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.

SECTION/COMPONENT	
	Only the completed/signed 100A should be sent directly to the Office of Grants Management for official "date of receipt" log in.
DOE 100A ALL REQUIRED INFORMATION MUST BE ENTERED ON THE DOE 100A	
DOE 101 BUDGET NARRATIVE Identify budget items and expenditures linked to the activities of this project.	Budget items should be linked directly to the goals/objectives/strategies and activities detailed in the project application and should not supplant funding for state, district and local mandated activities. NOTE: To facilitate completing the budget narrative, activities identified in budget section can be copied from the Needs Statements and Activities section of your online application and pasted into the budget section.
COLLABORATIVE PARTNERS Identify federal, 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]	The description should identify all collaborative partners. For each identified partner: (1) indicate the type and benefit (the value of the partner being a part of the program) (2) the type of program (federal, state, local, etc.) and (3) the primary target group(s) to be served. *Example*: The MEP partners with the Health Department, a state agency, to provide physicals and health screenings for eligible migratory children in grades Pre-K-3. **NOTE:** Description should detail plan for continuous collaboration with the collaborative partners throughout the project period.
MIGRANT EDUCATION PROGRAM (MEP) ANNUAL NEEDS ASSESSMENT PROCESS Briefly describe the local Migrant Education Program annual needs assessment process. The needs assessment process in this section would include a description of how data from multiple sources such as educational data (state assessment, GPA, annual learning gains, graduation, school readiness, etc.), survey data (parent, staff, student, community, other stakeholders), private schools/student request for services data, pre-kindergarten children data, Out-of-School Youth identification/recruitment/service data, Priority for Services student data, etc. is used to develop an overall picture of the needs of the migrant service population of the local MEP. In the description, include reference to the method(s) used to determine and prioritize the unique needs of migratory children. [NCLB Act of 2001, Section 1306]	Provide a **thorough** description of how the LEA conducts its migrant needs assessment. The process and efforts should involve students and parents. Identify and prioritize the needs of migratory children and families, including how results from the needs assessment process will be used to plan and/or improve program.

NEEDS STATEMENTS AND ACTIVITIES	REFER TO THE FOLLOWING:
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.** Activities must include, but not be limited to activities that are designed to address the areas of need identified by the State and LEA needs assessment processes. Provide evidence of the need for activities that will be funded through this application. Include information on the identified performance indicator/goals, need/required focus and target population, the strategic imperatives and to which each is tied, the data sources, actual outcomes, and anticipated outcome for 2011-2012. (See Sample Responses for Migrant Specific Prioritized Needs and Activities chart in the MEP Project Application Technical Assistance document.) Indicate if activities are coordinated with or funded by other programs funded under NCLB (i.e.; Title I, Part A, Title I, Part C, Title I, Part D, Title I, Part F, Title III, Part A, Title V, Part A, and/or Title VI, Part B, Subpart 2)	**Indicators (Appendices A-B)** **Sample Prioritized Need Statements and Activities (Appendix B)**
CONSULTATION WITH PRIVATE SCHOOL OFFICIALS To ensure timely and meaningful consultation, the local education agency shall consult with appropriate private school officials for the design and development of equitable services [NCLB: section 9501] for 2012-2013. Include the timeline and frequency of activities that outline the detailed plan of action for providing timely and meaningful consultation, and equitable services to eligible children, teachers, and parents in private schools within the local education agency (ies') service area. Address the private school/student needs identified in the local MEP needs assessment.	Description should detail planned opportunities for timely consultation with private school officials, how the consultation is conducted (meetings, workshops, etc.) and how such meetings will be documented. A copy of the required letter to private school officials must be uploaded with the completion of this component.
PRIORITY FOR SERVICES 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 the subgrantee will use Migrant Education Program funds and other resources to address the unique needs of children who meet the definition of Priority for Services, and document the services that these children receive. This plan should also 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)]	Detail the types of instructional services that will be provided to prioritized students, highlighting the use of scientifically based research reading programs that support FDOE's reading initiative; include methodology for identifying these students, documenting the services provided and the impact of the services on their academic achievement. Sample plan included in the Priority for Services Technical Assistance Paper.

EARLY CHILDHOOD COMPONENT Describe the instructional/supportive services provided to migratory prekindergarten children; include program type, and/or name, sites (schools, community centers, individual homes), indicating the number of children being served at each site by age span (ages 3 and 4) and the amount of Title I, Part C funds expended **per program**.	Describe the instructional and/or supportive services the LEA will provide to migratory Pre-Kindergarten children. **This section must be completed by all LEAs that submit a Title I, Part C Project Application**. 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. If the LEA will serve (or facilitate) services to Pre-K students, a site chart must be completed. The site chart covers five sections: (1) **NOTE**: The Early Childhood Component is a two-part response. Based on the LEA's response in the first section, additional information (site chart) must be completed in section 2. **REFER TO APPENDIX D**
EFFORTS TO RAISE GRADUATION RATES Describe how the project will develop or enhance efforts to raise graduation rates by addressing the unique needs of migrant secondary children due to their mobility and migratory lifestyle. Emphasis should be given to hiring or utilizing an existing secondary advocate who will address factors related to educational discontinuity, credit accrual and school engagement. Examples of programming might include the following: transition support (elementary to middle school and 8th grade to high school), mentoring, FCAT preparation, use of technology, strategic, content-based tutoring, drop-out prevention and/or recovery and credit make-up opportunities (PASS, mini-PASS, summer school). In your description identify how the project will document/track services and student outcomes.	Describe the activities and programs geared toward raising graduation rates of migratory students; include how these programs will enhance credit accrual and increase the GPA of students receiving these services. **REFER TO APPENDIX D**

OUT-OF-SCHOOL YOUTH (OSY) For this section an Out-of-School Youth is a youth who is a single (not traveling with parents/legal guardians) farmworker, younger than 22 years old, and without a high school diploma. The OSY migrant population is composed of two groups: "here-to-work" and "recovery youth." The here-to-work group includes youth who last attended school outside the U.S. (generally Mexico) and have not obtained a high school diploma or GED in either country. The other group of OSY, "recovery youth," last attended school in the U.S. and have more English literacy skills than the "here-to-work" population. 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. Identify the educational/supportive services the local MEP will provide to or facilitate for this population. In the description, address the use of technology and OSY needs identified in the local MEP needs assessment, where applicable.	Describe how the LEA will identify and recruit Out-of-School Youth. The response must also describe the types of educational (i.e. mini-lessons) and supportive services that will be provided or facilitated for this population. If the LEA will incorporate learning opportunities through the use of technology, it should also be described in the response.
READING STRATEGIES Describe reading strategies that the project will facilitate or implement to decrease the achievement gap between migrant and non-migrant children. Description must clearly document that the proposed activities are supplementary and do not supplant existing state and locally funded activities and required services. Reading strategies shall include implementing literacy programming or facilitating access to existing literacy programming with a recommended focus on vocabulary and fluency development. In the description address the use of technology, where applicable. Emphasis should be given to hiring or consulting with a reading advocate or specialist (e.g., a certified teacher with experience in second language acquisition, who is well-versed in recent research, can implement differentiated instruction and is able to work with adult learners) or with qualified professional staff or specialist from local universities, community colleges, and/or industries.	Description should indicate the strategies/activities the LEA will give most emphasis to (or focus on). Strategies with most emphasis are defined as: the strategies the MEP believes are the most effective in helping students improve academically. **If the LEA will incorporate learning opportunities through the use of technology, it should also be described in the response.** Description must clearly document that the proposed activities are supplementary and do not supplant existing state and locally funded activities and required services. **REFER TO APPENDIX C**

MATHEMATICS STRATEGIES Describe mathematics strategies that the project will facilitate or implement to address the special and unique needs of migrant children, with a recommended focus on rigor and cultural relevance and the use of manipulatives in instruction. Description must clearly document that the proposed activities are supplementary and do not supplant existing state and locally funded activities and required services. In the description address the use of technology, where applicable. Emphasis should be given to hiring or consulting with a math advocate or specialist (e.g., a certified math teacher with experience in second language acquisition, who is well-versed in recent research, can implement differentiated instruction and is able to work with adult learners) or with qualified professional staff or specialist from local universities, community colleges, and/or industries.	Description should indicate the strategies/activities the LEA will give most emphasis to (or focus on). Strategies with most emphasis are defined as: the strategies the MEP believes are the most effective in helping students improve academically. **If the LEA will incorporate learning opportunities through the use of technology, it should also be described in the response.** Description must clearly document that the proposed activities are supplementary and do not supplant existing state and locally funded activities and required services. **REFER TO APPENDIX C**
SPECIAL 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, health and access to services. **MAJOR AREAS OF CONCERN:** • **EDUCATIONAL CONTINUITY** • **INSTRUCTIONAL TIME** • **SCHOOL ENGAGEMENT**	Descriptions for these areas of concern should identify the supports the LEA will provide to migrant students to reduce the impact of these concerns on the in-school success of these students. **REFER TO APPENDIX E**
MAJOR AREAS OF CONCERN: • **ENGLISH LANGUAGE DEVELOPMENT** • **EDUCATIONAL SUPPORT IN THE HOME** • **HEALTH AND ACCESS TO SERVICES**	Descriptions for these areas of concern should identify the supports the LEA will provide to migrant children and parents to reduce the impact of these concerns on the academic success of the children and to meet the literacy needs of the parents. Description should include the use of computers, software, tutorials, literacy programs, referrals to various social services. **REFER TO APPENDIX E**

EFFECTIVE PARENTAL INVOLVEMENT 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. Describe how the project will ensure that migrant parents of students attending Title I schools understand the implications of NCLB Public School Choice with Transportation and/or Supplemental Educational Services (SES). [NCLB Act of 2001, Section 1304 (c)(3)(A)(B)]	Describe the parental involvement activities (including MPAC meetings) and steps that will be taken to ensure that migrant parents understand the implications of NCLB Public School Choice with Transportation and/or Supplemental Educational Services (SES).
ANNUAL PROGRAM EVALUATION PROCESS Describe the project's annual program evaluation process in addition to state reporting requirements. [NCLB Act of 2001, Section 1304 (c)(5)] The description must clearly state that the LEA will address and complete the evaluation and reporting requirements of the mandatory Florida MEP mid-year and annual evaluation.	Provide an explanation of the evaluation process, type of data collected and how data is used to design programs that will facilitate the highest level of student achievement. Description should include a plan to conduct a mid-year analysis of program implementation, effectiveness and how the LEA will utilize results to strengthen and/or modify existing plan to best serve migratory children/families.
DISSEMINATION/MARKETING PLAN Describe methods/strategies you will use to disseminate and market information about the project to appropriate populations. In your description, include how the project will report the progress made in attaining the LEA's goals and objectives. Also, identify the steps to be taken by the LEA to disseminate general information regarding the Title I, Part C Program, including the dissemination of information to parents/guardians whose native language is not English.	Describe/outline, clearly, the **plan** for reporting program outcomes and dissemination of program information that ensures that migratory families are notified of the migrant services and programs offered to them within the LEA and that the information is provided in the parents' native language(s).

APPENDIX A

Cross Walk of Next Generation Pre-K20 Benchmarks & 2011-2012 Project Application Program Performance Indicators

Next Generation PreK-20 Benchmarks	Program Performance Indicators
FOCUS AREA ONE Strengthen the Foundation Skills of Our Students: ➢ To increase rigor of standards to improve student achievement in VPK-12 ➢ Utilize assessment to direct instruction and effect student outcome ➢ Develop strategies to assist schools in need of improvement 1.1 The percentage of students scoring at or above grade level on FCAT Reading and Math, by elementary, middle, and high school 1.2 Graduation Rates: • Excluding GED • Including GED 1.3 Number of Correct II and Intervene schools showing significant progress each year 1.4 Percentage of K-3 students in special education due to reading deficits 1.5 Track cohorts of students who score "**ready**" on Kindergarten readiness assessment in Kindergarten and measure their performance on the third grade FCAT* 1.6 Track cohorts of students who score "**not ready**" on Kindergarten readiness assessment in Kindergarten and measure their performance on the third grade FCAT*	**1.4** District-derived Performance Indicator: The percentage of migrant students who score at or above the proficient level in reading/language on the state's assessment.
	1.5 District-derived Performance Indicator: The percentage of migrant students who demonstrate growth in reading/language as measured by adequate annual learning gain (GAIN) on the state's assessment.
	1.6 District-derived Performance Indicator: The percentage of migrant students who score at or above the proficient level in mathematics on the state's assessment.
	1.9 District-derived Performance Indicator: The percentage of migrant students who demonstrate growth in mathematics as measured by adequate annual learning gain (GAIN) on the state's assessment.
	1.10 District-derived Performance Indicator: Of the kindergarten children, who received migrant funded or facilitated Pre-K services, the percentage demonstrating school readiness as measured by the State's assessment (DIBELS LNF, DIBELS ISF, or ECHOS).
	1.11 District derived Performance Indicator: The percentage of migrant students participating in summer and/or extended learning programs.
	1.12 District derived Performance Indicator: The gap between the percentage of migrant students and the percentage of non-migrant students who score at or above the proficient level in reading/language on the state's assessment.
	1.13 District derived Performance Indicator: The gap between the percentage of migrant students and the percentage of non-migrant students who score at or above the proficient level in mathematics on the state's assessment.
	1.14 District derived Performance Indicator: The percentage of migrant parents reporting (via survey) being involved in their child's education.
	1.15 District derived Performance Indicator: The percentage of middle and secondary migrant students participating in PASS/Mini PASS or other credit accrual/retrieval programs.
	5.3 District-derived Performance Indicator: The percentage of 12th grade migrant students who graduate from high school with a standard high school diploma or regular GED (excludes Adult GED).
	5.4 District-derived Performance Indicator: The percentage of migrant students in grades 9-12 who increase their GPA over the prior year.
	5.6 District-derived Performance Indicator: Of the 10th to 12th grade students who participate in at least 3 months of MEP funded or facilitated tutoring and/or academic services, the percentage who pass the FCAT.
	5.9 District-derived Performance Indicator: The gap in graduation rate (standard high school diploma or regular GED not including Adult GED) between migrant students and non-migrant students.

*Performance Indicators shaded are <u>required</u> to be addressed in the Needs Statements & Activities section of the Title I, Part C Project Application.

2011-2012 Technical Review Checklist
Title I, PART C
PROJECT APPLICATION

<u>APPENDIX B</u>

<u>Instructions for Completing the Needs Statements and Activities Component</u>

1) Performance Indicators:
To select multiple indicators, remember to hold down the Ctrl key. To deselect a Performance Indicator you may use this same process to select the one you need to remove. You can verify the removal by noticing the selection is no longer highlighted in blue. Select the "Reference" hyperlink (in blue) to access the crosswalk between the Next Generation Pre-K 20 Benchmarks (NGPBs) and program specific performance indicators.

Required indicators must be addressed in order to submit successful Needs Statements and Activities to FLDOE. The required performance indicators to address are **1.4, 1.6, 1.10, 1.12, 1.13, 5.3 and 5.9.**

An associated value is required in boxes addressed as Need Statements and Activities #1, Need Statements and Activities #2, etc. if an identified need/required focus/target population in the drop down menu is selected.

2) Need, Required Focus, and Target Population:
A dropdown menu of the most common <u>Need, Required Focus, and Target Population</u> to be addressed is available (see picture that follows)**.** The LEA can opt to address:
  a. multiple performance indicators per one Need/Focus/Target Population;
  b. one performance indicator per one Need/Focus/Target Population; OR
  c. multiple performance indicators and multiple Need/Focus/Target Populations.

<u>Examples</u>
a. Performance indicators **1.5 and 1.9** can be address with one Need/Focus/Target Population entitled **"Migrant students who did not demonstrate growth in reading or mathematics as measured by adequate annual learning gain (GAIN) on the state's assessment"**

b. Performance indicator **1.10** can be addressed with the Need/Focus/Target Population entitled **"Migrant kindergarten children who received migrant funded or facilitated Pre-K services that demonstrate school readiness as measured by the State's assessment (DIBELS LNF, DIBELS ISF, or ECHOS)."**

c. Performance indicators **1.4 and 1.6** can be addressed with **two** Need/Focus/Target Populations entitled **"Migrant students in grades 3-12 who have not met the proficient level in reading on the state's assessment (FCAT)"** and **"Migrant children in grades 3-12 who have not met the proficient level in mathematics on the state' assessment (FCAT)"**

The Needs <u>must</u> at a minimum, target the four areas of deficiency as determined by the State Comprehensive Needs Assessment which are identified by <u>Performance Indicators 1.4, 1.6, 1.10, 1.12, 1.13, 5.3, and 5.9</u>.

NOTE: The Needs Statements and Activities Component allows up to thirty (30) needs to be entered.

3) Actual Outcome/Baseline(s):
Identify the Actual Outcome/Baseline(s) as the basis for the identified Need/Required Focus/Target Population and provide the Data Source. In this section, when identifying current baseline information use **2010-11** data where available. Use the SMART method when identifying the baseline, that is, the baselines(s) must be specific, measurable, achievable, relevant, and timely (accomplished within one fiscal year). Identify the baseline for each performance indicator addressed, **including gap as a percent**. For a guide, in completing the Needs Statements and Activities sections see, **Sample Responses for Migrant Specific Prioritized Needs and Activities** that follows.

4) Activity(ies)
Describe the Activity(ies) that will be implemented to address the identified Need. Include the following information for each activity listed:
- Identify if the activity that is a Reading Initiative
- Identify the population each activity will target to address the identified need. (In addressing this you can indicate that the population is identified in Need/Focus/Target Population section. However, where appropriate add more specific information about the population.)

* Sample activities are available for reference by clicking the "Reference" hyperlink (in blue).

For each Activity address the following sections:

5) Identify the Evidence Based Research that this strategy will be effective in addressing the identified Need

6) Frequency and duration of the activity

7) How the LEA will monitor the implementation of these activities *(Identify <u>tools</u> and <u>timeframes</u> to be used in monitoring progress)*

8) Next Generation Strategic Plan Focus Areas:
Multiple Next Generation Pre-K20 Benchmarks may be chosen by holding the down the CTRL key, selecting the Benchmark and using your mouse. To deselect a Benchmark and/or Performance goal you may use this same process to select the one you need to remove. You can verify the removal by noticing the selection is no longer highlighted in blue. Select the "Reference" hyperlink (in blue) to access the crosswalk between the Next Generation Pre-K 20 Benchmarks (NGPBs) and program specific performance indicators. **The Benchmark selected must align to the Need(s).**

9) Coordination with Other Federal and Non-Federal Programs
Describe the coordination with other federal **(i.e. Title programs)** and non-federal **(i.e. state & local)** programs and the collaborative partners and/or resources outside of the LEA to address the indentified need.

10) Resources
Specify the resources provided by the title program(s) to implement each activity.

11) Anticipated Outcomes

Provide the anticipated outcomes based on the activity(ies) being implemented to address the identified need. In this section, when identifying anticipated outcome information use **2010-11** data. Use the SMART method when identifying the anticipated outcome, that is, the outcome(s) must be specific, measurable, achievable, relevant, and timely (accomplished within one fiscal year). Identify the outcome for each performance indicator addressed, **including gap as a percent**; there needs to be an anticipated outcome to correspond with each baseline statement.

Viewing and Printing the Needs Statements and Activities:
The "View all records" hyperlink is located above the instructions and only available when the information has been entered and saved in Needs Statements and Activities section. Needs entered in this section will be shown in a printer and user friendly version.

Sample Responses for Migrant Specific Prioritized Needs and Activities

Identify (by completing chart) the needs of the LEA's migrant children. **The needs <u>must</u> at a minimum, target the four areas of deficiency as determined by the State Comprehensive Needs Assessment which are identified by <u>Performance Indicators 1.4, 1.6, 1.10, 1.12, 1.13, 5.3, and 5.9</u>**. Include the targeted group, performance indicator (if applicable), data source, actual outcomes from most recent results and performance targets with measurable outcome objectives.

Q1 Identified need/required focus and target population (Note – Dropdown menu))	Q2 Actual Outcomes/ Baseline from Most Recent Results	Q3 Describe Activity(ies) Implemented to Address Identified Need	Q4 Evidence Based Research	Q5 Timeline and Frequency	Q6 Monitoring Implementa-tion	Q7 Performance Goal(s) (Note – Dropdown menu)	Q8 Next Generation PreK-20 Bench-marks (Note – Dropdown menu)	Q9 Collaborative Partners and/or Resources outside of LEA (if appropriate	Q10 Specify Resources Provided by Title Program(s) to implement the activity	Q11 Anticipated Outcome
Migrant students in grades 3-12 who have not met the proficient level in reading on the state' assessment.	2010-11 FCAT data indicates that __% of migrant students met the proficiency target in reading/ language arts.	Saturday Reading/Math Tutorials. Yes- the _____ curriculum, a Reading Initiative, used in the tutorial program targets fluency.	Yes it is Evidence Based. Research on the effective-ness of the curriculum was conducted by… (*Insert the source of the research*).	The tutorials will occur every Saturday during regular school year from 9am – 12 pm	Sign-in sheets and tutorial logs used to track attendance, length of time, and subjects covered in tutorials. Also, teacher developed & computer-based assessments used weekly to monitor progress.	1.4 District-derived Performance Indicator: The percentage of migrant students who score at or above the proficient level in reading/ language on the state's assessment.	1.1	Title I Reading Center will be used as the facility.	Title I, Part C will provide 3 highly qualified teachers to provide instruction; 3 paraprofessional will assist with non-instructional activities.	By the end of the 2011-12 school year, __% of the migrant students tested will score proficient in reading/ language arts as measured by FCAT data reports.
Decreasing the gap between migrant and non-migrant students who score at or above the proficient	2010-11 FCAT data indicates that the achievement gap in reading between migrant and	Saturday Reading/Math Tutorials. Yes- the _____ curriculum, a Reading Initiative, used in the tutorial program targets	Yes it is Evidence Based. Research on the effective-ness of the curriculum was conducted	The tutorials will occur every Saturday during regular school year from	Sign-in sheets and tutorial logs used to track attendance, length of time, and subjects covered in	1.12 District derived Performance Indicator: The gap between the percentage of migrant students and the percentage of non-migrant	1.1	Title I Reading Center will be used as the facility.	Title I, Part C will provide 3 highly qualified teachers to provide instruction; 3 paraprofessional will assist with non-instructional activities.	By the end of the 2011-12 school year, reading achievement gap between migrant and non-migrant students will

level in reading or mathematics.	non-migrant students was measured as ___%.	fluency.	by… (*Insert the source of the research*).	9am – 12 pm	tutorials. Also, teacher developed & computer-based assessments used weekly to monitor progress.	students who score at or above the proficient level in reading/ language on the state's assessment.				decrease by ___% as measured by FCAT data reports.
Migrant kindergarten children who received migrant funded or facilitated Pre-K services that demonstrate school readiness as measured by the State's assessment (DIBELS LNF, DIBELS ISF, or ECHOS). **THIS IS THE REQUIRED NEED/FOCUS/ TARGET POPULATION**	2010-11 Readiness data reports indicate that ___% of migrant kindergarten children demonstrated school readiness as measured by state's school readiness assessment.	Migrant Pre-Kindergarten classroom set-up in Ceder Elementary School. The _____ curriculum will be used. This is not a Reading Initiative.	Yes it is Evidence Based. Research on the effective-ness of the curriculum was conducted by… (*Insert the source of the research*).	The Pre-K program will be offered M-F every week during regular school year from 7:00 am to 6:00 pm	Sign-in sheets and instructional logs used to track attendance, length of time, and subjects covered during day. Also, teacher developed assessments used weekly to monitor progress.	1.10 District-derived Performance Indicator: Of the kindergarten children, who received migrant funded or facilitated Pre-K services, the percentage who demonstrates school readiness as measured by the State's assessment (DIBELS LNF, DIBELS ISF, or ECHOS).	1.5	Classroom in Ceder Elementary will be used for Pre-K Program.	Title I, Part C will provide 2 Early Childhood teachers for the classroom as well as all the materials.	By the end of the 2011-12 school year **all** kindergarten migrant children who were served in a Pre-K program for at least nine months, will demonstrate school readiness as measured by the state's school readiness assessment.
Prekindergarten migrant children not receiving migrant funded or facilitated early childhood services in preparation for enrolling	2010-11 Pre-K program participation data indicate that ___% of Pre-K migrant students receive Pre-K services.	Prekindergarten migrant children will be identified and where needed access to Pre-K services will be facilitated.	This is not evidence-based research.	Facilitation to Pre-K will be ongoing and as needed.	The number of Pre-K migrant children will be tracked along with the percent who receive Pre-K services through Pre-K program participation	1.10	1.5	RCMA, Head Start, & Title I, Part A Pre-K Programs	N/A	By the end of the 2011-12 school years, the percent of Pre-K migrant students who receive Pre-K services will increase by ___% as measured by Pre-K program

into kindergarten					data reports.					participation data reports.
Migrant students in grade-12 who may be at risk of dropping out or who may not graduate with a regular high school diploma or GED in current school year. **OR** Middle school and secondary migrant students in grades 8-12 who may be at risk of dropping out, not being promoted, or who may not be on track to graduate with a standard high school diploma or regular GED in current school year.	2010-11 graduation data indicates that ___% of migrant seniors did not graduate due to not passing the FCAT, insufficient credit or low GPA. Data Source: 2010-11 FCAT data, graduation data, credit accrual and GPA data reports.	PASS will be offered to all migrant students who need credit accrual assistance. This is not a Reading Initiative	PASS is an evidence-based program. (*Insert the source of the any evidence-based research*).	PASS will be offered through the regular school year and summer term. PASS program and courses will be accessed as needed by students via computer.	PASS courses are tracked by computer. Schools are notified if migrant student complete a credit-bearing course. Continuous monitoring of student's course work, credits earned, credits required, and GPA will occur.	5.3 District-derived Performance Indicator: The percentage of 12th grade migrant students who graduate from high school with a standard high school diploma or regular GED (excludes Adult GED).	1.2	None	PASS courses	By the end of the 2011-12 school year 100% of migrant seniors will graduate with a standard high school diploma or regular GED.
Decreasing the gap in graduation rate (standard diploma or regular GED) between migrant and	2010-11 graduation data indicates that the gap in the graduation rate between migrant	Saturday Reading/Math Tutorials. Yes-the _____ curriculum, a Reading Initiative, used in the tutorial	Yes it is Evidence Based. Research on the effective-ness of the curriculum was	The tutorials will occur every Saturday during regular school	Sign-in sheets and tutorial logs used to track attendance, length of time, and subjects	5.9. District-derived Performance Indicator: The gap in graduation rate (standard high school diploma or regular GED	1.2	Title I Reading Center will be used as the facility.	Title I, Part C will provide 3 highly qualified teachers to provide instruction; 3 paraprofessional will assist with non-instructional	By the end of the 2011-12 school year the graduation rate gap between migrant and non-migrant students will

non-migrant students	students and non-migrant students is ___%. Data Source: 2010-11 FCAT data, graduation data, credit accrual and GPA data reports.	program targets fluency.	conducted by… (*Insert the source of the research*).	year from 9am – 12 pm	covered in tutorials. Also, teacher developed & computer-based assessments used weekly to monitor progress.	not including Adult GED) between migrant students and non-migrant students.			activities.	decrease by ___% as measured by graduation data (credit accrual, FCAT, GPA data)
Middle school and secondary migrant students in grades 9-12 who may have a GPA below 2.0.	2009/10 and 2010-11 comparison GPA data indicates ____ % migrant students in grades 9-12 increased their GPA.	Saturday Reading/Math Tutorials. Yes- the _____ curriculum, a Reading Initiative, used in the tutorial program targets fluency.	Yes it is Evidence Based. Research on the effectiveness of the curriculum was conducted by… (*Insert the source of the research*).	The tutorials will occur every Saturday during regular school year from 9am – 12 pm	Sign-in sheets and tutorial logs used to track attendance, length of time, and subjects covered in tutorials. Also, teacher developed & computer-based assessments used weekly to monitor progress.	5.4 District-derived Performance Indicator: The percentage of migrant students in grades 9-12 who increase their GPA over the prior year.	1..2	Title I Reading Center will be used as the facility.	Title I, Part C will provide 3 highly qualified teachers to provide instruction; 3 paraprofessional will assist with non-instructional activities.	By the end of the 2011/12 school year, migrant students in grades 9-12 will demonstrate an increase in GPA as measured by 2010/11 and 2011/12 comparison of GPA data.
Below is a Sample of how you would write a Need Statement and Activity that includes two Need/Required Focus/Target Population items and two Performance Indicators.										
Migrant students in grades 3-12 who have not met the proficient level in reading on the state' assessment.	2010-11 FCAT data indicates that __% of migrant students met the proficiency target in reading/ language arts.	Saturday Reading/Math Tutorials. Yes- the _____ curriculum, a Reading Initiative, used in the tutorial program targets fluency.	Yes it is Evidence Based. Research on the effective-ness of the curriculum was conducted by… (*Insert the source*	The tutorials will occur every Saturday during regular school year from 9am – 12 pm	Sign-in sheets and tutorial logs used to track attendance, length of time, and subjects covered in tutorials. Also, teacher	1.4, 1.6	1.1	Title I Reading Center will be used as the facility.	Title I, Part C will provide 3 highly qualified teachers to provide instruction; 3 paraprofessional will assist with non-instructional activities.	By the end of the 2011-12 school year __% of the migrant students tested will score proficient in reading/ language arts as measured

Migrant students in grades 3-12 who have not met the proficient level in mathematics on the state's assessment.	2010-11 FCAT data indicates that __% of migrant students met the proficiency target in mathematics.		*of the research*).		developed & computer-based assessments used weekly to monitor progress.					by FCAT data reports. By the end of the 2011-12 school year __% of the migrant students tested will score proficient in mathematics as measured by FCAT data reports.

* FLDOE will provide 2010/11 FCAT and GPA data in aggregate and will be available upon request by May 21, 2010. If there are circumstances in which this information is not readily available, the LEA may use data from the previous school year (i.e. 2009-2010).

APPENDIX C

Migrant Education Service Delivery Plan Strategies for Reading, Mathematics, Graduation and School Readiness

READING
- Provide training to MEP staff on instructional strategies and assessments for reading
- Train reading coaches/advocates to support MEP staff skills development
- Provide information and materials to instructional staff on scientifically-based reading strategies
- Offer family literacy opportunities to parents
- Provide high quality curriculum that is aligned with tools for assessment and progress monitoring
- Provide strategic, content-based tutoring in reading to students identified as Priority for Services
- Observe migrant instructional advocates and other instructors to identify effective practices and areas needing further development
- Utilize technology and other tools for literacy
- Emphasize language-based content instruction
- Explore the use of coaching models (academic advocates with content expertise in reading)
- Provide sustained and intensive professional development
- Hire or consult with a reading advocate (e.g., a certified teacher with experience in second language acquisition who is well-versed in recent literacy research, can implement differentiated instruction, and is able to work with adult learners.)
- Maintain documentation on reading advocates consulted or employed (name, resume, and number of contact hours in consultation with MEP staff.)

MATHEMATICS
- Provide training to MEP staff on instructional strategies and assessments for math
- Train math coaches/advocates to support MEP staff skills development
- Hire or consult with a math advocate (e.g., a certified teacher)
- Provide information and materials to instructional staff on scientifically-based math strategies
- Offer math literacy opportunities to parents
- Provide high quality curriculum that is aligned with tools for assessment and progress monitoring
- Provide strategic, content-based tutoring in math to students identified as Priority for Services
- Observe migrant instructional advocates and other instructors to identify effective practices and areas needing further development
- Use alternative approaches (e.g., manipulatives)
- Instruct parents on using math resources in the home
- Utilize technology and other tools to promote math skills development

GRADUATION
- Hire qualified secondary-level advocates (grades 6-12) to assist migrant students to access services and programs
- Provide training to MEP staff on resources and strategies for secondary-aged migrant students.

- Provide information and materials to migrant and general education staff on advocacy, credit accrual, FCAT preparation, and graduation enhancement for migrant secondary students

- Offer info on graduation enhancement to parents
- Provide PASS and Mini-PASS curricula to migrant students who are behind and need to accrue additional credits toward graduation
- Provide strategic, content-based tutoring to secondary students

SCHOOL READINESS
- Hire highly qualified parent educators to provide school readiness services
- Offer a content-based instructional sequence that features instruction, application to 2 or 3 children for 3-5 months, support visits from the advocates
- Meetings with colleagues and an online discussion
- Sponsor a collaborative portfolio exchange among districts and a means to share assessment tool information
- Provide training to MEP staff on instructional strategies and assessments for young children, family involvement, research-based and other promising developmentally-appropriate practices
- Offer family outreach, literacy and parent involvement opportunities to parents
- Provide high quality early childhood education curriculum that is aligned with tools for assessment and progress monitoring
- Coordinate with Head Start and other community-based agencies to allow access to education and support services for migrant children and families (See resources for full service Pre-K classes)
- Explore funding and resource collaboration to support full service and pre-k classes and other options for migrant children

Scientific/Research-based Strategies and Models Resources
- o http://www.findyouthinfo.gov/cf_pages/programtool.cfm White House Program Guide: Users can search by risk factor, protector factor and program. This website has been developed through the coordination of multiple Federal agencies.

- o http://www.hamfish.org/ Hamilton Fish Institute – Search for evidence-based programs and survey tools

- o http://ojjdp.ncjrs.org/programs/mpg.html or http://www.dsgonline.com/mpg2.5/mpg_index.htm - Office of Juvenile Justice and Delinquency (OJJDP) Models Program Guide

- o 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.

APPENDIX D

Early Childhood Component
The layout of this section is new this year. The Early Childhood Component must be completed by **all** LEAs submitting a Title I, Part C Project Application. This area is divided into two sections. The first section has three options LEAs may select in order to indicate how Pre-K children will be served.

If the <u>first</u> option is checked, this would indicate there are no migrant Pre-K children in the district. The user would complete the description box just below the paragraph (see illustration below). Once the response is completed, the user has fulfilled the requirements of this section. The data can then be saved and the user can proceed to the next area of the project application (Efforts to Raise Graduation Rates).

If the <u>second</u> or <u>third</u> option is/are checked, the user will complete the descriptive box at the bottom of the page, save the data, and proceed to section 2.

Section 1 – **The LEA will describe instructional and/or supportive services offered to migrant Prekindergarten students**

If the <u>second</u> or <u>third</u> option is/are checked in Section 1, the user will be required to complete the site chart below indicating: (1) Program type and/or name (2) Site(s) (3) Amount of Title I, Part C funds (4) Identify Non-Title I, Part C funding source and (5) Number of students to be served by age span. **NOTE**: If the LEA offers in-home instruction, this service will need to be included in the chart.

Section 2 – **The LEA will indicate the sites & projected costs to serve and/or facilitate services to migrant Prekindergarten children**

APPENDIX E

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

Area of Concern	Indicators
Educational Continuity	o different schools o different courses o scheduling o other
Instructional Time (Key information: Attendance)	o hours of instruction o late enrollment o early withdrawal o days missed o other
School Engagement	*Academic Engagement:*

(Key information: Academic and School Engagement)	o attention to tasks o cultural awareness o perception of education/school o caring adult o other
	School Engagement: o sense of belonging o peer group (positive or negative, number of migrants) o home based vs. receiving school o other
Area of Concern	**Area of Concern Indicators**
English Language Development	o continuity of instruction o language software o literacy programs and/or resources o content-based tutoring o other
Educational Support in the Home	*Parents:* o parent/teacher conference o parent organizations o classroom volunteering o reading at home o other
Health and Access to Services	*Access:* o Title I o Other supplemental programs o Advocate o other
	Health: o sight o hearing o dental o general health o mental health o other