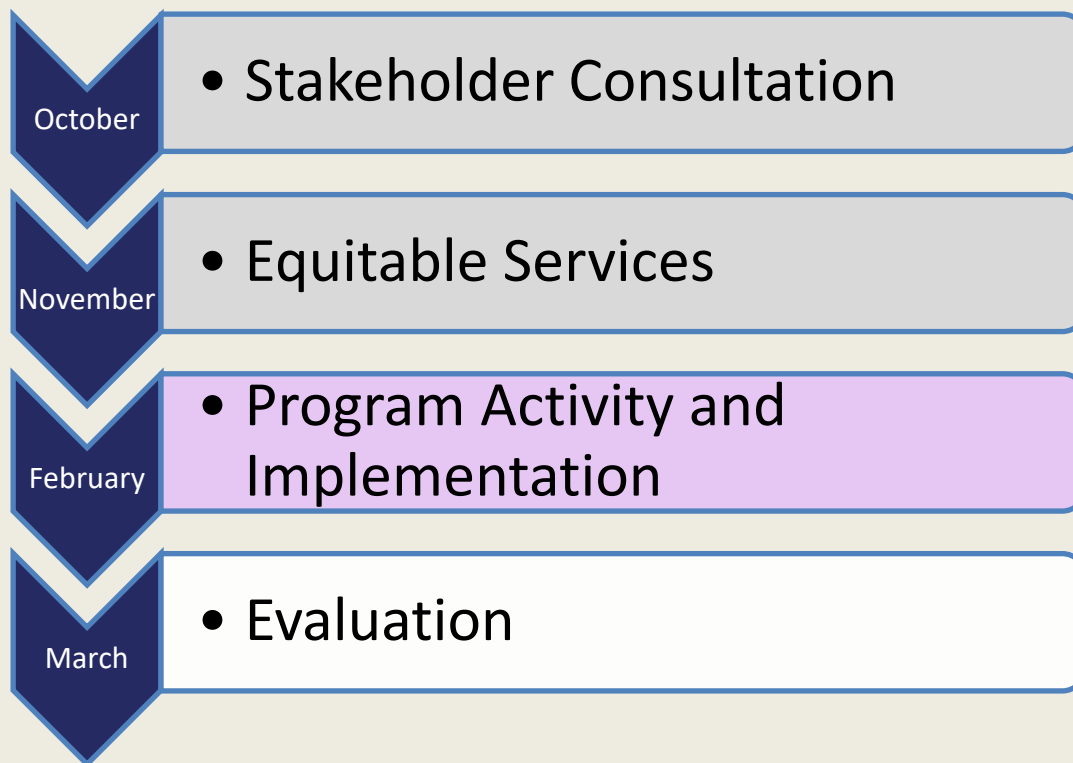
Tallahassee, Florida, 32399

[Raydel.Hernandez@fldoe.org](mailto:Raydel.Hernandez@fldoe.org)

Office: 850-245-0956



# Title IV, Part A Monitoring Tier 1



# Program Activity and Implementation

- ESEA Sections 4107-4109 require LEAs to use a portion of funds in the following areas:
  - Well-rounded Educational Opportunities – develop and implement programs and activities that support access to a well-rounded education.
  - Safe and Healthy Learning Conditions – develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments.
  - Effective Use of Technology – to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of students.



# February Uploads

## Topic: Program Activity and Implementation

1. Well-rounded Educational Opportunities – ESEA Section 4107 requires LEAs to use a portion of funds to develop and implement programs and activities that support access to a well-rounded education.
  - 1(a). The LEA will submit documentation to show the development and implementation of one program for Well-rounded Educational Opportunities, if applicable.



# February Uploads

## Topic: Program Activity and Implementation, continued

2. Safe and Healthy Learning Conditions – ESEA Section 4108 requires LEAs to use a portion of funds to develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments.

2(a). The LEA will submit documentation to show the development and implementation of one program for Safe and Healthy Learning Conditions, if applicable.

# February Uploads

## Topic: Program Activity and Implementation, continued

- |  |  |
|--|--|
| <p>3. Effective Use of Technology – ESEA Section 4109 requires LEAs to use a portion of funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of students.</p> | <p>3(a). The LEA will submit documentation to show the development and implementation of one program for Effective Use of Technology, if applicable.</p> |
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# February Uploads

## **Topic: Program Activity and Implementation, continued**

Documentation for 1(a) through 3(a) may include professional development materials, meeting notes, lesson plans, summary of initial assessments, usage reports, photographs, recordings, work samples and other documentation that shows program implementation.

# Title IV, Part A Updates

## October Upload Reviews

- Stakeholder consultation is ongoing.

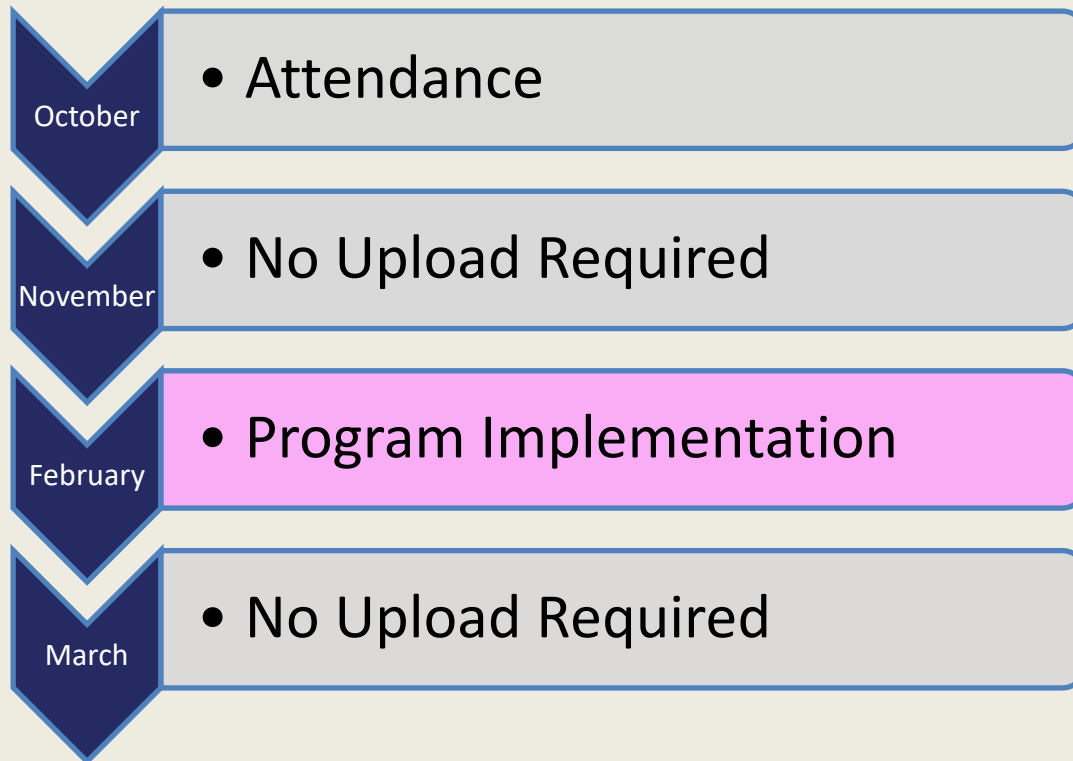
## Program Office Reminders

- Consolidated State Performance Report (CSPR)

Contact our program office directly for additional Tier 2 support.



# Title V, Part B Monitoring Tier 1



# February Uploads

## Topic: Program Implementation

1. ESEA Section 5224 requires the state educational agency to determine how local educational agencies and schools use funds as allowed under Section 5222(a)(1-5).

Grant funds awarded to an LEA shall be used for any of the following:

- Title I, Part A
- Title II, Part A
- Title III, Part A
- Title IV, Part A
- Parental Involvement

1. The LEA will submit documentation to show the development and implementation of one program for each area of focus (if applicable).



# February Uploads

## **Topic: Program Implementation, continued**

Documentation may include professional development materials, meeting notes, lesson plans, summary of initial assessments, usage reports, photographs, recordings, work samples and other documentation that shows program implementation.





# Title V, Part B Updates

## October Upload Reviews

- Attendance determines the amount of funds allocated to the state.

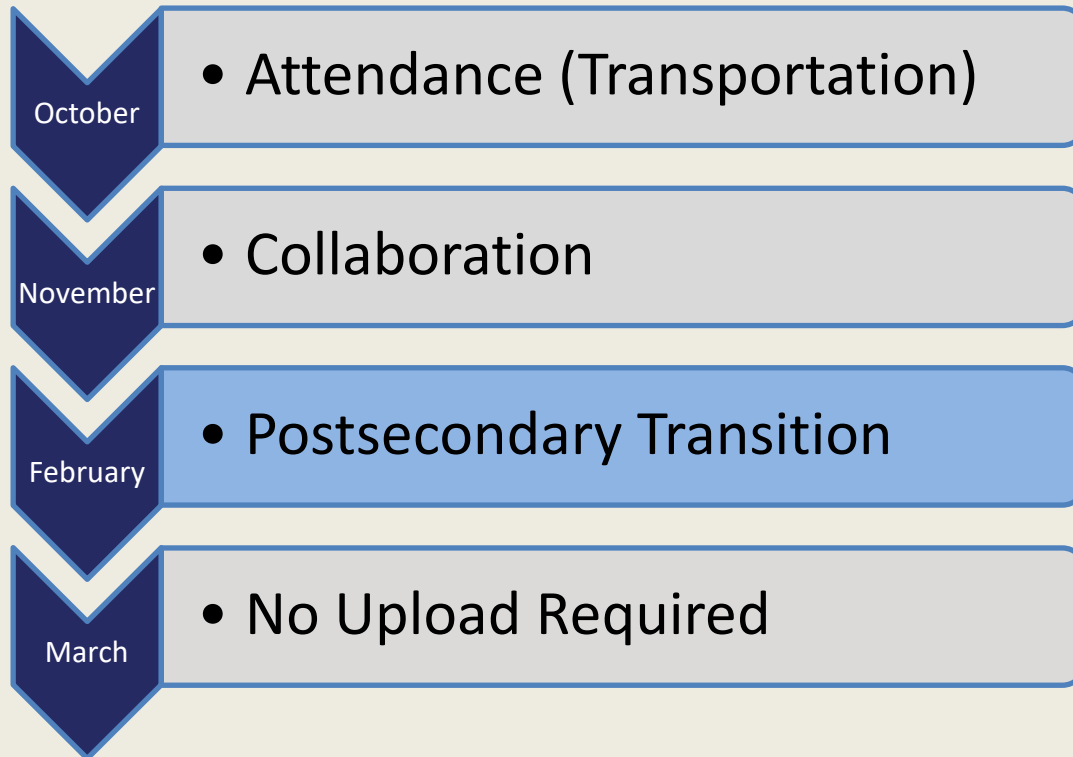
## Program Office Reminders

- Title V, Part B contact information ([Felicia.Brown@fldoe.org](mailto:Felicia.Brown@fldoe.org))

Contact our program office directly for additional Tier 2 support.



# Title IX, Part A Monitoring Tier 1



# Postsecondary Transition

Title IX, Part A – Education of Homeless Children and Youths, of ESEA, also referred to as the McKinney-Vento Act (MVA), requires LEAs support and facilitate the transition of students experiencing homelessness into postsecondary settings.



# February Uploads

## Topic: Postsecondary Transition

1. The LEA shall ensure homeless youths receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.
  - 1(a). The LEA should provide evidence of communication (e.g., emails), training (e.g., agenda, PowerPoint slides), or technical assistance provided to school counselors regarding MVA requirements to prepare and improve postsecondary readiness for homeless youths.
  - 1(b). The LEA should provide examples of referrals, communications or samples of scheduled counseling appointments with homeless youths (redacted student information).





# February Uploads

## Topic: Postsecondary Transition, continued

- 2. The LEA shall ensure homeless youths receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.
  - 2(a). The LEA should provide evidence of documents informing homeless unaccompanied youths of their independent status on FAFSA.
  - 2(b). The LEA should provide evidence of signed UHY verification forms for FAFSA.



# February Uploads

## Topic: Postsecondary Transition, continued

- |  |  |
|--|--|
| <p>3. The LEA shall assist students experiencing homelessness with documentation regarding eligibility for Florida tuition and fee exemptions.</p> | <p>3. The LEA should provide evidence of signed Florida tuition and fees exemption verification forms.</p> |
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# February Uploads



## Florida's 2022-23 K12 ESEA Federal Programs Universal Monitoring System

Title IX, Part A			
Local Educational Agency (LEA) Name			
Program Contact Information			
Contact Name		Position Title	
Phone		Email	

### February Upload Coversheet

Topic	Postsecondary Transition	Due Date	February 28, 2023
	<b>Requirements</b> 1. The LEA shall ensure homeless youths receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.  2. The LEA shall ensure unaccompanied homeless youth (UHY) are informed of their status as independent students and that youths may obtain assistance from the LEA liaison to receive verification for purposes of the Free Application for Federal Student Aid (FAFSA).  3. The LEA shall assist students experiencing homelessness with documentation regarding eligibility for Florida tuition and fee exemptions.	<b>Evidence</b> 1(a). The LEA should provide evidence of communication (e.g., emails), training (e.g., agenda, PowerPoint slides), or technical assistance provided to school counselors regarding MVA requirements to prepare and improve postsecondary readiness for homeless youths.  1(b). The LEA should provide evidence of referrals, communications, or scheduled counseling appointments with homeless youths.  2(a). The LEA should provide evidence of documents informing homeless unaccompanied youths of their independent status on FAFSA.  2(b). The LEA should provide evidence of signed UHY verification forms for FAFSA.  3(a). The LEA should provide evidence of signed Florida tuition and fees exemption verification forms.	
Provide the document title, a description, and the upload page number(s).			
Document Title	Evidence Description	Page Number(s)	



# Title IX, Part A Updates

## October Upload Reviews

- Many LEAs inform parents, guardians, and youth about transportation rights through the provision of brochures, flyers and posters.
- A lot of districts do not have inter-district agreements.

## Program Office Reminders

- All LEAs are monitored under Title IX, Part A regardless of direct funding as each LEA is responsible for implementing the McKinney-Vento Act requirements.
- Now is a good time to start reviewing homeless student data with program partners (internal and external).

Contact our program office directly for additional Tier 2 support.



# Equitable Services Ombudsman

- Applicable Programs
  - Title I Part A
  - Title I Part C
  - Title II Part A
  - Title III Part A
  - Title IV Part A
  - Title IV Part B
  - Project SERV
- [USED draft updates to 2019 Title I, Part A Equitable Services Guidance.](#)
- Contact the ombudsman: [equitable.services@fldoe.org](mailto:equitable.services@fldoe.org).

# Destination: Strategic Improvement



# FDOE Program Office Contacts

Program	Director	Email
Title I, Part A	Matthew Wiley	TIPA@fldoe.org
Title I, Part C	Henry Miller	Henry.Miller@fldoe.org
Title I, Part D	Carla Greene	Carla.Greene@fldoe.org
Title II, Part A	Matthew Caldwell	Matthew.Caldwell@fldoe.org
Title III, Part A	Ginger Alberto	Ginger.Alberto@fldoe.org
Title IV, Part A	Dr. Cassandra Brown	Cassandra.Brown@fldoe.org
Title V, Part B	Matthew Wiley	TIPA@fldoe.org
Title IX, Part A	Courtney Walker	Courtney.Walker@fldoe.org

Email UMS@fldoe.org for general universal monitoring system support.



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