

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

2011-2012 Application Process

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Title I, Part C Project Application Review Checklist

Purpose

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

REFER TO TECHNICAL REVIEW DOCUMENT

2011-2012 Preliminary Allocation

The **2011-2012 Preliminary Allocation** for distribution to district Migrant Education Programs is:

\$19,577,206.00

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

Florida's Sub-Granting Formula with 2009-2010 Data Sources

FORMULA FACTORS	DATA SOURCES	WEIGHT
1) Number of Students - Total of: <ul style="list-style-type: none"> Served during Regular School Year Served during the Summer Migrant Eligible, not served. 	<ul style="list-style-type: none"> Survey 5 Student Demographic Format <i>Students coded as Migrant Status Term B (Both) are counted once as Regular and then again as Summer.</i>	80%
2) Student Needs – Total* of: <ul style="list-style-type: none"> Level 1 or 2 on FCAT Reading and/or Math Retained during the school year Non-attenders (<i>School #9997</i>) English Language Learners (<i>ELL Codes of LY+LN+LP</i>) GPA of 2.0 or lower <p><i>* Total may exceed number migrant student</i></p>	<ul style="list-style-type: none"> FCAT data Survey 5 Student Demographic Format Student End of Year Status <i>Migrant Status Term codes used: D or E or S or B or X</i>	8%
3) Priority for Services: <ul style="list-style-type: none"> Data Element – Migrant Priority for Services Technical Assistance Paper 	<i>Migrant Status Term codes used: D or E or S or B.</i>	11%
4) Availability of Other Funds: <ul style="list-style-type: none"> State Average Per Pupil Expenditure (PPE) compared to the District's PPE 	<ul style="list-style-type: none"> Prior year's PPE for both district and the State <i>Weight is added if district's PPE is considerably lower (defined as 5% or more difference) than the State's average.</i>	1%

2011-2012 Preliminary Allocation

The migrant allocation formula has been tested on the 2011-2012 Preliminary Allocation. The figures generated by this calculation will be loaded onto the Part C, On-Line Application.

Upon receipt of the state's award notification from USDE, final allocations will be loaded onto the on-line system and will require budget updates to reflect the revised allocations.

2011-2012 Title I, Part C Preliminary Allocation

<u>District Number</u>	<u>District Name</u>	<u>Preliminary Allocation</u>
● 1	Alachua	\$808,992
● 2	Baker	\$0.00
● 3	Bay	\$47,035
● 4	Bradford	\$21,079
● 6	Broward	\$115,622
● 7	Calhoun	\$2,542
● 9	Citrus	\$26,862
● 10	Clay	\$5,927
● 11	Collier	\$3,813,772
● 12	Columbia	\$9,152
● 13	Dade	\$879,627
● 14	DeSoto	\$383,982
● 15	Dixie	\$3,089
● 16	Duval	\$0.00
● 17	Escambia	\$139,953
● 18	Flagler	\$571

2011-2012 Title I, Part C Preliminary Allocation

<u>District Number</u>	<u>District Name</u>	<u>Preliminary Allocation</u>
● 19	Franklin	\$0.00
● 20	Gadsden	\$160,300
● 21	Gilchrist	\$10,080
● 22	Glades	\$71,841
● 23	Gulf	\$2,009
● 24	Hamilton	\$66,557
● 25	Hardee	\$822,591
● 26	Hendry	\$1,244,903
● 28	Highlands	\$773,471
● 29	Hillsborough	\$2,833,018
● 30	Holmes	\$584
31	Indian River	\$53,778
● 32	Jackson	\$10,893
● 33	Jefferson	\$4,997
● 34	Lafayette	\$14,920
● 35	Lake	\$65,786

2011-2012 Title I, Part C Preliminary Allocation

<u>District Number</u>	<u>District Name</u>	<u>Preliminary Allocation</u>
● 36	Lee	\$435,500
● 37	Leon	\$9,569
● 38	Levy	\$72,183
● 39	Liberty	\$1,055
● 40	Madison	\$101,707
● 41	Manatee	\$725,762
● 42	Marion	\$44,873
● 43	Martin	\$73,372
● 45	Nassau	\$521
● 46	Okaloosa	\$0.00
● 47	Okeechobee	\$574,935
● 48	Orange	\$300,849
● 49	Osceola	\$33,302
● 50	Palm Beach	\$1,677,922
● 51	Pasco	\$106,622

2011-2012 Title I, Part C Preliminary Allocation

<u>District Number</u>	<u>District Name</u>	<u>Preliminary Allocation</u>
● 53	Polk	\$1,518,879
● 54	Putnam	\$260,521
● 55	St. Johns	\$13,740
● 56	St. Lucie	\$193,722
● 57	Santa Rosa	\$8,288
● 58	Sarasota	\$3,278
● 60	Sumter	\$23,955
● 61	Suwannee	\$242,587
● 62	Taylor	\$0.00
● 63	Union	\$15,003
● 64	Volusia	\$247,629
● 65	Wakulla	\$0.00
● 66	Walton	\$2,694
● 67	Washington	\$493,317
● 73	FSU-Lab School	\$1,488

Obligations

In an effort to avoid the possibility of funds reverting back to USDE, the Department has begun and will continue to review the “burn rate” of your project on a regular basis. If it appears that funds are not being expended at an appropriate ratio, expect a call from the Program Director.

2011-2012 Part C On-Line Application

- Most areas of the 2011-12 Title I, Part C Online Application have not changed or only changed slightly.
- Three areas that have substantively changed on the MEP On-line Application:
 - Needs Assessment
 - Early Childhood Component
 - Out of School Youth (***new section***)
- The order of the areas as listed on the Main Menu has also slightly changed.

2011-2012 Part C On-Line Application

Old View of Main Menu

- ◆ General Assurances
- ◆ Program Specific Assurances
- ◆ Collaborative Partners
- ◆ Migrant Education Program Annual Needs Assessment Process
- ◆ Needs Statements and Activities
- ◆ Consultation with Private School Officials
- ◆ Priority for Services
- ◆ Efforts to Raise Graduation Rates
- ◆ Early Childhood Component
- ◆ Reading Strategies
- ◆ Mathematics Strategies
- ◆ Special Areas of Concern
- ◆ Effective Parental Involvement
- ◆ Annual Program Evaluation Plan
- ◆ Dissemination/Marking Plan

New View of Main Menu

- ◆ General Assurances
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- ◆ Efforts to Raise Graduation Rates
- ◆ Out-of-School Youth
- ◆ Reading Strategies
- ◆ Mathematics Strategies
- ◆ Special Areas of Concern
- ◆ Effective Parental Involvement
- ◆ Annual Program Evaluation Plan
- ◆ Dissemination/Marking Plan

2011-2012 Part C On-Line Application

Areas that **will be pre-populated** are:

- Collaborative Partners
- MEP Annual Needs Assessment Process
- Consultation with Private School Officials (this will happen because Part A and C share this data table)
- Priority for Services
- Efforts to Raise Graduation Rates
- Reading Strategies
- Mathematic Strategies
- Special Areas of Concern
- Effective Parental Involvement
- Annual Program Evaluation Process
- Dissemination/Marketing Plan

Areas **not pre-populated** are: Need Statements and Activities, Early Childhood Component, and Out-of-School Youth

2011-2012 Part C

On-Line Application

Collaborative Partners*

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]

Example:

Federal and State Partnerships

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

2011-2012 Part C On-Line Application Needs Assessment Process

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

- Describe the Migrant Education Program annual needs assessment process
- Use data from multiple sources to develop an overall picture of the needs of the local migrant population to be served
- Identify method(s) used to determine and prioritize the unique needs of migratory children
- Detail the local MEP's efforts to involve students and parents in the development of the needs assessment
- Identify how results from the needs assessment process will be used to plan and/or improve program.

2011-2012 Part C On-Line Application Needs Statements and Activities*

Needs Statements and Activities:

- 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 [Refer to Appendix A]
- 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
- For each activity identify the:
 - Performance indicator/goal;
 - Need/required focus and target population
 - Strategic imperative to which the indicator is tied;
 - Data sources;
 - Actual outcomes;
 - Anticipated outcome 2011-2012; and
 - Indicate if activities are coordinated with or funded by other programs funded under NCLB

Needs Statements and Activities Chart

REFER TO APPENDIX B

2011-2012 Part C
On-Line Application
Needs Statements and Activities*

Review

**NEEDS STATEMENTS
AND ACTIVITIES
SECTION**

2011-2012 Part C

On-Line Application

Needs Statements and Activities*

Use SMART when writing objectives:

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



2011-2012 Part C
On-Line Application
Budget Reminder #1

REMINDER #1

Correspond **need statements/activities** to the appropriate budget line items (DOE101).

2011-2012 Part C On-Line Application Budget Reminder #1

Budget Entry Examples

(1) Activity	(1) Function	(2) Object	(3) Account Title & Description	(4) FTE	(5) Amount
Provide Reading, Mathematics, School Readiness, and PASS Credit Accrual tutoring during the regular and/or extended school day to migrant students. (Needs #1- #3) 	5100	510	Materials (LEAP curriculum), and supplies (pencil, paper, ink, paper clips, staplers, poster paper and staples-instructional). (Consumable)	0	\$1200
Tutorials Title I Part C Extend the school year (before/after/ weekend) Tutorials in individual homes by highly qualified instructional staff Facilitate access to credit accrual or credit retrieval programs Needs 1, 2, 3 	5100	120	Teacher stipends (four staff) for before/after/ weekend school tutorial programs	0	\$16000

2011-2012 Part C On-Line Application Budget Reminder #2

REMINDER #2

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

2011-2012 Part C On-Line Application Budget Reminder #2

RAN Criteria is:

- It is the guiding principal for making decisions about what services and/or materials/resources can be purchased using Title I, Part C funds.
- An “allowable activity” is an activity that meets the requirements of section 1306(b) of the statute, comports with the cost principles in the Office of Management and Budget (OMB) Circular A-87, and meets the applicable requirements of EDGAR, particularly Parts 76 and 80. (See also Chapter XI – “State Administration.”).

2011-2012 Part C

On-Line Application

Budget Reminder #2

- In order for cost to be allowable and thus charged to the MEP, they must be:
 - Necessary and Reasonable for the proper and efficient performance and administration of the MEP
 - Allocable to the MEP under the provision of the Circular
 - Consistent with policies, regulations, and procedures that apply uniformly to both Federal and Non-Federal funds, and;
 - Permitted by the “Selected Items of Cost” in Attachment B of the Circular

2011-2012 Part C On-Line Application Budget Reminder #2

Examples of Allowable Activities are:

- **Instructional services** (e.g., activities for preschool-age children and instruction in elementary and secondary schools, such as tutoring before and after school)
- **Support services** (e.g., acting as an advocate of migrant children, providing access to health and social service providers; providing migrant families with necessary supplies)
- **Professional development** (e.g., training programs for school personnel to enhance their ability to understand and appropriately respond to the needs of migrant children)
- **PAC and other parental involvement activities** (see Questions B11-B13 and C4-C7 in Chapter VII – “Parental Involvement”)
- **Identification and recruitment**
- **Coordination activities** with other agencies, both within the State and with other States nationwide, including the transfer of student records;
- **Comprehensive needs assessment activities**
- **Evaluation of the MEP**

2011-2012 Part C On-Line Application Consultation with Private Schools*

Consultation with Private Schools [NCLB: section 9501] for 2012-2013] :

Describe the process the LEA will use to ensure timely and meaningful consultation, with appropriate private school officials for the design and development of equitable services.

Detail a plan of action. Key components of plan:

- Timeline and frequency of activities
- Method for consultation
- How consultation documented
- Plan ensures timely and meaningful consultation
- Plan ensures equitable services to eligible children/teaches/parents in private schools is offered, where applicable.
- All appropriate private school consultation documents are uploaded

2011-2012 Part C On-Line Application Priority for Services*

Priority for Services (PFS) [NCLB Act of 2001, Section 1304 (d)]:

Describe a Priority for Services Action Plan that identifies which migratory children must receive services prior to migrant funds being used for other migrant children. The plan should detail how subgrantee will:

- Use Migrant Education Program funds and other resources to address the unique needs of children who meet the definition of PFS
- Document the services that these children receive
- Include a component to evaluate the impact of services provided on student achievement

For additional guidance, please refer to the [Priority for Services Technical Assistance Paper \(PDF\)](#). [NCLB Act of 2001, Section 1304 (d)]

Correct Links for Priority for Services TAP

Appendix B: Sample “Priority for Services Student” Log -

<http://www.fldoe.org/bsa/title1/doc/spssl.doc>

Appendix C: Data Element for Reporting Instructional Services -

http://www.fldoe.org/eias/dataweb/database_0910/st140_1.pdf

Appendix D: Data Element for Reporting Supportive Services-

http://www.fldoe.org/eias/dataweb/database_0910/st142_1.pdf

Appendix E: Data Element for Reporting Referred Services -

http://www.fldoe.org/eias/dataweb/database_0910/st199_1.pdf

Appendix F: Data Element for Identifying “Priority for Services”
Students -

http://www.fldoe.org/eias/dataweb/database_0910/st198_1.pdf

2011-2012 Part C On-Line Application Early Childhood Component

Early Childhood Component:

- Describe the instructional and/or supportive services the LEA will provide to migratory Pre-Kindergarten children.
- Early Childhood Component now is organized as a two-part response.
- **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) 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.

REFER TO APPENDIX C

2011-2012 Part C On-Line Application Efforts to Raise Graduation Rates*

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, 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.

2011-2012 Part C

On-Line Application

Out of School Youth

NEW SECTION

Out-of-School Youth (OSY)

- Out-of-School Youth is a youth who is a single (not traveling with parents/legal guardians) farm worker, younger than 22 years old, and without a high school diploma.
- The OSY migrant population is composed of two groups: “here-to-work” and “recovery youth.”
- Generally, the goal is to help the OSY earn a GED or high school diploma. In this section, describe the strategies the local MEP will implement to identify and recruit OSYs.
- LEA will identify the educational/supportive services the local MEP will provide to or facilitate for this population.
- Address the use of technology and OSY needs identified in the local MEP needs assessment, where applicable.

2011-2012 Part C

On-Line Application

Reading Strategies*

Reading Strategies:

Describe reading strategies that the project will facilitate or implement to decrease the achievement gap between migrant and non-migrant children. The description also needs to include:

- **Clear statement that the proposed activities are supplementary and do not supplant existing state and locally funded activities and required services.**
- Presentation of reading strategies that include implementing literacy programming or facilitating access to existing literacy programming with a recommended focus on vocabulary and fluency development.
- Discussion of the use of technology, where applicable.
- Emphasis on hiring or consulting with a reading advocate or specialist or with qualified professional staff
- Identification of how the project will document/track services and student outcomes.

(Refer to scientific/research-based strategies/models)

REFER TO APPENDIX D

2011-2012 Part C

On-Line Application

Mathematics Strategies*

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. The description also needs to include:

- **Clear statement that the proposed activities are supplementary and do not supplant existing state and locally funded activities and required services.**
- Discussion of the use of technology, where applicable.
- Emphasis should be given to hiring or consulting with a math advocate or specialist or with qualified professional staff
- Identification of how the project will document/track services and student outcomes.

(Refer to scientific/research-based strategies/models.)

REFER TO APPENDIX D

Scientific/Research-based Strategies and Models Resources

- http://www.findyouthinfo.gov/cf_pages/programtool.cfm White House Program Guide: Users can search by risk factor, protector factor, program. This website has been developed through the coordination of multiple Federal agencies.
- <http://www.hamfish.org/> Hamilton Fish Institute – Search for evidence-based programs and survey tools
- <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
- <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.

2011-2012 Part C On-Line Application Special Areas of Concern*

Major Areas of Concern:

Describe how the project will address the unique needs of eligible migrant children in the following areas:

- educational continuity,
- instructional time,
- school engagement,
- English language development,
- educational support in the home, and
- health and access to services.

NOTE: In the first three areas – migrant children/youth are the focus population; in the last four areas migrant children and parents are the focus population.

REFER TO APPENDIX E

2011-2012 Part C On-Line Application Parental Involvement*

Effective Parental Involvement [NCLB Act of 2001, Section 1304 (c)(3)(A)(B)]:

- Describe how the project will implement an effective parental involvement component that includes the establishment of and consultation with a local Migrant Parent Advisory Council (MPAC).
- Indicate the proposed number of MPAC meetings that will be held during the school year.
- Parental involvement, advocacy, outreach, and family literacy should be conducted in a format and language understandable to parents.
- 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).

2011-2012 Part C On-Line Application Annual Evaluation Process*

Annual Evaluation Process [NCLB Act of 2001, Section 1304 (c)(5)]:

Describe the project's annual program evaluation process in addition to state reporting requirements.

Clearly state that the LEA will address and complete the evaluation and reporting requirements of the mandatory Florida MEP mid-year and annual evaluation.

2011-2012 Part C On-Line Application Dissemination Plan*

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 progress made in attaining the LEA's goals and objectives.
- Identify the steps to be taken by the LEA to disseminate general information regarding the Title I, Part C Program, including dissemination of information to parents/guardians whose native language is not English.

Contact Information

Florida Department of Education Bureau of Federal Educational Programs Title I Programs and Academic Intervention Services Migrant Education Programs

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