

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Manatee County School District	2 PROJECT NUMBER 410-2171B-1CF01		
3 PROJECT/PROGRAM TITLE Title I, Part C - Migrant Education Program <p style="text-align: center;">TAPS 21A020</p>	4 AUTHORITY 84.011A Title I, Part C, Migrant USDE or Appropriate Agency FAIN#: S011A200010		
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2020 - 08/31/2021 Program Period: 07/01/2020 - 08/31/2021		
7 AUTHORIZED FUNDING Current Approved Budget: \$424,534.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$424,534.00	8 REIMBURSEMENT OPTION Federal Cash Advance		
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: <u>08/31/2021</u> Date that all obligations are to be liquidated and final disbursement reports submitted: <u>10/20/2021</u> Last date for receipt of proposed budget and program amendments: <u>07/31/2021</u> Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: Federal Award Date : <u>07/01/2020</u> 			
10 DOE CONTACTS Program: Dr. Dinh Nguyen Phone: (850) 245-0811 Email: Dinh.Nguyen@fldoe.org Grants Management: Unit A (850) 245-0496	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> Comptroller Office Phone: (850) 245-0401 </td> <td style="width: 50%; padding: 5px;"> Duns#: 100012962 FEIN#: F596000728046 </td> </tr> </table>	Comptroller Office Phone: (850) 245-0401	Duns#: 100012962 FEIN#: F596000728046
Comptroller Office Phone: (850) 245-0401	Duns#: 100012962 FEIN#: F596000728046		
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. 			
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;"> 12 APPROVED: <div style="text-align: center;"> _____ Authorized Official on behalf of Richard Corcoran Commissioner of Education </div> </div> <div style="width: 45%; text-align: center;"> August 14, 2020 _____ Date of Signing </div> </div>			



INSTRUCTIONS
PROJECT AWARD NOTIFICATION

- 1** Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2** Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
- 3** Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
- 4** Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
- 5** Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
- 6** Project Periods: The periods for which the project budget and program are in effect.
- 7** Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
- 8** Reimbursement Options:
 - Federal Cash Advance –On-Line Reporting required monthly to record expenditures.
 - Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
 - Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.
 - Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.
- 9** Timelines: Date requirements for financial and program reporting/requests to the Department of Education.
- 10** DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.
- 11** Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
- 12** Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: Title I, Part C, Every Student Succeeds Act, Education of Migratory Children 2020 - 2021 TAPS NUMBER: 21A020	DOE USE ONLY Date Received <div style="text-align: center; font-size: 1.2em;">May 26, 2020</div>								
B) Name and Address of Eligible Applicant: School District of Manatee County 215 Manatee Avenue West Bradenton, FL 34205		Project Number (DOE Assigned) <div style="text-align: center; font-size: 1.2em;">410-2171B-1CF01</div>								
C) Total Funds Requested: <div style="text-align: center; font-size: 1.2em;">\$ 424,534.00</div> <hr style="width: 50%; margin: 10px auto;"/> <div style="text-align: center;"> DOE USE ONLY Total Approved Project: <div style="text-align: center; font-size: 1.2em;">\$ 424,534.00</div> </div>	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Contact Name: Debra Estes</td> <td style="width: 40%;">Telephone Numbers: 941-751-6550 ext. 43277</td> </tr> <tr> <td>Fiscal Contact Name: Tammy Taylor</td> <td></td> </tr> <tr> <td>Mailing Address: 215 Manatee Avenue West Bradenton, FL 34205</td> <td>E-mail Addresses: estesd@manateeschools.net</td> </tr> <tr> <td>Physical/Facility Address: 215 Manatee Avenue West Bradenton, FL 34205</td> <td>DUNS number: 100012962 FEIN number: F596000728046</td> </tr> </table>		Contact Name: Debra Estes	Telephone Numbers: 941-751-6550 ext. 43277	Fiscal Contact Name: Tammy Taylor		Mailing Address: 215 Manatee Avenue West Bradenton, FL 34205	E-mail Addresses: estesd@manateeschools.net	Physical/Facility Address: 215 Manatee Avenue West Bradenton, FL 34205	DUNS number: 100012962 FEIN number: F596000728046
Contact Name: Debra Estes	Telephone Numbers: 941-751-6550 ext. 43277									
Fiscal Contact Name: Tammy Taylor										
Mailing Address: 215 Manatee Avenue West Bradenton, FL 34205	E-mail Addresses: estesd@manateeschools.net									
Physical/Facility Address: 215 Manatee Avenue West Bradenton, FL 34205	DUNS number: 100012962 FEIN number: F596000728046									

CERTIFICATION

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

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

Pending Board Approval

E)

Signature of Agency Head

Superintendent

Title

5/22/2020

Date

Pending Board Approval

A) School District of Manatee County
 Name of Eligible Recipient

B) 410-2171B-1CF01
 Project Number (DOE Use Only)

TAPS Number
 21A020

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(1) Function	(2) Object	(3) Account Title & Narrative	(4) FTE Position	(5) Amount
5100	130	Classroom Teachers - Migrant Resource Teacher at a high migrant population elementary school providing support to migrant parents and families via literacy nights and small groups instruction in reading and math. Teacher provides direct targeted instruction to migrant students in a small group setting to close the achievement gap.	0.500	\$ 21,985.87
5100	210	Retirement - 10% for Classroom Teachers, Migrant Resource Teachers		\$ 2,198.59
5100	220	FICA - 7.65% Classroom Teacher, Migrant Resource Teacher		\$ 1,681.92
5100	231	Group Insurance - 12.5% - Health Insurance for Classroom Teachers, Migrant Resource Teacher		\$ 2,748.24
5100	232	Group Insurance - 0.22% - Life Insurance for Classroom Teachers, Migrant Resource Teacher		\$ 48.37
5100	240	Workers Compensation - 1.22% Classroom Teachers, Migrant Resource Teacher		\$ 266.03
5100	120	Classroom Teacher - Non Contracted Hourly Teachers - Provide tutoring/instruction during extended day and summer school programs for migrant students.	0.005	\$ 250.00
5100	210	Retirement - 10% for Non Contracted Hourly Teachers		\$ 25.00
5100	220	FICA - 7.65% for Non Contracted Hourly Teachers		\$ 19.13
5100	240	Workers Compensation - 1.22% for Non Contracted Hourly Teachers		\$ 3.05
5100	330	Travel - Admission fees for migrant students to attend educational field trips that align with Florida Standards curriculum.		\$ 191.08
5100	369	Technology-Related Rental - Supplemental Software - Imagine Learning for migrant English Language Learners to improve their learning of English and reading skills. This is a Title I, Part C contributed activity together with Title I, Part A, Title III and Title III Immigrant.		\$ 1,000.00
5100	390	Other Purchased Services - Printing Provide printing for tutoring during the regular/extended day for migrant students.		\$ 100.00
5100	510	Supplies - Provide supplemental supplies of pencils, papers, construction paper, crayons for migrant students.		\$ 1,000.00
5100	519	Technology-Related Supplies - Provide supplemental supplies of mice, headphones, speakers, flash drives for migrant students.		\$ 300.00
5100	520	Textbooks - Provide supplemental instructional materials for tutoring during the regular/extended day for migrant students.		\$ 500.00

(1) Function	(2) Object	(3) Account Title & Narrative	(4) FTE Position	(5) Amount
5100	379	<u>Telephone and Other Data Communication Services</u> - Wi-Fi hotspot service with devices for at home laptop use and Wi-Fi. Hotspots will be ordered for student to complete their assignments and research.		\$ 1,000.00
5100	642	<u>Noncapitalized Furniture -Fixtures and Equipment</u> - Provide tables and chairs for migrant students at Wi-Fi buses located at farms and migrant community centers.		\$ 100.00
5100	643	<u>Capitalized Computer Hardware and Technology-Related Infrastructure</u> - Provide supplemental computer for tutoring during the regular/extended day for migrant students.		\$ 1,000.00
5100	644	<u>Noncapitalized Computer Hardware</u> - Provide supplemental computers for tutoring during the regular/extended day for migrant students.		\$ 500.00
5100	649	<u>Technology-Related Noncapitalized Fixtures and Equipment</u> - Provide supplemental projector for tutoring during the regular/extended day for migrant students.		\$ 500.00
5100	692	<u>Non-capitalized Software</u> - Provide supplemental software for tutoring during the regular/extended day for migrant students.		\$ 500.00
5500	730	<u>Dues and Fees</u> - Dues and Fees - Title I, Part C will provide a half day of Pre-K and a VPK vouchers will provide the other half day, so that migrant students will be provided a full day of Pre-K to be kindergarten ready.		\$ 2,600.00
6150	160	<u>Other Support Personnel</u> - Migrant Recruiter/Records Clerk identifies and recruits migrant families & enters COEs and migrant services into SIS system for accurate Survey 5 data, as well as, connects families to supportive services i.e. health providers and food pantries.	1.000	\$ 39,186.77
6150	160	<u>Other Support Personnel</u> - Migrant Home School Liaisons provide small group and individual reading and math support to migrant students at high population schools. HSL also complete COEs, provides home school connection for parents to be involved with their student's education. Coordinate with parents needing wrap around services, i.e. dental, vision, transportation, for their children.	2.000	\$ 72,640.19
6150	210	<u>Retirement</u> - 10% for Migrant Recruiter/Records Clerk and Migrant Home School Liaisons.		\$ 11,182.70
6150	220	<u>FICA</u> - 7.65% for Mirant Recruiter/Records Clerk and Migrant Home School Liaisons.		\$ 8,554.76
6150	231	<u>Group Insurance</u> - 12.5% - Health Insurance for Migrant Recruiter/Records Clerk and Migrant Home School Liaisons.		\$ 13,978.37
6150	232	<u>Group Insurance</u> - 0.22% Life Insurance for Migrant Recruiter/Records Clerk and Migrant Home School Liaisons.		\$ 246.02
6150	240	<u>Workers Compensation</u> - 1.22% for Migrant Recruiter/Records Clerk and Migrant Home School Liaisons.		\$ 1,353.11
6150	160	<u>Other Support Personnel</u> - Non Contracted Hourly - Migrant Home School Liaisons provide small group and individual reading and math support to migrant students at high population schools. Complete COEs, provides home school connection for parents to be involved with their student's education, coordinate with parents needing wrap around services, i.e. dental, vision, transportation for children. Over and beyond their normal working hours.	0.030	\$ 500.00

(1) Function	(2) Object	(3) Account Title & Narrative	(4) FTE Position	(5) Amount
6150	210	<u>Retirement</u> - 10% for Migrant Home School Liaisons.		\$ 50.00
6150	220	<u>FICA</u> - 7.65% for Migrant Home School Liaisons.		\$ 38.25
6150	240	<u>Workers Compensation</u> - 1.22% for Migrant Home School Liaisons.		\$ 6.10
6150	330	<u>Travel</u> - Local daily travel for Migrant staff to include Migrant Recruiter/Records Clerk, and Home School Liaisons to travel between schools, homes.		\$ 750.00
6150	390	<u>Other Purchased Services</u> - Printing for Migrant Recruiter/Records Clerk, and Home School Liaisons		\$ 100.00
6150	510	<u>Supplies</u> - for Migrant Recruiter/Records Clerk, Migrant Specialist and Home School Liaisons for supplemental pens, pencils, notebooks, calendars to provide support to families and students.		\$ 600.00
6300	120	<u>Classroom Teacher</u> - Non Contracted Hourly Teachers - Develop curriculum for extended day and summer school programs for migrant students.	0.005	\$ 250.00
6300	210	<u>Retirement</u> - 10% for Non Contracted Hourly Teachers		\$ 25.00
6300	220	<u>FICA</u> - 7.65% for Non Contracted Hourly Teachers		\$ 19.13
6300	240	<u>Workers Compensation</u> - 1.22% for Non Contracted Hourly Teachers		\$ 3.05
6300	110	<u>Administrator</u> - Migrant Coordinator to provide planning, organizing, developing, monitoring, and evaluating the Title I, Part C Migrant Education Program.	0.800	\$ 62,831.12
6300	160	<u>Other Support Personnel</u> - 50% of Secretary to provide support to academic and support services by proofreading outgoing documents, ordering materials/supplies, coordinating travel, planning, initiating and carry to completion clerical duties.	0.500	\$ 18,361.74
6300	160	<u>Other Support Personnel</u> - Migrant Specialist to work directly with students, provide professional development to teachers and supports migrant families. Work one-on-one with students at low migrant population schools, plan and present at district MPAC meetings by providing family literacy strategies. Planning Migrant Fairs and Migrant Awards Ceremony for parents and the migrant community.	1.000	\$ 80,112.33
6300	210	<u>Retirement</u> - 10% for Migrant Coordinator, Migrant Specialist and Migrant Secretary		\$ 16,130.52
6300	220	<u>FICA</u> - 7.65% for Migrant Coordinator, Migrant Specialist and Migrant Secretary		\$ 12,339.85
6300	231	<u>Group Insurance</u> - 12.5% - Health Insurance for Migrant Coordinator, Migrant Specialist and Migrant Secretary		\$ 20,163.13
6300	232	<u>Group Insurance</u> - 0.22% - Life Insurance for Migrant Coordinator, Migrant Specialist and Migrant Secretary		\$ 354.87
6300	240	<u>Workers Compensation</u> - 1.22% for Migrant Coordinator, Migrant Specialist and Migrant Secretary		\$ 1,951.79
6300	330	<u>Travel</u> - Local daily travel for Migrant Coordinator, Migrant Specialist and Migrant Secretary to travel to school sites, farms, community partners to ensure MEP goals are implemented to fidelity.		\$ 700.00

(1) Function	(2) Object	(3) Account Title & Narrative	(4) FTE Position	(5) Amount
6300	370	Communications - postage for MEP mailings to parents. Home communication with parents, community partners and general office communication.		\$ 50.00
6300	390	Other Purchased Services - Printing for Migrant Coordinator and Migrant Secretary for training and informing migrant parents. Home communication with migrant parents, printing program for Migrant Awards Ceremony.		\$ 100.00
6300	510	Supplies - for Migrant Coordinator and Migrant Secretary for supplies such as binders, paper, pens and consumables as needed to support migrant program home visits, communication and records keeping.		\$ 650.00
6400	330	Travel - to state and national conference for migrant staff. National ID&R Forum and FASFEPA.		\$ 500.00
6400	730	Dues and Fees - For registration at state and local conferences. Professional development for migrant staff. National ID&R Forum and FASFEPA.		\$ 200.00
7200	792	Indirect Cost - 5.46% - Indirect Cost for FY 20-21		\$ 21,787.92 ✓
7800	790	Miscellaneous - Bus Transportation for educational field trips to reinforce lessons learned in the classroom tied to Florida Standards and for after school and summer school programs.		\$ 200.00
9100	642	Noncapitalized Furniture -Fixtures and Equipment - Provide tables and chairs for Migrant Fairs where migrant parents and students are connected with support services from community partners and off site during regular/extended day.		\$ 100.00
C) TOTAL				\$ 424,534.00 ✓



**Title I, Part C Education of Migratory Children
Project Year 2020-2021
Request for Application**

District or Agency Name: School District of Manatee County

2020-2021 Project Number: _____

General Assurances

The Florida Department of Education (FDOE) has developed and implemented a document entitled, **General Terms, Assurances and Conditions for Participation in Federal and State Programs**, to comply with:

2 C.F.R. 200, Uniform Guidance (UG) requiring agencies to submit a common assurance for participation in federal programs funded by the United State Education Department (USED); Applicable regulations of other Federal agencies; and State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, **applicants must have on file with the Florida Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs.** The complete text may be found in Section D of the Green Book.

School Districts, Community Colleges, Universities, and State Agencies

The certification of adherence, currently on file with the FDOE Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance or condition.

Note: The UG combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 CFR part 80), A-110 (former 34 CFR part 74), A-21, A-87, A-122, A-133, A-50. For the FDOE this means that the requirements in EDGAR Parts 74 and 80 have also been subsumed under the UG. The final rule implementing the UG was published in the Federal Register on December 19, 2014, and became effective for new and continuation awards issued on or after December 26, 2014.

Technical assistance documents and other materials related to the UG, including frequently asked questions and webinar recordings, are available at The Chief Financial Officers Council web site: <https://cfo.gov/cofar>.

Program Specific Assurances for Title I, Part C – Education of Migratory Children

Local educational agencies (LEAs) will ensure that:

1. Funds received under this part will be used only–
 - A. For programs and projects, including the acquisition of equipment, in accordance with ESSA, section 1306; and
 - B. To coordinate such programs and projects with similar programs and projects within the state and in other states, as well as with other Federal programs that can benefit migratory children and their families;
2. Such programs and projects will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 1118, and part F.
3. The Local Educational Agency (LEA) shall assist the state in determining the number of eligible migrant children aged 3 through 21, who reside in the state full-time and part-time, through procedures as the state may require.
4. In the planning and operation of programs and projects at both the state and local operating level, there is consultation with parents of migratory children, including parent advisory councils for programs of not less than 1 (one) school year in duration, and that all such programs and projects are carried out–
 - A. In a manner that provides for the same parental involvement as is required for programs and projects under section 1116, unless extraordinary circumstances make such provision impractical; and
 - B. In a format and language understandable to the parents.
5. In planning and carrying out such programs and projects, there has been, and will be, adequate provision for addressing the unmet educational needs of preschool migratory children.
6. The LEA will conduct the transfer of migrant student records according to state required policies and procedures including actively participate with and meet all Migrant Student Information Exchange System requirements. [ESSA, Section 1308(b)(2)]
7. The effectiveness of such programs and projects will be determined, where feasible, using the same and standards approaches that used to assess the performance of students, schools, and local educational agencies under Part A.
8. The LEA will address and complete the evaluation and reporting requirements of the mandatory Florida Migrant Education Program Annual Evaluation.
9. Activities proposed in this project application are supplementary and do not supplant existing state and locally funded activities and required services.

10. Such programs and projects will provide for outreach activities for migratory children and their families to inform such children and families of other education, health, nutrition, and social services to help connect them to such services.
11. To the extent feasible, such programs and projects will provide for—
 - A. Advocacy and outreach activities for migratory children and their families, including helping such children and families gain access to other education, health, nutrition, and social services;
 - B. Professional development programs, including mentoring, for teachers and other program personnel;
 - C. Family literacy programs;
 - D. The integration of information technology into educational and related programs; and
 - E. Programs to facilitate the transition of secondary school students to postsecondary education or employment.
12. Migratory children are not penalized in any manner by academic disparities among States and that they receive appropriate educational and supportive services that address their special needs [ESSA, Section 1301(2)(3)].
13. The local education agency will assist the state in determining the number of migratory children under Section 1303(a)(1).

Risk Analysis

Every agency must complete a Risk Analysis form. The appropriate DOE 610 or DOE 620 form will be required prior to a project award being issued.

School Districts, State Colleges, and State Universities, and State Agencies must use the DOE 610 form. Once submitted and approved, the risk analysis will remain in effect unless changes are required by changes in federal or state law, changes in the circumstances affecting the financial and administrative capabilities of the agency or requested by the Department. A change in the agency head or the agency's head of financial management requires an amendment to the form. The DOE 610 form may be found at <http://www.fldoe.org/core/fileparse.php/5625/urlt/doe610.xls>

Funding Method:

Federal Cash Advance (Public Entities only as authorized by the FDOE)

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient or subrecipient for disbursements. For federally-funded programs, requests for federal cash advance must be made through FDOE's Florida Grants System (FLAGS). Supporting documentation for expenditures should be kept on file at the program. Examples of such documentation include, but are not limited to, payroll records, contracts, invoices with check numbers verifying payment and/or bank statements – all or any of these items must be available upon request.

Fiscal Records Requirements and Documentation

Applicants must complete a Budget Narrative form, DOE101. Budget pages must be completed to provide sufficient information to enable FDOE reviewers to understand the nature and reason for the line item cost.

All funded projects and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs, which may be accessed online at www.fldoe.org/grants/greenbook/

All accounts, records, and other supporting documentation pertaining to all costs incurred shall be maintained by the recipient for five years. Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to: invoices with check numbers verifying payment, and/or bank statements; time and effort logs for staff, salary/benefits schedules for staff. All or any documentation must be available upon request.

Budgeted items must correlate with the narrative portion of the project application that describes the specific activities, tasks and deliverables to be implemented.

All project recipients must submit a completed DOE 399 form, Final Project Disbursement Report, by the date specified on the DOE 200 form, Project Award Notification.

Allowable Expenses:

Program funds must be used solely for activities that directly support the accomplishment of the program purpose, priorities and expected outcomes during the program period. All expenditures must be consistent with the approved application, as well as applicable state and federal laws, regulations and guidance. Allowable expenditures may include costs associated with employing appropriate staff for administering the project, office materials and supplies and other relevant costs associated with the administration of the project, including meeting room rentals, consultant fees, printing, etc.

Contracted Services

For contracted services that do not exceed \$3,000 per full day of service, a contract shall be submitted for review at the time of the request. If a contract is not available to submit for review at the time of the request, a detailed scope of work or proposed contract of services must be provided. The submission must include a purpose, rationale, projected number of individuals to be served and a cost breakdown of the services to be performed to determine if the request is allowable, reasonable and necessary. Materials to support the services may be requested as an additional expense. Any contracted service requested in excess of \$3,000 per full day of service, including travel, will be presumed unreasonable.

If an extenuating circumstance requires a contracted service in excess of \$3,000 per full day a detailed cost analysis must be submitted to Vice-Chancellor Melissa Ramsey at Melissa.Ramsey@fldoe.org and the Assistant Deputy Commissioner Miki Presley at Mari.Presley@fldoe.org for review.

Field Trips

Educational field trips may be allowable if the field trips are planned instructional activities that engage students in learning experiences that are difficult to duplicate in a classroom situation. Field trips must be reasonable in cost and necessary to accomplish the objectives of the grant program. The request must include the destination, entrance fee if applicable, number of attendees per grade level and transportation costs. Academic lesson plans are required and shall include activities that prepare students for the trip and follow-up activities that allow students to summarize, apply, and evaluate what they learned. For monitoring purposes, the local educational agency (LEA) must maintain documentation that provides evidence of student learning connected to the objectives of the grant program.

Out-of-State Travel

Out-of-state travel may be allowable if the services requested are reasonable, necessary and meet the intent and purpose of the grant program. No later than 30 days prior to the travel, a justification must be provided to the program office for preapproval. The justification must include the purpose for the travel, why it cannot be provided within the state of Florida, the projected number of attendees and a cost breakdown (registration fees, hotel, per diem, car rental/airline ticket, etc.) of the travel. The number of attendees requested shall also be reasonable.

Unallowable Expenses:

Below is a list of items or services that are generally not allowed or authorized as expenditures. This is not an all-inclusive list of unallowable items. Subrecipients are expected to consult the FDOE program office with questions regarding allowable costs.

- Pre-award costs
- Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)
- End-of-year celebrations, parties or socials
- Game systems and game cartridges (e.g., Wii, Nintendo, PlayStation)
- Out-of-state travel without FDOE pre-approval
- Overnight field trips (e.g. retreats, lock-ins)
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
- Gift cards
- Decorations
- Promotional or marketing items (e.g., flags, banners)
- Purchase of facilities
- Land acquisition
- Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)
- Dues to organizations, federations or societies for personal benefit
- Clothing or uniforms
- Costs for items or services already covered by indirect costs allocation
- Costs not allowable for federal programs per the US Office of Management and Budget (OMB) Uniform Grant Guidance (UGG), Subpart E – Cost Principles, which may be found at <https://www.ecfr.gov/cgi-bin/text-idx?SID=40268bd22a11fd7b6260806ebbda26b5&mc=true&node=sp2.1.200.e&rgn=div6>; and the Reference Guide for State Expenditures, which may be found at <https://www.myfloridacfo.com/Division/AA/Manuals/documents/ReferenceGuideforStateExpenditures.pdf>.

Equipment Purchases

Any equipment purchased under this program must follow the Uniform Grants Guidance (UGG) found at http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl or the FDOE Red Book, which may be accessed at <http://www.fldoe.org/finance/fl-edu-finance-program-fefp/financial-program-cost-accounting-repo.shtml>

Any equipment purchases not listed on the original budget approved by the Florida Department of Education require an amendment submission and approval prior to purchase by the agency awarded the funding.

Further guidance and instruction on property records, inventory and disposition requirements for property are outlined in the Green Book, www.fldoe.org/grants/greenbook/.

Administrative Costs including Indirect Costs:

School Districts

The Florida Department of Education has been given the authority by the U.S. Department of Education to negotiate indirect cost proposals and to approve indirect cost rates for school districts. School districts are not required to develop an indirect cost proposal, but if they fail to do so, they will not be allowed to recover any indirect costs. Amounts from zero to the maximum negotiated rate may be approved by the Florida Department of Education's Comptroller. **Indirect costs shall only apply to federal programs.** Additional information and forms are available at www.fldoe.org/finance/comptroller/.

State Agencies, Public Universities and State Colleges

The Florida Department of Education will allow other state agencies, state universities and state colleges to charge an indirect cost (administrative and/or overhead) up to 8 percent or the recipient's rate approved by the appropriate cognizant agency, whichever is lower. This rate may be charged on the total direct costs disbursed less the amounts of subcontracts in excess of \$25,000 and for items of equipment, alterations, renovations and flow-through funds ("pass through" to another entity) on programs issued by the department. This rate is intended to be all-inclusive of typical administrative and overhead costs, including but not limited to rental of office space, costs for bookkeeping and accounting services, and utilities. In the alternative, the department will approve an indirect cost rate of 8 percent plus the direct charges for typical administrative and overhead costs, such as office space rental when such costs can be directly and appropriately allocated to the program. **Indirect costs shall only apply to federal programs.**

Chapter 1010.06 F.S. Indirect cost limitation.—State funds appropriated by the Legislature to the Division of Public Schools within the Department of Education may not be used to pay indirect costs to a university, Florida College System institution, school district, or any other entity.

State of Florida, Executive Order 11-116

The employment of unauthorized aliens by any contractor is considered a violation of section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the Contract term, (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term. Executive Order 11-116 may be viewed at <http://www.flgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf>.

For Federal Programs - General Education Provisions Act (GEPA)

Applicants must provide a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

For Federal Programs – Equitable Services for Private School Participation – If Applicable

In accordance with Public Law 114-95, Title VIII, Part F Uniform Provisions, Subpart 1, Section 8501, the applicant must provide a detailed plan of action for providing consultation for equitable services to private school children and teachers within the local educational agency's service area. For details, refer to <https://www2.ed.gov/policy/elsec/leg/essa/legislation/title-viii.html#TITLE-VIII-PART-F>.

Narrative Section

Project Design-Narrative

The applicant will use funds to provide instructional and supportive services to increase the academic achievement of eligible migrant students as compared to non-migrant students. Student achievement will be measured for these purposes by: an increase in the number of migrant students scoring proficient on the Florida Standards Assessment; a decrease in the retention rate; an increase in the graduation rate; an increase in the number of migratory pre-kindergarten children demonstrating readiness as measured by the Florida readiness assessment; an increase in the number of migrant high school students successfully completed accelerated courses; an increase in the number of out-of-school youth received support to access resources, survival English skills training , and life skills training; an increase in the number of migrant families and youth receiving educational/referral services related to nutrition, vision, hearing screenings, and dental hygiene; and an increase in the number of migrant parents participating in parental engagement at element, middle, and high school levels. In addition, funds may be used to appropriately identify eligible migrant students and assess the unique needs associated with the migratory lifestyle of the eligible migrant children served by the project.

The applicant must complete the following items:

1.0 Migrant Education Program (MEP Annual Needs Assessment Process & Results)

In accordance with the ESSA, Section 1306, the local MEP annual needs assessment process will be described by answering the questions below:

1.1 When does the district conduct its annual needs assessment?

Response: The MEP's needs assessment is an ongoing process. Data is collected throughout the school year and during the summer. Monthly reports, Federal reports, weekly updates regarding students' grades and test results, informal and formal survey data. Parent Engagement Measurable Performance Outcomes from Early Childhood, K-8, and 9-12 Parent Surveys were obtained during MPAC meetings and parent meetings at farms and schools held on the following dates: 9/27/19, 10/9/19, 10/16/19, 11/15/19, 1/15/20, 1/22/20, 3/5/20, 3/25/20, 4/2/20. In addition, a Migrant Parent Involvement Survey is conducted in the spring for PreK, Elementary and Secondary parents, as well as, a survey of Migrant Secondary Students. All inform the MEP as to the needs of the district's migrant students and families.:

For the data sources used in your annual needs assessment, please answer the following:

Educational Data (state assessment, GPA, End-of-Course (EOC) exams, Priority for Services (PFS) student, annual learning gains, graduation, school readiness, attendance, retention, age/grade discrepancy, English Language Learner (ELL) status, etc.):

1.2 Discuss the results of each type of educational data listed above.

Response:

The number of Pre-K students served by the district's migrant program in the 2018-2019 school year was 22. Kindergarten students were tested with the FLKRS (Florida Kindergarten Readiness Screener) upon entering kindergarten in 2019 – 2020 school year within the first 30 days. Of the migrant students tested, 30% (6 out of 20) of migrant students were considered "Ready for Kindergarten" compared to the 52% (1,794 out of 3,432) of non-migrant students considered "Ready for Kindergarten".

Migrant students in grades 3-5 demonstrated gaps in English/LA based on the FSA administered in 2018-19, 26% or 27/104 migrant students scored satisfactory or above, compared to 53% or 5,990/11,314 of all students scoring satisfactory or above, indicating a gap in performance of 27% in Reading/ELA.

Migrant students in grades 6-8 demonstrated gaps in English/LA based on the FSA administered in 2018-19, 29% or 18/62 migrant students scored satisfactory or above, compared to 51% or 5,585/10,937 of all students scoring satisfactory or above, indicating a gap in performance of 22% in Reading/ELA.

Migrant students in grades 9-12 demonstrated gaps in English/LA based on the FSA administered in 2018-19, 22% or 15/67 migrant students scored satisfactory or above, compared to 48% or 3,735/7,815 of all students scoring satisfactory or above, indicating a gap in performance of 26% in Reading/ELA.

Migrant students in grades 3-5 demonstrated gaps in Mathematics based on the FSA administered in 2018-19. 49% or 50/103 migrant students scored satisfactory or above, compared to 61% or 6,961/11,326 of all students scoring satisfactory or above, indicating a gap in performance of 12% in Mathematics.

Migrant students in grades 6-8 demonstrated gaps in Mathematics based on the FSA administered in 2018-19. 45% or 30/67 migrant students scored satisfactory or above, compared to 60% or 6,532/10,967 of all students scoring satisfactory or above, indicating a gap in performance of 15% in Mathematics.

Migrant students in grades 9-12 demonstrated gaps in Mathematics based on the FSA administered in 2018-19. 41% or 24/59 migrant students scored satisfactory or above, compared to 51% or 2,724/5,324 of all students scoring satisfactory or above, indicating a gap in performance of 10% in Mathematics.

Migrant students demonstrated gaps in Science based on the FSA administered in 2018-19. 38% or 25/65 migrant students scored satisfactory or above, compared to 54% or 5,542/10,186 of all students scoring satisfactory or above, indicating a gap in performance of 16% in Science. PFS students comprise about 27% of the total school-aged migrant population and 52% of migrant students are ELLs.

The percent of migrant students who were eligible to graduate high school in the school year 2018-2019 is 90% (19 out of 21), compared to 83% (2,837 out of 3,411) of non-migrant students.

The number of 9-12 grade migrant students who successfully completed an Advanced Placement (AP) course is 1% (1 out of 105), compared to 5.9% (927 out of 15,672) non-migrant students. The number of 9-12 grade migrant students who successfully completed the Cambridge Advanced International Certificate of Education (AICE) course is 2.9% (3 out of 105), compared to 1.4% (226 out of 15,672) non-migrant students. The number of 9-12 grade migrant students who successfully completed a Dual Enrollment (DE) course is 0.0% (0 out of 105), compared to 4.7% (740 out of 15,672) non-migrant students. The number of 9-12 grade migrant students who successfully completed an Industry Certification (IC) course is 4.8% (5 out of 105), compared to 7.6% (1,185 out of 15,672) non-migrant students.

1.3 What methods were used to collect the educational data?

Response: Test results from state assessments for grades 3-12, as well as other assessment information such as iReady and local assessments are used to measure students' progress. Pre-K data is reviewed using district-administered VPK Assessments to evaluate kindergarten readiness. The district has a data query system that allows users, including the Coordinator, Program Specialist and Migrant Home School Liaisons, to access sources of data useful for planning program goals. These data include results on reading, math, writing and science assessments at the local and state level, proficiency testing, attendance reports, retention and promotion information, graduation checklist reports, and live grading information through an online grading system that is used district-wide. The Migrant Coordinator reviews monthly reports developed from the district's student information system to determine students who will be designated as Priority For Service. Information from monthly logs which are maintained and updated by the Migrant HSLs in an electronic format and which are accessible from any computer are reviewed each month and updated each month. Additionally, the MEP maintains an Early Warning System and checklist for all high school students. The data include current grades, overall GPAs, test scores, graduation requirements that are met or not met, and other updated information that allows the MEP to prioritize efforts to assist these students towards graduation.

1.4 What did the data reveal about needs and services in your district?

Response: Due to the gap in Kindergarten readiness of migrant students compared to their non-migrant peers, continued access to high quality Pre-K programs will prepare students for Kindergarten and thus lower the need for after school tutoring programs in the future. Ensuring that all Pre-K students attend programs for the full day in non-Title I schools is a priority, especially working in collaboration with RCMA and East Coast Migrant Head Start to ensure students are kindergarten ready. Extended day or school day tutorials with an emphasis in academic achievement will continue to close the migrant achievement gap with non-migrant peers. In addition, a Migrant Resource Teacher at a high population migrant elementary school and the Program Specialist will continue to address both ELA and mathematics achievement gaps. Academic support and assistance/mentoring from trained HSLs and Migrant Specialist will increase initial course completion and graduation rates, raise GPAs and ensure that high school students stay on track for graduation. Experiences including enrichment, mentoring, access to computers and internet, and tutoring outside the school day help migrant students compete with non-migrant peers. OSY and parents are both eager to continue to learn English in flexible class offerings at migrant camps and farms. Summer and after school programs should continue in order to provide academic support and enrichment. Parent engagement activities should also continue, including parent meetings and trainings to support family literacy and strategies for supporting students at home.

Survey Data (parent, staff, student, community, and other stakeholders):

1.5 What methods were used to collect the survey data?

Response: The MEP staff collects survey data from parent and student surveys that are part of the Migrant Self-Evaluation, as well as, information from an additional needs assessment survey administered to families entering the district. MPAC members and MEP staff evaluate this information, as well as, consolidating suggestions from the comment sections. MEP staff, including Home School Liaisons, Program Specialist, and Migrant Recruiter, are in contact with families as they assist them in schools, when completing COEs, and during home visits. These contacts provide information that is helpful in the needs assessment process, as parents who cannot always attend MPAC meetings will discuss program needs with MEP staff. The MPAC advises the MEP on migrant families' needs. MPAC members gather information from parents at schools and in the community and bring those ideas to MPAC meetings. In addition, the MPAC president debriefs MPAC members and the community on discussions held at quarterly State FMPAC meetings. The MEP meets with parents and families as part of the MPAC meetings at several sites each year in order to include as many parents as possible. The MEP schedules multiple meetings at farms that are too far from schools to facilitate parents attending. Meetings are also scheduled at several school sites each year. The suggestions compiled at these meetings are included with survey responses to inform MEP goals.

1.6 Discuss the results.

Response Surveys results from the Migrant Self-Evaluation Student and Parent Involvement Survey: 6th-12th grade students: 59 students in grades 6th-12th responded to the survey. 64% expressed an interest in participating in after school activities. When provided a list of extracurricular activities. 39% responded that they were involved in extracurricular activities, whereas 61% did not participate. 42% responded that transportation was the obstacle. 36% responded that they did not have enough time.

Parents of Pre-K students: 3 parents responded to the survey. 100% of the parents sometimes or often do educational activities at home and look over and talk with their child about things done at preschool. 100% of the parents sometimes or often attend meetings or trainings about how their child learns. 100% of parents sometimes or often talk about their child's learning or social needs with a care provider.

Parents of K-5th grade students: 40 parents responded to the survey. 83% of the parents attended at least one academic meeting, training, PTA, MPAC meeting. 95% of the parents attended at least one meeting to talk about their child's learning or social needs. 93% of parents communicate with school by phone or in writing regarding their child's learning or social needs. 100% of the parents sometimes or often help their children with homework. 98% of the parents sometimes or often do educational activities at home with their children. 75% of the parents responded that sometimes or often they go to school events at their child's school.

Parents of 6th-12th grade students: 37 parents responded to the survey. 43% of the parents attended at least one academic meeting, training, PTA, MPAC meeting. 73% of the parents attended at least one meeting to talk about their child's learning or social needs. 68% of parents communicate with school by phone or in writing regarding their child's learning or social needs. 81% of the parents sometimes or often help their children with homework. 84% of the parents sometimes or often do educational activities at home with their children. 70% of the parents responded that sometimes or often they go to school events at their child's school.

Early Childhood parents attending MPAC Family Literacy Workshops were surveyed on a before and after 1 – 5 Likert Scale: 1 parent responded to the survey. Parents knowledge of strategies for reading with their child increased from a 3 to 4. Parents knowledge of understanding what their child needs to know for kindergarten increased from a 4 to 5. Parents knowledge on the importance of reading with their child increased from a 4 to 5. Parents knowledge on strategies for building oral language and vocabulary increased from a 4 to 5.

K-8th grade parents attending MPAC Family Literacy Workshops were surveyed on a before and after 1 – 5 Likert Scale: 17 parents responded to the survey. Parents understanding what their child needs to know to pass on to the next grade increased from an average of 2.94 to 4.65. Parents strategies for reading with their child and encouraging the love of reading increased from an average of 2.88 to 4.71. Parents stressing them importance of reading with their child increased from an average of 3.81 to 4.59. Parents strategies for building oral language and vocabulary increased from an average of 2.94 to 4.59.

9th-12th grade parents attending MPAC Family Literacy Workshops were surveyed on a before and after 1 – 5 Likert Scale: 10 parents responded to the survey. Parents understanding the requirements for their child to graduate increased from an average of 1.9 to 4.3. Parents understanding what their child needs to know to graduate increased from 1.9 to 4.3. Parents importance of making sure their child understands the graduation requirements increased from 2.2 to 4.2. Parents knowing how to access resources for parents on graduation requirements increased from 1.9 to 4.1

1.7 What did the data reveal about needs and services in your district?

Response: Parents with early childhood and elementary children are more involved with their children's education. Providing high school parents access to resources on graduation requirements and getting parents more involved will increase student graduation and post-secondary enrollment. Students want to be more involved in extra-curricular activities but need transportation and/or feel limited on time as a result of helping family, doing homework, etc. Increased parent engagement by providing reading strategies and understanding of grade level expectations will assist students' academic achievement. Providing parents with academic resources will empower parents to advocate for themselves and their children.

Out-of-School Youth (OSY) Data (identification & recruitment, OSY profile data)

1.8 What methods were used to collect OSY data?

Response: OSY data was collected from interviews gathered during and after the COE process and based on the OSY profile and interviewing of parents if possible. During recruitment of OSYs, the information is aggregated to provide guidance for MEP services to be delivered.

1.9 Discuss the results.

Response: The majority of the OSY recruited are H2As that are "here to work" only. Due to their lack of free time it's imperative that we also provide a service at point of contact. Use of smartphone applications to improve language learning, resources in the community for health and food distribution are just some of the immediate resources provided. OSYs that have semi-permanent residency in our district are provided referrals for GED, ESOL and technical courses.

1.10 What did the data reveal about needs and services in your district?

Response: Immediate resources to OSYs is key due to work schedules and mobility. Providing key resources in the community will assist them with the short amount of time they will be within our district.

If applicable, private school and/or other data:

1.11 What methods were used to collect the private school and/or other data?

Response: N/A

1.12 Discuss the results.

Response: N/A

1.13 What did the data reveal about needs and services in your district?

Response: N/A

1.14 Briefly describe what strategies and activities the LEA will implement that best address the identified needs.

Response: N/A

Need, Goal Area and Program Activities

2.0 Reading Strategies

For Title I, Part C, the following Measurable Program Outcomes related to reading are required: REA 1 and REA 2 (see below). Describe reading strategies that the project will facilitate or implement to decrease the achievement gap between migrant and non-migrant children.

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. Reading strategies must include implementing literacy programming or facilitating access to existing literacy programming with a recommended focus on vocabulary and fluency development. 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. The proposed activities are supplementary and do not supplant existing state and locally funded activities and required services.

Related Florida Strategic Plan 2020-2025

Priority Area: Highest Student Achievement

1. Student Achievement on Florida Assessments
2. Continued Growth on Florida Assessments
3. Closing the Achievement Gap

Related Florida Migrant Education Program Measurable Program Outcomes (MPOs)

REA 1 – Reading MPO1: The percentage of migrant students in Grades 3-8 that received 12 or more hours of supplemental academic instruction in ELA who achieve grade-level performance on the state assessment in ELA.

REA 2 – Reading MPO2: The percentage of migrant parents with children in grades K-8 who participate in a migrant parent educational advocacy program.

Identify the overall Need and Target Population to be addressed by marking “X” next to the applicable categories below:

☒

Migrant Parents who report (via survey) not being involved in their child’s education.

X Migrant students in grades 3-12 who have not met the proficiency level in reading on the State's assessment (Florida Standards Assessment (FSA), End-of-Course (EOC), etc.)- <http://www.fsassessments.org/>

X 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.

X Middle school and secondary migrant students in grades 9-12 who may have a GPA below 2.0.

X Migrant students who did not demonstrate growth in reading or mathematics as measured by adequate annual learning gain on the State's assessment.

X Decreasing the gap between migrant and non-migrant students who score at or above the proficiency level in reading or mathematics.

The district should use the most recently available data to complete the following sections. If requested by FDOE, the district must provide updated data for review.

2.1 Use the chart below to answer the following items:

Of the migrant students who took the FSA ELA assessment in school year 2019-2020, identify the number and percent of migrant students who achieved a score of 3 or above. Additionally, of the non-migrant students who took the FSA ELA assessment in school year 2019-2020, identify the number and percent of non-migrant students who achieved a score of 3 or above. Provide the following detail information regarding 2019-20 FSA ELA assessment:

Grade Span	Student Category	% of Student Proficiency Level					% of Student Proficiency Level Above 3
		1	2	3	4	5	
Elementary	Migrant	41	33	19	4	3	26
	Non-Migrant	23	24	25	20	8	53
Middle	Migrant	45	26	15	11	3	29
	Non-Migrant	24	25	23	19	9	51
High	Migrant	51	27	12	9	1	22
	Non-Migrant	26	26	23	18	7	48

2.2 Specify the anticipated number and percent of migrant students who will achieve a score of 3 or above on the FSA ELA assessment in school year 2020-2021. Finally, identify how the activities proposed below will address REA 1.

Response:

1819 FSA ELA

Grade Span	Student Category	Student Proficiency Level										Student Proficiency Level Above 3	
		1		2		3		4		5			
		#	%	#	%	#	%	#	%	#	%	#	%
Elementary	Migrant	43	41%	34	33%	20	19%	4	4%	3	3%	27	26%
	Non-Migrant	2553	23%	2771	24%	2861	25%	2215	20%	914	8%	5990	53%
Middle	Migrant	28	45%	16	26%	9	15%	7	11%	2	3%	18	29%
	Non-Migrant	2670	24%	2682	25%	2547	23%	2048	19%	990	9%	5585	51%
High	Migrant	34	51%	18	27%	8	12%	6	9%	1	1%	15	22%
	Non-Migrant	2038	26%	2042	26%	1760	23%	1390	18%	585	7%	3735	48%

Migrant students in grades 3-5 demonstrated gaps in English/LA based on the FSA administered in 2018-19, 26% or 27/104 migrant students scored satisfactory or above, compared to 53% or 5,990/11,314 of all students scoring satisfactory or above, indicating a gap in performance of 27% in Reading/ELA.

Migrant students in grades 6-8 demonstrated gaps in English/LA based on the FSA administered in 2018-19, 29% or 18/62 migrant students scored satisfactory or above, compared to 51% or 5,585/10,937 of all students scoring satisfactory or above, indicating a gap in performance of 22% in Reading/ELA.

Migrant students in grades 9-12 demonstrated gaps in English/LA based on the FSA administered in 2018-19, 22% or 15/67 migrant students scored satisfactory or above, compared to 48% or 3,735/7,815 of all students scoring satisfactory or above, indicating a gap in performance of 26% in Reading/ELA.

Migrant students in grades 3-5 will make gains of 3% with 29% or 30/104 scoring proficient on the 2020 - 2021 FSA English/ELA. Migrant students in grades 6-8 will make gains of 3% with 32% or 20/62 scoring proficient on the 2020 - 2021 FSA English/ELA. Migrant students in grades 9-12 will make gains of 3% with 25% or 17/67 scoring proficient on the 2020 - 2021 FSA English/ELA. The activities that address REA1 are Activities 1, 2, 3, 5, 6 which include Migrant Home School Liaisons, a Migrant Resource Teacher, a Migrant Specialist that provide supplemental academic instruction and extended curriculum time on task, as well as, a summer program.

2.3 If any other data is applicable to the needs and target populations identified, provide this data in the text box below. Specify the anticipated increased performance outcomes that will result from the reading strategies described in the Activities section. These outcomes should be measurable at the end of the 2020-2021 project year (June 30, 2021). If no other data is applicable, write “no other data applicable.” Finally, identify how the activities proposed below will address either REA 1 or REA 2.

Response: no other data applicable

2.4 Describe the coordination with and identify other federal and non-federal programs to address the identified need and activities, including those identified in the Activities charts. Specify the resources/supportive services provided by title program(s) to implement each activity.

Response: Due to the migrant lifestyle many migrant families are doubled up, therefore we collaborate extensively with Title IX, Homeless Education Program to coordinate needed services. The MEP coordinates with Title III in providing supplemental curricular materials (Club Excel) and professional development for after school and summer programs that are offered to qualified migrant students. Eligible migrant/ELL students are also offered Title III funded after school and summer programs. At a high population Migrant and ELL elementary school both Title I, Part C MEP and Title III fund a Migrant/ELL Resource Teacher. The Title I program ensures migrant students at Title I schools are offered after school and before school tutoring services and opportunities to participate in summer learning programs. East Coast Migrant Head Start provides use of their facility for extended day and extended year programs in the summer. The Florida PASS office coordinates with the MEP in providing courses for credit recovery and reports for entering credits into students' records. The MEP coordinates with the Van Buren, Michigan Independent School District in organizing continuing summer programs and for high school students taking PASS courses. The MEP coordinates with Title I, Part D, Alternative Programs, Dropout Prevention and Truancy Department for the opportunity for high school students to attend Rapid Recovery Courses using Odysseyware during the summer in order to earn high school credits, as well as, assisting MEP students before, during and after alternative placement. The MEP works closely with the University of South Florida (USF), High School Equivalency (HEP) program to ensure that students do not drop out and find an alternative to graduating.

2.5 Describe how the LEA consulted with a district/MEP reading coach/advocate/specialist to assist with improving literacy skills of migrant students.

Response: The MEPs highly qualified Program Specialist worked directly with migrant students, as well as, coach teachers at the highest need schools. The MEPs Migrant Resource Teacher at a high migrant population elementary school assisted teachers, students, and faculty in improving the academic performance of migrant students. The MEP consults with district's Subject Area Specialists throughout the school year to develop materials for programs, to plan and provide trainings for Migrant Home School Liaisons who provide academic support to students in school, and to interpret test results to inform future programs and trainings. Reading coaches and Reading Interventionist work with and observe students to provide insight into best strategies for migrant students, and work with teachers at to provide specific strategies to those teachers to target migrant students' needs.

Activities

Describe the proposed activity(ies) that will be implemented to address the identified needs, including reading strategies the project will facilitate or implement to decrease the achievement gap between migrant and non-migrant children.

Activity 1	Response
Activity Name	* Provide strategic, content-based tutoring in reading during the school day, with academic support provided by Migrant Home School Liaisons
Focus /Purpose (select most appropriate)	* Student Achievement
Funding Source M=Migrant Only P = Partner(s) Only C=Migrant Contributed O=Other*	*M

Target Population	*K-12
PFS	* PFS and other migrant students
Florida Standards Use FS Code(s)	*ELA
Location (library, community center, church, etc.)	* Schools, community centers, ECMHSP classrooms
Frequency # times per week, once, daily, etc.	*Daily
Total Duration Anticipated # hours offered (Per School Year)	*120
Anticipated Total Students Participating per Year	*300
Identify supplemental materials and software	* iReady, district approved reading curriculum
Monitor progress(Identify tool(s) used and frequency)	* Quarterly report cards and progress reports, daily grades in online gradebook, reports provided through software programs
Track Services(Identify tools and activities)	* Attendance records, Migrant Service Logs

Activity 2	Response
Activity Name	* Provide a highly qualified Migrant Resource Teacher to work directly with students and to provide professional development to teachers at a high population migrant elementary school.
Focus /Purpose (select most appropriate)	* Student Achievement
Funding Source M=Migrant Only P = Partner(s) Only C=Migrant Contributed O=Other*	*C
Target Population	*K-5
PFS	* PFS and other migrant students
Florida Standards Use FS Code(s)	*ELA
Location (library, community center, church, etc.)	* High population migrant elementary school, ECMHSP classrooms
Frequency # times per week, once, daily, etc.	*Daily
Total Duration Anticipated # hours offered (Per School Year)	*180

Anticipated Total Students Participating per Year	*90
Identify supplemental materials and software	* iReady, district approved reading curriculum
Monitor progress(Identify tool(s) used and frequency)	* Quarterly report cards and progress reports, daily grades in online gradebook, reports provided through software programs, Pre/posttest.
Track Services(Identify tools and activities)	* Migrant Service Logs, teacher schedules, lesson plans, attendance records, software reports

Activity 3	Response
Activity Name	*Provide a highly qualified Program Specialist to work directly with students and to provide professional development to teachers.
Focus /Purpose (select most appropriate)	* Student Achievement
Funding Source M=Migrant Only P = Partner(s) Only C=Migrant Contributed O=Other*	*M
Target Population	*K-12
PFS	* PFS and other migrant students
Florida Standards Use FS Code(s)	*ELA
Location (library, community center, church, etc.)	* Schools, community centers, ECMHSP classrooms
Frequency # times per week, once, daily, etc.	*1x/week
Total Duration Anticipated # hours offered (Per School Year)	*120
Anticipated Total Students Participating per Year	*40
Identify supplemental materials and software	* Wi-Fi capacity (Hot Spots) for laptops for iReady, Imagine Learning, Nearpod, district approved reading curriculum
Monitor progress(Identify tool(s) used and frequency)	* Quarterly report cards and progress reports, daily grades in online gradebook, reports provided through

	software programs, pre/post tests
Track Services(Identify tools and activities)	* Schedules, attendance records, software reports

Activity 4	Response
Activity Name	* Offer reading/literacy workshops to parents at before, during and after school trainings.
Focus /Purpose (select most appropriate)	* Student Achievement
Funding Source M=Migrant Only P = Partner(s) Only C=Migrant Contributed O=Other*	*M
Target Population	*Migrant Parents
PFS	* PFS and other migrant students
Florida Standards Use FS Code(s)	*ELA
Location (library, community center, church, etc.)	* Schools, community centers, ECMHSP classrooms, farms and migrant camps
Frequency # times per week, once, daily, etc.	*4x/Year
Total Duration Anticipated # hours offered (Per School Year)	*8
Anticipated Total Students Participating per Year	*70
Identify supplemental materials and software	* District approved reading program and supplemental parent engagement materials
Monitor progress(Identify tool(s) used and frequency)	* Surveys, pre/post tests
Track Services(Identify tools and activities)	* Attendance records, Migrant Service Logs, sign-in sheets

Activity 5	Response
Activity Name	* Provide strategic, content-based tutoring in after, before and extended curriculum programs by hiring certified teachers to provide instruction.
Focus /Purpose (select most appropriate)	* Student Achievement
Funding Source M=Migrant Only P = Partner(s) Only C=Migrant Contributed O=Other*	*M

Target Population	*K-12
PFS	* PFS and other migrant students
Florida Standards Use FS Code(s)	*ELA
Location (library, community center, church, etc.)	* Schools, community centers, ECMHSP classrooms
Frequency # times per week, once, daily, etc.	*2x/week
Total Duration Anticipated # hours offered (Per School Year)	*40
Anticipated Total Students Participating per Year	*110
Identify supplemental materials and software	* iReady, district-approved reading curriculum, PASS, Odysseyware
Monitor progress(Identify tool(s) used and frequency)	* Quarterly report cards and progress reports, daily grades in online gradebook, reports provided through software programs
Track Services(Identify tools and activities)	* Migrant Service Logs, attendance records, software reports

Activity 6	Response
Activity Name	* Provide strategic, content-based summer programs by hiring certified teachers to provide instruction.
Focus /Purpose (select most appropriate)	* Student Achievement
Funding Source M=Migrant Only P = Partner(s) Only C=Migrant Contributed O=Other*	*M
Target Population	*K-12
PFS	* PFS and other migrant students
Florida Standards Use FS Code(s)	*ELA
Location (library, community center, church, etc.)	* Schools, community centers, ECMHSP classrooms
Frequency # times per week, once, daily, etc.	*5x/week
Total Duration Anticipated # hours offered (Per School Year)	*100
Anticipated Total Students Participating per Year	*110
Identify supplemental materials and software	* FOSS/Delta science

	curriculum materials, district-approved reading curriculum, PASS, Odysseyware
Monitor progress(Identify tool(s) used and frequency)	* Pre/posttests, other formative and summative assessments
Track Services(Identify tools and activities)	* Migrant Service Logs, attendance records, software reports

[If you need to add more activities, copy and paste the activity table into this space]

3.0 Mathematics Strategies

For Title I, Part C, the following Measurable Program Outcomes related to mathematics are required: MAT1 (see below). 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. 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. 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. The proposed activities are supplemental and do not supplant existing state and locally funded activities and required services.

Related Florida Strategic Plan 2020-2025

Priority Area: Highest Student Achievement

1. Student Achievement on Florida Assessments
2. Continued Growth on Florida Assessments
3. Closing the Achievement Gap

Related Florida Migrant Education Program Measurable Program Outcomes (MPOs)

MAT 1 – Math MPO1: The percentage of migrant students of migrant students in Grades 3-8 that receive 12 or more hours of supplemental academic instruction in mathematics who achieve grade-level performance on the state assessment in mathematics.

Identify the Need and Target Population to be addressed by marking “X” next to the applicable categories below:

☒ Migrant Parents who report (via survey) not being involved in their child’s education.

- ☒ Migrant children in grades 3-12 who have met the proficiency level in mathematics on the state assessment (FSA, End-of-Course (EOC), etc.)
- ☒ 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.
- ☒ Middle school and secondary migrant students in grades 9-12 who may have a GPA below 2.0.
- ☒ Migrant students who did not demonstrate growth in mathematics as measured by adequate annual learning gains on the state assessment.
- ☒ Decreasing the gap between migrant and non-migrant students who score at or above the proficiency level in or mathematics

The district should use the most recently available data to complete the following sections. If requested by FDOE, the district must provide updated data for review.

3.1 Use the chart below to answer the following items:

Of the migrant students who took the FSA mathematics assessment in school year 2019-2020, identify the number and percent of migrant students who achieved a score of 3 or above. Additionally, of the non-migrant students who took the FSA mathematics assessment in school year 2019-2020, identify the number and percent of non-migrant students who achieved a score of 3 or above. Provide the following detail information regarding 2019-20 FSA mathematics assessment:

Grade Span	Student Category	% of Student Proficiency Level					% of Student Proficiency Level Above 3
		1	2	3	4	5	
Elementary	Migrant	36	16	24	16	9	49
	Non-Migrant	22	17	25	23	14	61
Middle	Migrant	31	24	21	16	7	45
	Non-Migrant	21	20	26	20	14	60
High	Migrant	46	14	31	5	5	41
	Non-Migrant	31	18	35	11	6	51

3.2 Specify the anticipated number and percent of migrant students who will achieve a score of 3 or above on the FSA mathematics component in school year 2020-2021. Finally, identify how the activities proposed below will address MAT 1.

Response:

1819 FSA Mathematics

Grade Span	Student Category	Student Proficiency Level										Student Proficiency Level Above 3	
		1		2		3		4		5			
		#	%	#	%	#	%	#	%	#	%	#	%
Elementary Grades 3-5	Migrant	37	36%	16	16%	25	24%	16	16%	9	9%	50	49%
	Non-Migrant	2448	22%	1917	17%	2791	25%	2614	23%	1556	14%	6961	61%
Middle Grades 6-8	Migrant	21	31%	16	24%	14	21%	11	16%	5	7%	30	45%
	Non-Migrant	2300	21%	2144	20%	2856	26%	2176	20%	1500	14%	6532	60%
High Grades 9-12	Migrant	27	46%	8	14%	18	31%	3	5%	3	5%	24	41%
	Non-Migrant	1663	31%	937	18%	1848	35%	563	11%	313	6%	2724	51%

Migrant students in grades 3-5 demonstrated gaps in Mathematics based on the FSA administered in 2018-19. 49% or 50/103 migrant students scored satisfactory or above, compared to 61% or 6,961/11,326 of all students scoring satisfactory or above, indicating a gap in performance of 12% in Mathematics.

Migrant students in grades 6-8 demonstrated gaps in Mathematics based on the FSA administered in 2018-19. 45% or 30/67 migrant students scored satisfactory or above, compared to 60% or 6,532/10,967 of all students scoring satisfactory or above, indicating a gap in performance of 15% in Mathematics.

Migrant students in grades 9-12 demonstrated gaps in Mathematics based on the FSA administered in 2018-19. 41% or 24/59 migrant students scored satisfactory or above, compared to 51% or 2,724/5,324 of all students scoring satisfactory or above, indicating a gap in performance of 10% in Mathematics.

Migrant students in grades 3-5 will make gains of 3% with 52% or 54/103 scoring proficient on the 2020 - 2021 FSA math. Migrant students in grades 6-8 will make gains of 3% with 48% or 32/67 scoring proficient on the 2020 - 2021 FSA math. Migrant students in grades 9-12 will make gains of 3% with 44% or 26/59 scoring proficient on the 2020 - 2021 FSA math. The activities that address MAT1 are Activities 1, 2, 3, 5, 6 which include Migrant Home School Liaisons, a Migrant Resource Teacher, a Migrant Specialist that provide supplemental academic instruction and extended curriculum time on task, as well as, a summer program.

3.3 If any other data is applicable to the needs and target populations identified, provide this data in the text box below. Specify the anticipated increased performance outcomes that will result from the activities described in the Activities section. These outcomes should be measurable at the end of the 2020-2021 project year (June 30, 2021). If no other data is applicable, write “no other data applicable.” Finally, identify how the activities proposed below will address MAT 1.

Response: no other data applicable

3.4 Describe the coordination with and identify other federal and non-federal programs to address the identified need and activities, including those identified in the Activities charts. Specify the resources/supportive services provided by title program(s) to implement each activity.

Response: Due to the migrant lifestyle many migrant families are doubled up, therefore we collaborate extensively with Title IX, Homeless Education Program to coordinate needed services. The MEP coordinates with Title III in providing supplemental curricular materials (Club Excel) and professional development for after school and summer programs that are offered to qualified migrant students. Eligible migrant/ELL students are also offered Title III funded after school and summer programs. At a high population Migrant and ELL elementary school both Title I, Part C MEP and Title III fund a Migrant/ELL Resource Teacher. The Title I program ensures migrant students at Title I schools are offered after school and before school tutoring services and opportunities to participate in summer learning programs. East Coast Migrant Head Start provides use of their facility for extended day and extended year programs in the summer. The Florida PASS office coordinates with the MEP in providing courses for credit recovery and reports for entering credits into students' records. The MEP coordinates with the Van Buren, Michigan Independent School District in organizing continuing summer programs and for high school students taking PASS courses. The MEP coordinates with Title I, Part D, Alternative Programs, Dropout Prevention and Truancy Department for the opportunity for high school students to attend Rapid Recovery Courses using Odysseyware during the summer in order to earn high school credits, as well as, assisting MEP students before, during and after alternative placement. The MEP works closely with the University of South Florida (USF), High School Equivalency (HEP) program to ensure that students do not drop out and find an alternative to graduating.

3.5 Describe how the LEA consulted with a district/MEP mathematics coach/advocate/specialist to assist with improving mathematics skills of migrant students.

Response: The MEPs highly qualified Program Specialist worked directly with migrant students, as well as, coach teachers at the highest need schools. The MEPs Migrant Resource Teacher at a high migrant population elementary school assisted teachers, students, and faculty in improving the academic performance of migrant students. The MEP consults with district's Subject Area Specialists throughout the school year to develop materials for programs, to plan and provide trainings for Migrant Home School Liaisons who provide academic support to students in school, and to interpret test results to inform future programs and trainings. Math coaches work with and observe students to provide insight into best strategies for migrant students, and work with teachers at to provide specific strategies to those teachers to target migrant students' needs.

Activities

Describe the proposed activity(ies) that will be implemented to address the identified needs, including mathematics strategies the project will facilitate or implement to decrease the achievement gap between migrant and non-migrant children.

Activity 1	Response
Activity Name	* Provide strategic, content-based tutoring in reading during the school day, with academic support provided by Migrant Home School Liaisons
Focus /Purpose (select most appropriate)	*Student Achievement
Funding Source M=Migrant Only P = Partner(s) Only C=Migrant Contributed O=Other*	*M

Target Population	* K-12
PFS	* PFS and other migrant students
Florida Standards Use FS Code(s)	*M
Location (library, community center, church, etc.)	* Schools, community centers, ECMHSP classrooms
Frequency # times per week, once, daily, etc.	*Daily
Total Duration Anticipated # hours offered (Per School Year)	*120
Anticipated Total Students Participating per Year	*300
Identify supplemental materials and software	* iReady, district approved math curriculum
Monitor progress(Identify tool(s) used and frequency	* Quarterly report cards and progress reports, daily grades in online gradebook, reports provided through software programs
Track Services(Identify tools and activities)	* Attendance records, Migrant Service Logs

Activity 2	Response
Activity Name	* Provide a highly qualified Migrant Resource Teacher to work directly with students and to provide professional development to teachers at a high population migrant elementary school.
Focus /Purpose (select most appropriate)	* Student Achievement
Funding Source M=Migrant Only P = Partner(s) Only C=Migrant Contributed O=Other*	*C
Target Population	*K-5
PFS	* PFS and other migrant students
Florida Standards Use FS Code(s)	*Math
Location (library, community center, church, etc.)	* High population migrant elementary school, ECMHSP classrooms
Frequency # times per week, once, daily, etc.	*Daily
Total Duration Anticipated # hours offered (Per School Year)	*180

Anticipated Total Students Participating per Year	*90
Identify supplemental materials and software	* iReady, district approved math curriculum
Monitor progress(Identify tool(s) used and frequency)	* Quarterly report cards and progress reports, daily grades in online gradebook, reports provided through software programs, Pre/posttest.
Track Services(Identify tools and activities)	* Migrant Service Logs, teacher schedules, lesson plans, attendance records, software reports

Activity 3	Response
Activity Name	*Provide a highly qualified Program Specialist to work directly with students and to provide professional development to teachers.
Focus /Purpose (select most appropriate)	* Student Achievement
Funding Source M=Migrant Only P = Partner(s) Only C=Migrant Contributed O=Other*	*M
Target Population	*K-12
PFS	* PFS and other migrant students
Florida Standards Use FS Code(s)	*Math
Location (library, community center, church, etc.)	* Schools, community centers, ECMHSP classrooms
Frequency # times per week, once, daily, etc.	*1x/week
Total Duration Anticipated # hours offered (Per School Year)	*120
Anticipated Total Students Participating per Year	*40
Identify supplemental materials and software	* Wi-Fi capacity (Hot Spots) for laptops for iReady, Imagine Learning, Nearpod, district approved reading curriculum
Monitor progress(Identify tool(s) used and frequency)	* Quarterly report cards and progress reports, daily grades in online gradebook, reports provided through

	software programs, pre/post tests
Track Services(Identify tools and activities)	* Schedules, attendance records, software reports

Activity 4	Response
Activity Name	* Offer reading/literacy workshops to parents at before, during and after school trainings.
Focus /Purpose (select most appropriate)	* Student Achievement
Funding Source M=Migrant Only P = Partner(s) Only C=Migrant Contributed O=Other*	*M
Target Population	*Migrant Parents
PFS	* PFS and other migrant students
Florida Standards Use FS Code(s)	*Math
Location (library, community center, church, etc.)	* Schools, community centers, ECMHSP classrooms, farms and migrant camps
Frequency # times per week, once, daily, etc.	*4x/Year
Total Duration Anticipated # hours offered (Per School Year)	*8
Anticipated Total Students Participating per Year	*70
Identify supplemental materials and software	* District approved math program and supplemental parent engagement materials
Monitor progress(Identify tool(s) used and frequency)	* Surveys, pre/post tests
Track Services(Identify tools and activities)	* Attendance records, Migrant Service Logs, sign-in sheets

Activity 5	Response
Activity Name	* Provide strategic, content-based tutoring in after, before and extended curriculum programs by hiring certified teachers to provide instruction.
Focus /Purpose (select most appropriate)	* Student Achievement
Funding Source M=Migrant Only P = Partner(s) Only C=Migrant Contributed O=Other*	*M

Target Population	*K-12
PFS	* PFS and other migrant students
Florida Standards Use FS Code(s)	*Math
Location (library, community center, church, etc.)	* Schools, community centers, ECMHSP classrooms
Frequency # times per week, once, daily, etc.	*2x/week
Total Duration Anticipated # hours offered (Per School Year)	*40
Anticipated Total Students Participating per Year	*110
Identify supplemental materials and software	* iReady, district-approved math curriculum, PASS, Odysseyware
Monitor progress(Identify tool(s) used and frequency)	* Quarterly report cards and progress reports, daily grades in online gradebook, reports provided through software programs
Track Services(Identify tools and activities)	* Migrant Service Logs, attendance records, software reports

Activity 6	Response
Activity Name	* Provide strategic, content-based summer programs by hiring certified teachers to provide instruction.
Focus /Purpose (select most appropriate)	* Student Achievement
Funding Source M=Migrant Only P = Partner(s) Only C=Migrant Contributed O=Other*	*M
Target Population	*K-12
PFS	* PFS and other migrant students
Florida Standards Use FS Code(s)	*Math
Location (library, community center, church, etc.)	* Schools, community centers, ECMHSP classrooms
Frequency # times per week, once, daily, etc.	*5x/week
Total Duration Anticipated # hours offered (Per School Year)	*100
Anticipated Total Students Participating per Year	*110
Identify supplemental materials and software	* FOSS/Delta science

	curriculum materials, district-approved math curriculum, PASS, Odysseyware
Monitor progress(Identify tool(s) used and frequency)	* Pre/posttests, other formative and summative assessments
Track Services(Identify tools and activities)	* Migrant Service Logs, attendance records, software reports

[If you need to add more activities, copy and paste the activity table into this space]

4.0 Efforts To Raise Graduation Rates

For Title I, Part C, the following Measurable Program Outcomes related to graduation are required: GRA 1, GRA 2 and GRA 3 (see below). 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. 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. 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, FSA and/or End-of-Course (EOC) preparation, strategic, content based tutoring, drop-out prevention and/or recovery and credit make-up opportunities (PASS, mini-PASS, summer school). The proposed activities are supplemental and do not supplant existing state and locally funded activities and required services.

Related Florida Strategic Plan 2020-2025

Priority Area: Highest Student Achievement

1. High School Graduation Rate
2. High School Graduation Rate Plus (Acceleration)

Related Florida Migrant Education Program Measurable Program Outcomes (MPOs)

GRA 1 – Graduation MPO1: The percentage of migrant students in grades 9-12 who (a) are identified as at risk of failing or dropping out via district early warning systems and (b) receive migrant education program support.

GRA 2 – Graduation MPO2: The percentage of migrant students in grades 9-12 served by the migrant education program who successfully complete at least one accelerated course or certification.

GRA 3 – Graduation MPO3: The percentage of migrant parents with children in grades 9-12, who participate in a migrant parent educational advocacy program will report gains in knowledge of graduation requirements and student engagement strategies for promoting graduation.

Identify the Need and Target Population to be addressed by marking “X” next to the applicable categories below:

- ☒ Migrant parents who report (via survey) not being involved in their child’s education.
- ☒ Migrant students in grades 3-12 who have not met the proficiency level in reading on the state assessment (Florida Standards Assessment (FSA), End-of-Course (EOC), etc.)
- ☒ Migrant children in grades 3-12 who have not met the proficiency level in mathematics on the state assessment (FSA, End-of-Course (EOC), etc.)
- ☒ 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.
- ☒ Middle school and secondary migrant students in grades 9-12 who may have a GPA below 2.0.
- ☒ Migrant students in grades 10 -12, who participate in at least 3 months of MEP funded or facilitated tutoring and/or academic services who may not pass the state assessment or EOCs.
- ☒ Migrant students in grade 12 who may be at risk of dropping out or who may not be on track to graduate with a standard high school diploma or regular GED in current school year.
- ☒ Migrant students who did not demonstrate growth in ELA or mathematics as measured by adequate annual learning gain on the state assessment.
- ☒ Decreasing the gap between migrant and non-migrant students who score at or above the proficiency level in ELA or mathematics on the state assessment.
- ☒ Decreasing the gap in graduation rate (standard diploma or regular GED) between migrant and non-migrant students.

4.1 Use the text box below to answer the following items:

Provide the number and percent of migrant and non-migrant students who graduated high school in the most recent year for which data is available. Also provide the number and percent of migrant and non-migrant students in grades 9-12 who successfully completed at least one accelerated course or certification in the most recent year for which data is available. Finally, explain how the activities proposed below in will address increasing migrant student graduation rates and the percentage of migrant students taking accelerated courses.

Response:

1819 Graduation Data

Migrant			Non - Migrant		
# of eligible students	# graduates	% graduates	# of eligible students	# graduates	% graduates
21	19	90%	3411	2837	83%

1819 Acceleration Data

Accelerated Course	Migrant			Non - Migrant		
	# of students enrolled in acceleration course	# of students earned acceleration	% of students earned acceleration	# of students enrolled in acceleration course	# of students earned acceleration	% of students earned acceleration
AP	7	1	14%	2057	927	45%
IB		0	0%		72	4%
AICE		3	43%		226	11%
DE		0	0%		740	36%
IC		5	71%		1185	58%

Migrant staff will be supporting and mentoring students both academically and with wrap around services needed to successfully complete course work. The district's MEP has implemented an Early Warning System (EWS) to track high school student's credits and GPA to proactively identify students needing support. A graduation checklist was developed for students to track their progress through high school to include all the requirements for graduation. MEP staff will facilitate access to credit accrual retrieval programs (PASS, FLVS, Odysseyware) to close the graduation gap. In addition, course acceleration and certification will be promoted by encouraging dual-enrollment with local colleges (Manatee Technical College, MTC; State College of Florida, SCF) and in-school vocational programs. Students and parents participate in a Migrant College Night where we partner with post-secondary institution (USF/CAMP/HEP, MTC, SCF) and organizations (UnidosNow) for students to plan for their post-secondary education. MEP students will attend a field experience to a local post-secondary institution to expose them to options available in the local area.

4.2 If any other data is applicable to the needs and target populations identified, provide this data in the text box below. Specify the anticipated increased performance outcomes that will result from the activities described in the Activities section. These outcomes should be measurable at the end of the 2020-2021 project year (June 30, 2021). If no other data is applicable, write "no other data applicable." Finally, identify how the activities proposed below will address GRA 1, GRA 2, or GRA 3.

Response: no other data applicable

4.3 Describe the coordination with and identify other federal and non-federal programs to address the identified need and activities, including those identified in the activities charts. Specify the resources/supportive services provided by title program(s) to implement each activity.

Response: The MEP coordinates with Title III in providing supplemental curricular materials (Club Excel) and professional development for after school and summer programs that are offered to qualified migrant students. Eligible migrant/ELL students are also offered Title III funded after school and summer programs. The Title I program ensures migrant students at Title I schools are offered after school and before school tutoring services and opportunities to participate in summer learning programs. East Coast Migrant Head Start provides use of their facility for extended year programs in the summer and for parent meetings throughout the school year. Florida PASS Program coordinates with the MEP in providing courses for credit recovery and reports for entering credits into students' records. The MEP coordinates with the Van Buren, Michigan Independent School District in organizing continuing summer programs and for high school students taking PASS courses. The MEP coordinates with Dropout Prevention for the opportunity for high school students to attend Rapid Recovery Courses using Odysseyware during the summer in order to earn high school credits. The MEP works closely with the University of South Florida (USF) and the High School Equivalency (HEP) program to ensure that students do not drop out and find an alternative to graduating if they will not be able to make up their credits in time for graduation. Collaboration with Farmworkers Career Development Program assist the MEP by providing migrant students with a path to obtain a GED, as well as, post-secondary options,

4.4 Describe how the LEA consulted with a district/MEP secondary advocate/specialist to assist with increasing the number of migrant students who graduate high school and the number of migrant students who take accelerated courses.

Response: The MEP consults with guidance counselors throughout the school year to ascertain if students are on target to graduate and provide needed guidance for students taking accelerated courses. Graduation Enhancement Technicians (GETS), School Deans and Student Support Specialist assure students are in school and not truant, by providing wrap around services and home visits. The GETS collaborate with school social workers, guidance counselors, teachers and school leaders to develop systemic strategies to identify and support students who are frequently absent. District student services personnel keep MEP staff up to date on FLDOE graduation requirements by providing training for Migrant Home School Liaisons who provide academic support to students in school, and to interpret test results to inform future programs and trainings. Academic Coaches also work with and observe students to provide insight into best strategies for migrant students and work with teachers at schools with high migrant populations to provide specific strategies to those teachers to target migrant students' needs.

Activities

Describe the proposed activity(ies) that will be implemented to address the identified needs, including strategies the project will facilitate or implement to decrease the achievement gap between migrant and non-migrant children.

Activity 1	Response
Activity Name	* Provide strategic,

	content-based tutoring in before and/or after school extended day programs by hiring certified teachers to provide instruction.
Focus /Purpose	*Improve student GPA by providing academic support
Funding Source M=Migrant Only P = Partner(s) Only C=Migrant Contributed O=Other*	*M
Target Population	*9 th – 12 th Grade
PFS	*PFS & other migrant students
Florida Standards Use FS Code(s)	*M, ELA, LHS, STS
Location (library, community center, church, etc.)	*Schools, Community Centers, ECMHS classrooms
Frequency # times per week, once, daily, etc.	*2x/week
Total Duration Anticipated # hours offered (Per School Year)	*40
Anticipated Total Students Participating per Year	*35
Identify evidence-based supplemental materials and software	*District approved Curriculum, Odysseyware, Online courses, PASS courses
Monitor progress(Identify tool(s) used and frequency	*Quarterly report cards, daily grades in online gradebook, reports from District SIS, pre-posttest
Track Services(Identify tools and activities)	*Migrant Service Logs, attendance, online reports

[If you need to add more activities, copy and paste the activity table into this space]

Activity 2	Response
Activity Name	* Provide strategic, content-based summer program by hiring certified teachers to provide instruction.
Focus /Purpose	*Improve student GPA by providing academic support

Funding Source M=Migrant Only P = Partner(s) Only C=Migrant Contributed O=Other*	*M
Target Population	*9 th – 12 th Grade
PFS	*PFS & other migrant students
Florida Standards Use FS Code(s)	*M, ELA, LHS, STS
Location (library, community center, church, etc.)	*Schools, Community Centers, ECMHS classrooms
Frequency # times per week, once, daily, etc.	*5x/week during summer
Total Duration Anticipated # hours offered (Per School Year)	*120
Anticipated Total Students Participating per Year	*35
Identify evidence-based supplemental materials and software	*District approved Curriculum, Odysseyware, Online courses, PASS courses
Monitor progress(Identify tool(s) used and frequency	* Daily grades in online gradebook, reports from District SIS, pre-posttest
Track Services(Identify tools and activities)	*Migrant Service Logs, attendance, online reports

Activity 3	Response
Activity Name	* Migrant Specialist to provide graduation enhancement support to students and parents. The Migrant Specialist partners with outside agencies to disseminate graduation and post-secondary information to students and parents.
Focus /Purpose	*Improve student GPA and credit accrual by providing academic and wrap around supports.
Funding Source M=Migrant Only P = Partner(s) Only C=Migrant Contributed O=Other*	*M
Target Population	*K – 12 th Grade

PFS	*PFS & other migrant students
Florida Standards Use FS Code(s)	*M, ELA, LHS, STS
Location (library, community center, church, etc.)	*Schools, Community Centers, ECMHS classrooms
Frequency # times per week, once, daily, etc.	* Daily
Total Duration Anticipated # hours offered (Per School Year)	*Year-Round Personnel
Anticipated Total Students Participating per Year	* Year-Round Personnel
Identify evidence-based supplemental materials and software	*District approved Curriculum, Odysseyware, Online courses, PASS courses, District SIS.
Monitor progress(Identify tool(s) used and frequency	*Migrant Service Logs, sign-in sheets, Student and parent surveys.
Track Services(Identify tools and activities)	*Migrant Service Logs, attendance, online reports

Activity 4	Response
Activity Name	* Facilitate access to credit accrual or retrieval programs such as PASS, FLVS and Odysseyware.
Focus /Purpose	*Improve student GPA by providing academic support and credit accrual for students to graduate.
Funding Source M=Migrant Only P = Partner(s) Only C=Migrant Contributed O=Other*	*M
Target Population	*9 th – 12 th Grade
PFS	*PFS & other migrant students
Florida Standards Use FS Code(s)	*M, ELA, LHS, STS
Location (library, community center, church, etc.)	*Schools, Community Centers, ECMHS classrooms, migrant

	camps.
Frequency # times per week, once, daily, etc.	*2x/week
Total Duration Anticipated # hours offered (Per School Year)	*40
Anticipated Total Students Participating per Year	*50
Identify evidence-based supplemental materials and software	*District approved Curriculum, Odysseyware, Online courses, PASS courses
Monitor progress(Identify tool(s) used and frequency	*Quarterly report cards, daily grades in online gradebook, reports from District SIS, pre-posttest
Track Services(Identify tools and activities)	*Migrant Service Logs, attendance, online reports

Activity 5	Response
Activity Name	* Provide strategic, content-based tutoring during the school day by Migrant Home School Liaisons.
Focus /Purpose	*Improve student achievement by providing academic support
Funding Source M=Migrant Only P = Partner(s) Only C=Migrant Contributed O=Other*	*M
Target Population	*8th – 12th Grade
PFS	*PFS & other migrant students
Florida Standards Use FS Code(s)	*M, ELA, LHS, STS
Location (library, community center, church, etc.)	*Schools, Community Centers, ECMHS classrooms
Frequency # times per week, once, daily, etc.	*Daily
Total Duration Anticipated # hours offered (Per School Year)	*10.5 month personnel
Anticipated Total Students Participating per Year	*100
Identify evidence-based supplemental materials and software	*District approved Curriculum, Odysseyware, Online

	courses, PASS courses
Monitor progress(Identify tool(s) used and frequency)	*Quarterly report cards, daily grades in online gradebook, reports from District SIS, pre-posttest
Track Services(Identify tools and activities)	*Migrant Service Logs, attendance, online reports

Activity 6	Response
Activity Name	* Provide training to MEP staff on resources and strategies for secondary-aged migrant students.
Focus /Purpose	*Improve student achievement by providing academic support
Funding Source M=Migrant Only P = Partner(s) Only C=Migrant Contributed O=Other*	*M
Target Population	*K th – 12 th Grade
PFS	*PFS & other migrant students
Florida Standards Use FS Code(s)	*M, ELA, LHS, STS
Location (library, community center, church, etc.)	*Schools, Community Centers, ECMHS classrooms
Frequency # times per week, once, daily, etc.	* 1x/month
Total Duration Anticipated # hours offered (Per School Year)	*15
Anticipated Total Students Participating per Year	*400
Identify evidence-based supplemental materials and software	*District approved Curriculum, Odysseyware, Online courses, PASS courses
Monitor progress(Identify tool(s) used and frequency)	*Meeting feedback
Track Services(Identify tools and activities)	*Sign-In Sheets

5.0 School Readiness

For Title I, Part C, the following Measurable Program Outcomes related to school readiness are required: SCH 1 and SCH 2 (see below). Describe how the project will develop or enhance efforts to increase the number of migrant prekindergarten children demonstrating readiness for kindergarten. 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.

The LEA must complete the following section even if the MEP currently does not have any migrant Pre-K children in order to indicate its plan of action if they were to arrive in the district's service area. For instructional/supportive services provided to migrant preschoolers in the area of emergent literacy, emphasis should be given to oral communication, knowledge of print and letters, phonemic and phonological awareness and vocabulary and comprehensive development. The proposed activities are supplemental and do not supplant existing state and locally funded activities and required services.

Related Florida Strategic Plan 2020-2025

Priority Area: Highest Student Achievement

1. Student Achievement on Florida Assessments
2. Continued Growth on Florida Assessments
3. Closing the Achievement Gap

Related Florida Migrant Education Program Measurable Program Outcomes (MPOs)

School Readiness

SCH 1 – School Readiness MPO1: The percentage of migrant Pre-K children who are served by the Migrant Education Program and complete Florida statewide school readiness assessment that are determined to be ready for school.

SCH 2 – School Readiness MPO2: The percentage of migrant parents with children ages 3 to 5, who are not enrolled in kindergarten, who participate in a migrant parent program.

Identify the overall Need and Target Population to be addressed by marking “X” next to the appropriate categories below:

- ☒ Migrant parents who report (via survey) not being involved in their child's education.
- ☒ Migrant kindergarten children who received migrant funded or facilitated Pre-K services that demonstrate school readiness as measured by the state assessment or other standardized assessment.
- ☒ Prekindergarten migrant children not receiving migrant funded or facilitated early childhood services in preparation for enrolling into kindergarten.

5.1 Use the text box below to answer the following items:

Identify the number of migrant Pre-K students served by the district's migrant program in school year 2018-2019. Identify the number and percent of migrant and non-migrant kindergarten students who scored a 500 or above on the Star Early Literacy Assessment of the Florida Kindergarten Readiness Screener (FLKRS) at the beginning of school year 2019-2020, indicating Kindergarten readiness. Specify the anticipated number and percent of migrant Kindergarten

students who will score a 500 or above on the Star Early Literacy Assessment prior at the beginning of school year 2020-2021.

1920-2020 Migrant FLKRS Data

	# of KG students	# of KG students with FLKRS scores	% of students with scores	# of students at or above proficiency	% of students at or above proficiency
Migrant	22	20	91%	6	30%
Non-Migrant	3498	3432	98%	1794	52%

Response:

The number of Pre-K students served by the district's migrant program in the 2018-2019 school year was 22. Kindergarten students were tested with the FLKRS (Florida Kindergarten Readiness Screener) upon entering kindergarten in 2019 – 2020 school year within the first 30 days. Of the migrant students tested, 30% (6 out of 20) of migrant students were considered "Ready for Kindergarten" compared to the 52% (1,794 out of 3,432) of non-migrant students considered "Ready for Kindergarten". There will be a 2% increase in Migrant students being prepared for kindergarten by showing they are proficient, so that 32% (7 out of 22) will demonstrate proficiency.

5.2 If any other data is applicable to the needs and target populations identified, provide this data in the text box below. Specify the anticipated increased performance outcomes that will result from the activities described in the Activities section. These outcomes should be measurable at the end of the 2020-2021 project year (June 30, 2021). If no other data is applicable, write "no other data applicable." Finally, identify how the activities proposed below will address SCH 1 and SCH 2.

Response: no other data applicable

5.3 Describe the coordination with and identify other federal and non-federal programs to address the identified need and activities, including those identified in the Activities charts. Specify the resources/supportive services provided by title program(s) to implement each activity.

Response: The MEP staff collaborates with other federal and non-federal program providers to ensure that all pre-school aged migrant children have access to receiving quality Pre-K educational services. The partners and providers who will be included are: (1) private Pre-K providers who provide educational services; (2) health agencies who provide migrant services to migrant Pre-K students and their families; (3) East Coast Migrant Head Start Project and Redlands Christian Migrant Association and Manatee County, who provide access to their Migrant funded Pre-K programs; (4) the Early Childhood Community Coalition Head Start and the Early Learning Coalition of Manatee County, who provide assistance in enrollment and registration for parents of migrant Pre-K eligible students at sites (such as Falkner Farms) that are convenient for families; (5) voluntary Pre-K (VPK) programs and the Early Learning staff of the School District of Manatee County; and (6) staff at non-Title I schools where Migrant Pre-K students attend, providing opportunities for access to registration and enrollment for parents of migrant Pre-K students. The LEA ensures that Migrant families have access to all district Pre-K programs, including LEA staff assisting parents in completing applications. The LEA prioritizes Migrant students when determining eligibility for limited seats at schools, and the LEA allows the reservation of seats for migrant students who will arrive after the start of the school year. MEP staff, including Migrant Home School Liaisons, Migrant Specialist, Migrant Recruiter and Migrant Coordinator, assist parents in completing school-based applications for Pre-K classes, obtaining health records, and completing applications for the Early Learning Coalition Certificate of Eligibility. In addition, MEP staff assist parents in understanding their choices when determining the best options for Pre-K.

5.4 Describe how the LEA consulted with a district/MEP Pre-K teacher or paraprofessional to assist with the implementation of the identified activities.

Response: In collaboration with district Pre-K staff, the MEP's Home School Liaisons, Migrant Specialist, and Migrant Recruiter provide information to Migrant parents of eligible Pre-K students regarding registration for Pre-K programs. HSLs, Migrant Specialist and Migrant Recruiter facilitate enrollment by assisting with applications, registration forms, and assisting parents in meeting eligibility requirements. HSLs, Migrant Specialist and Migrant Recruiter meet with parents at schools, homes and migrant camps. HSLs, Migrant Specialist and Migrant Recruiter provide technical assistance with the application process, which is 100% online. The Migrant Specialist and Migrant Coordinator provide support related to community resources that might be needed during this process, and access to health services, records and transportation to appointments, if needed.

5.5 Describe how the project will collect and document assessment data for as well as monitor all migrant Pre-K children enrolled in local formal Pre-K/VPK programs

Response: The MEP will receive VPK Assessment results from the LEA's Department of Early Learning for all assessment periods (AP1, AP2, AP3). Additionally, attendance and FLKRS data will be collected from the LEA's student information database, as well as, reports from the district's Assessment, Accountability and Research Department.

5.6 If local MEP currently does not have any prekindergarten children in the service population then provide the description of a plan of action to serve/facilitate services to these students if they were to arrive in the district.

Response: N/A

Activities

Describe the proposed activity(ies) that will be implemented to address the identified needs, including strategies the project will facilitate or implement to decrease the achievement gap between migrant and non-migrant children.

Activity 1	Response
Activity Name	<p>* Provide funding and resource collaboration to support full day VPK programs for migrant children attending non-Title I VPK programs in district schools.</p>

Focus /Purpose (select most appropriate)	*Student Achievement – Kindergarten Readiness
Funding Source M=Migrant Only P = Partner(s) Only C=Migrant Contributed O=Other*	*M
Target Population	*PreK
PFS	* PFS & other migrant students
Location (library, community center, church, etc.)	*District PreK School Programs
Frequency # times per week, once, daily, etc.	*Daily
Total Duration Anticipated # hours offered (Per School Year)	*270
Anticipated Total Students Participating per Year	*20
Identify evidence-based supplementary materials and software	*Approved PreK Curriculum
Monitor progress(Identify tool(s) used and frequency	*FLKRS (Florida Kindergarten Readiness Screener)
Track Services(Identify tools and activities)	*Migrant Service Logs, Attendance

Activity 2	Response
Activity Name	* Facilitate PreK enrollment in District, ECMHS, RCMA and other Pre-K programs throughout the district.
Focus /Purpose (select most appropriate)	*Student Achievement – Kindergarten Readiness
Funding Source M=Migrant Only P = Partner(s) Only C=Migrant Contributed O=Other*	*M
Target Population	*PreK
PFS	* PFS & other migrant students
Location (library, community center, church, etc.)	*District, ECMHS, RCMA other PreK programs
Frequency # times per week, once, daily, etc.	*Throughout the Year as PreK students arrive
Total Duration Anticipated # hours offered (Per School Year)	*100

Anticipated Total Students Participating per Year	*20
Identify evidence-based supplementary materials and software	*Approved PreK Curriculum
Monitor progress(Identify tool(s) used and frequency	*FLKRS (Florida Kindergarten Readiness Screener)
Track Services(Identify tools and activities)	*Migrant Service Logs, Enrollment in a PreK program

Activity 3	Response
Activity Name	* Offer family outreach, literacy and parent involvement opportunities to parents by meeting with parents in mornings, evenings, and during school days.
Focus /Purpose (select most appropriate)	*Student Achievement – Kindergarten Readiness
Funding Source M=Migrant Only P = Partner(s) Only C=Migrant Contributed O=Other*	*M
Target Population	*PreK
PFS	* PFS & other migrant students
Location (library, community center, church, etc.)	*District, ECMHS, RCMA, homes and other PreK programs.
Frequency # times per week, once, daily, etc.	*Once per quarter in collaboration with District, ECMHS and RCMA.
Total Duration Anticipated # hours offered (Per School Year)	*25
Anticipated Total Students Participating per Year	*20
Identify evidence-based supplementary materials and software	*N/A
Monitor progress(Identify tool(s) used and frequency	*Enrollment records, sign-in Sheets.
Track Services(Identify tools and activities)	*Migrant Service Logs, Enrollment in a PreK program

[If you need to add more activities, copy and paste the activity table into this space]

6.0 Identification and Recruitment (ID&R)

For this section include any and all identification and recruitment activities that will be provided during the 2020–2021 school year.

6.1 Provide an overview of the organizational structure of the district's identification and recruitment (ID&R) activities that include the activities and personnel that are administered by the District.

Example:

The District's ID & R Supervisor, ID & R Coordinator, and Designated State Educational Agency (SEA) Reviewer work at the local office along with 12 recruiters. Six recruiters are mainly responsible for community-based recruitment. Six district-level recruiters are responsible for school-based recruitment. The District's ID & R trainings, quality control plan and processes, and standards of practice are administered by the District.

Response: The MEP employs a Coordinator, Specialist, Recruiter, Home School Liaisons and office staff to help identify and serve migrant eligible children throughout the year. The Specialist, Recruiter and Home School Liaisons are all cross trained to complete a COE. The recruiter is focused on community-based recruitment, as well as, school-based recruitment in collaboration with the Home School Liaisons. The Specialist and Home School Liaisons participate in recruitment efforts during times of high demand and when a relationship has been nurtured with the Migrant Worker to facilitate easy of completing a COE. School enrollment form asks if agricultural fishing or other migrant-related work has been done in the last 36 months. When answered yes MEP staff contacts the family to conduct an interview to determine eligibility. During high agriculture activity the MEP expands ID&R efforts by conducting canvassing activities after hours. The MEP staff visit migrant camps, farms, packing houses, motels and neighborhoods in the district when workers are home meaning early A.M., evenings and weekends.

6.2 Describe the district's ID&R Quality Control Plan.

1. **Response:** All COE from MEP staff is first reviewed by the Migrant Recruiter as a quality control measure prior to being reviewed and signed by the district designee (Migrant Coordinator) no later than 24 working hours after it's received. When discrepancies arise, the COE is forwarded to the MEP individual who completed the COE for revisions. After the COE review, the Migrant Recruiter checks the family folders for quality control purposes, i.e.: history of qualifying moves, from and to, children listed previously, ages and prior data entered in FOCUS (District's SIS). If no discrepancies are found, the data is entered in FOCUS to I.D. the student(s) as MEP, ensuring immediate provision of support services (example, free and reduced lunch) and generating a current MEP list of students. If a new family (1st time in district), the data is entered in FOCUS and a new folder is made. MSIX is used for verification of past moves or most current data. After eligible students are entered in FOCUS, an internal report of MEP students is generated and used to create Service Logs, to document educational and support services provided to qualified MEP children. PFS students are I.D. in the logs. In addition, an internal report is created tracking COEs chronologically for recertifications in the future and to randomly identify COEs for MEP staff to conduct monthly re-interviews.

6.3 Describe how the district will utilize ID & R staff to identify and recruit eligible migrant students and

ensure annual Certificate of Eligibility (COE) training for all recruiters.

Examples:

1. *School-based: “The recruiter will provide on-site ID & R support at the Sunshine and Blue Whale school districts. The recruiter will meet with school registrars, counselors and other office staff to identify new arrivals that may be migrant students.”*
2. *Community-based: “The recruiter will coordinate visits with the WIC office and Immunization Clinic. The recruiter will also canvass neighborhoods and apartment complexes where migrant families live during the lettuce harvest season.”*
3. *Combined (a recruiter who is assigned to school site and community-based recruiting):*

Response: ALL SDMC MEP staff (Migrant Coordinator, Migrant Recruiter, Migrant Specialist, Home School Liaisons) are trained to identify and recruit eligible migrant students. The recruiter is focused on community-based recruitment, as well as, school-based recruitment in collaboration with the Home School Liaisons. The Specialist and Home School Liaisons participate in recruitment efforts during times of high demand and when a relationship has been nurtured with the Migrant Worker to facilitate easy of completing a COE. Continuing training and education to identify and recruit migrant families and children is provided monthly and more, when necessary. Training includes updates in completing Certificates of Eligibility for eligible families, as well as, recertification and re-interview processes. SDMC MEP staff attend Technical Assistance trainings, State ID&R trainings, workshops and webinars provided by ESCORT staff.

7.0 Consultation with Private Schools

To ensure timely and meaningful consultation, the local education agency (LEA) shall consult with appropriate private school officials for the design and development of equitable services [see [ESSA: section 8501](#)] for 2020-2021. To comply with these statutory requirements, local educational agencies/local operational agencies are required to engage in timely and meaningful consultation with appropriate private school officials about the provision of program services to private school students. This consultation must occur during the design and development of the proposed program before any decision is made that impacts the opportunities for participation of private school students throughout the design, development, implementation, and assessment of the program services.

For Title I, Part C, children who attend private school are eligible to receive MEP services if they: (1) meet the statutory and regulatory definition of a migratory child; (2) meet the priority for services criteria in section 1304(d); and (3) have special educational needs identified through the State’s comprehensive needs assessment and service delivery plan.

7.1 Please identify the total number of migrant PFS students in private schools. 0

7.2 Please identify any additional activities conducted for migrant students in private schools, if applicable.

Response: The Migrant Education Program works closely with Title I, Part A to invite private schools to the Annual Grants Fair held in November to plan for the coming school year. Private schools are informed of MEP eligibility criteria, services, contact information and the responsibility of the private schools. To obtain responses from private schools, certified letters are sent, and phone calls are made. The proactive communication leads to private schools' intent to participate in writing, which initiates our migrant recruiter to contact them to complete a Certificate of Eligibility. The Migrant Specialist then meets in consultation with the private school to determine their needs and provide educational and other services as needed. Throughout the year, we monitor and inform them of the resources and activities available.

8.0 Priority for Services (PFS)

Describe a Priority for Services (PFS) Action Plan that ensures migratory children most at-risk must receive services prior to Title I, Part C funds being used for other migrant children.

For the PFS Action Plan:

8.1 Provide the LEA's PFS criteria.

Response: The State has determined that the following indicators shall be used to identify the children who should receive Priority for Services:

A migratory child who:

Has made a qualifying move within the previous 1-year period.

AND

- A. Scored at Level 1 or Level 2 on the Florida Standards Assessment (FSA); or
- B. Is an English Language Learner (ELL); or
- C. Has an age/grade discrepancy; or
- D. Was retained; or
- E. Is at risk of failing to meet the state graduation requirements in one of the following areas:
 - Has an unweighted GPA of 2.0 or below, or
 - Has insufficient credits for promotion or graduation.

OR

Has dropped out of school.

8.2 Describe in detail how the LEA will use Title I, Part C funds and other resources to address the unique needs of children who meet the definition of Priority for Services.

Response: MEP funds will be used to provide supplemental instruction during the school day, extended day and in an extended year program. PASS courses and online courses through Odysseyware will be offered to those PFS students needing to recover course credits. Scheduling/counseling is provided by HSLs to assist students in staying on track for graduation. The MEP will inform all principals and guidance counselors of the criteria for PFS and provide a list of students in their schools who are PFS. Under the supervision of a classroom teacher, Home School Liaisons will provide supplemental academic support. Medical and social service referrals will be provided when necessary. Contact will be made with families when needed to investigate absences and to otherwise support home/school communication.

8.3 Indicate how the LEA will document the services that these children receive.

Response: Identified PFS students will be updated throughout the year using reports derived from the district's SIS. Once PFS students are identified, updated electronic Migrant Service Logs will be provided to the Migrant Specialist, Home School Liaisons, and all other MEP Staff. PFS students will receive services first, based on their specific needs, followed by all eligible migrant students. Cumulative migrant services will be documented on the Migrant Service Logs. MEP staff will be able to access Migrant Service Logs via a secured online drive to ensure timely and ongoing services.

8.4 Describe how the LEA will evaluate the impact of services provided on student achievement.

Response: An evaluation of the effectiveness of the PFS plan will include reviewing the progress of all PFS students and comparing them to their non-PFS peers in mathematics, reading, using local and state assessments (when available), and measuring the graduation rate. The Migrant Measurable Program Outcomes (MPO) in English/ELA, Math, Graduation, Early Childhood and OSY will identify PFS students to assure they are served first and compare their results with their non-PFS peers. The evaluation will compare the services provided to PFS students with the PFS student's academic achievement. PFS services will be monitored by accessing the electronic Migrant Service Logs

9.0 Out-of-School Youth (OSY)

For the purposes of the MEP, the term "Out-of-School Youth" means children through age 21 who are entitled to a free public education in the State and who meet the definition of a "migratory child," but who are not currently enrolled in a K-12 institution. This term could include students who have dropped out of school, youth who are working on a high school equivalency diploma (GED) outside of a K-12 institution, and youth who are "here-to-work" only. It would not include children in preschool, nor does it include temporary absences (e.g., summer/intersession, suspension, or illness) [USED-OME Non-Regulatory Guidance (March 2017)].

Related Florida Migrant Education Program Measurable Program Outcomes (MPOs):

Out-of-School Youth (OSY)

OSY 1 – Out-of-School Youth MPO1: The percentage of migrant of migrant students that drop out of school in grades 9-12 who receive MEP advocacy or academic support who return to school or participate in a high school equivalency program within one year.

In this section, describe the strategies the local MEP will implement to identify and recruit OSY. In the description, address the use of technology and OSY needs identified in the local MEP needs assessment, where applicable. In your description identify how the project will document/track services and OSY outcomes:

9.1 Did the MEP serve OSY in the 2019-2020 school year (SY)?

☒ Yes ☐ No

9.2 How many OSY did the district serve in SY 2019-2020? 18

If LEA served OSY in SY 2019-2020, provide appropriate numbers and percentages in the questions that follow. If LEA did not serve OSY during SY 2019-2020, provide a projected goal for number; leave percent blank.

9.3 Identify the number and percent of OSY that received support to build capacity to access educational resources in their communities where they live and work

Response: 3 Total, 16%

9.4 Identify the number and percent of OSY who will receive support to build capacity to access educational resources in their communities where they live and work

Response: 3 Total, 16%

9.5 Identify the number and percent of OSY expressing an interest in receiving survival English skills

Response: 0 Total, 0%

9.6 Identify the number and percent of OSY the MEP plans to provide survival English skills

Response: 0 Total, 0%

9.7 Identify supportive services and/or additional educational services the local MEP will provide to or facilitate for OSY.

Response: References to high school equivalency programs and technical programs (i.e. USF Tampa HEP Program, vocational schools and local community college programs), English, life skill, and technology classes to help OSY navigate daily life in a digital world, wrap-around services (clothing donations, food pantry donations, medical services referrals, bus passes and other transportation assistance, etc.)

10.0 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 (as they relate to migrant **students**), followed by English language development, educational support in the home, health and access to services (as they relate to migrant **students and parents**). [USED-OME Non-Regulatory Guidance (March 2017)].

Response: The Migrant Coordinator, Migrant Specialist, Migrant Recruiter and Home School Liaisons will track all Migrant students enrolled in the district. HSLs will track and monitor migrant high school students. The HSLs will provide registrars and guidance counselors with records, including student grades and credits, in order to ensure academic continuity. In addition, two Home School Liaisons will be responsible for maintaining academic and graduation data on all high school migrant students in the school district. HSLs will meet with high school students individually to review a graduation checklist to assure students are on target for graduation. The Migrant Specialist will review a High School Early Warning System (EWS) monthly with each of HSL to monitor students progress with credits, GPA, State Assessment data and high school course accrual. MSIX will be used to gather information on students entering the district from other Florida districts, or from other states. MEP staff will train guidance counselors on how to transfer grades and credits from other states and countries to ensure students' academic progress and will be assisted in this process by the Coordinator or HSLs, when necessary. MEP staff will review schedules and assist middle and high school counselors with scheduling processes. Migrant students moving to and from school districts in other states will be provided supports: Manatee MEP will correspond with those districts, send summer reading lists, PASS courses, login information for FLVS courses, and other resources and information. This will ensure that students will be on track when they return to the School District of Manatee County in August or later in the school year.

10.1 Educational Continuity

10.2 Instructional Time

Response: Instructional time for migrant students will be supplemented with after-school, during-school, before school and summer school academic programs. Credit recovery, including PASS courses, Rapid Recovery Programs and Odysseyware courses will be offered to allow migrant students the ability to make up credits lost due to early withdrawal, late enrollment, and days missed due to the students' migratory lifestyle. The MEP will facilitate hardware and internet connections for migrant students to provide equity in eLearning platforms.

10.3 School Engagement

Response: Migrant high school students in 11th and 12th grades will be involved in the Migrant Awards Ceremony, where they are recognized as a group for their academic accomplishments, and where they compete for scholarships to be applied to their post-secondary education. Many community and business leaders support the ceremony with donations of money, time and services to support the event. The MEP will provide student engagement by facilitating hardware and internet connections for migrant students to provide equity in eLearning platforms. The Migrant Coordinator, Migrant Specialist and Migrant Home School Liaisons will provide support at schools by way of consultation, training of school staff, and assistance with home-school communication. Regular electronic communication with migrant parents regarding MPAC Meetings, referred services, MEP announcements engage parents in the MEP community. Students who qualify to serve as counselors/volunteers in after school and summer school programs will earn volunteer hours that go toward graduation requirements, which can also help students qualify for honors programs and scholarships.

10.4 English Language Development

Response: English Language Development will be facilitated through Migrant-funded before, during and after-school academic sessions and extended summer school programs. Adult ESOL classes are funded by a separate grant facilitated by the Manatee Technical College and are open to all school district families at schools and community sites throughout the district. The MEP will offer ESOL classes for OSYs residing in accessible residential housing. All elementary school students are enrolled in iReady, a software program that is adaptive based on a student's proficiency. All MEP staff, including the Migrant Coordinator, Migrant Specialist, Migrant Recruiter and HSLs are bilingual and provide home/school communication support for parents in order to involve them in school and community events that will benefit their children and expose them to the English language in real-life scenarios. In addition, all migrant Kindergarten through 5th grade students who are also ELLs have access to Imagine Learning, a foundational reading skills program that provides native language support. All MEP staff members are part of a bilingual district team to assist bilingual students and parents with service desk eLearning support.

10.5 Educational Support in the Home

Response: Educational support in the home will be provided with a variety of offerings. Parent meetings will be held at schools, at migrant camps and virtually to explain VPK offerings, provide access to VPK, and to discuss school policies and procedures including homework, attendance, ESOL support, graduation, promotion and retention policies. Other parent training topics include reading to children at home, identifying shapes, letters and numbers, and other topics relevant to parents of Pre-K students. Parent meetings will include modeled reading strategies parents can use at home with books provided by the MEP. Parents attending report card conferences will be assisted by the supplemental support of MEP staff who translate and assist the teacher in explaining students' progress. Parents are encouraged to read at home with their Pre-K and school-aged children in English or their home language and to volunteer at schools. A selection of books leveled by grade will be provided to all students attending summer programs and are taken home by students at the conclusion of the program so that families can expand their home library.

10.6 Health and Access to Services

Response: HSLs will assist school nurses and health workers at schools if needed when providing services to migrant students and assist in the home language when contacting parents. MEP staff will collaborate with school nurses to ensure migrant students' health needs are first addressed at the school level and that additional services specific to the MEP are provided when needed. Referrals for dental and vision needs will be made for students needing further health services. The MEP will provide referrals for students needing glasses. This support may include coordinating services with other health providers and assisting in setting and meeting appointments. The MEP will collaborate with district and privately-funded health and dental initiatives that provide needed dental and health services to migrant children. The MEP will also collaborate with the Manatee Technical College and LECOM (Lake Erie College of Osteopathic Medicine), who provides dental services from area dentists while dental program students assist. Manatee Rural Health Services will collaborate with the MEP in providing dental and vision screenings to migrant students at schools and at farms. MEP staff will help coordinate the completion of necessary documentation to for medical assistance.

10.7 Identify an expected number and percent of migrant families and youth who will receive services related to nutrition, vision and hearing screenings and dental hygiene.

Expected Number: 100
Expected Percent: 22%

11.0 Parent and Family Engagement

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). Parental involvement, advocacy, outreach, and family literacy should be conducted in a format and language understandable to parents.

11.1 Indicate the proposed number of MPAC meetings that will be held during the school year.

Four (4)

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

Response: The LEA consults with the MPAC by meeting four times during the school year. MPAC members and officers gather suggestions and feedback from other migrant parents and report to the committee. Additionally, all MEP staff are bilingual that meet with families at various farm sites and in the community in order to provide training, information, gather needs and input from parents. The LEA also conducts additional surveys with all families, this information, combined with the information gathered from state survey questions and surveys collected at the end of MPAC meetings provides the framework for parent involvement activities. MPAC members email, call and/or text the Migrant Specialist, Migrant Recruiter and HSLs when questions, concerns or needs arise.

11.3 Summarize what the LEA learned from responses to the survey questions on the Parent Involvement Surveys (Parent and Family Engagement Surveys) completed during the prior school year. Please address the results by each grade grouping (Pre-K, K-5 & 6-12), where applicable.

Response:

Surveys results from the Parent Migrant Self-Evaluation and Parent Involvement Survey

Parents of Pre-K students: 3 parents responded to the survey. 100% of the parents sometimes or often do educational activities at home and look over and talk with their child about things done at preschool. 100% of the parents sometimes or often attend meetings or trainings about how their child learns. 100% of parents sometimes or often talk about their child's learning or social needs with a care provider.

Parents of K-5th grade students: 40 parents responded to the survey. 83% of the parents attended at least one academic meeting, training, PTA, MPAC meeting. 95% of the parents attended at least one meeting to talk about their child's learning or social needs. 93% of parents communicate with school by phone or in writing regarding their child's learning or social needs. 100% of the parents sometimes or often help their children with homework. 98% of the parents sometimes or often do educational activities at home with their children. 75% of the parents responded that sometimes or often they go to school events at their child's school.

Parents of 6th-12th grade students: 37 parents responded to the survey. 43% of the parents attended at least one academic meeting, training, PTA, MPAC meeting. 73% of the parents attended at least one meeting to talk about their child's learning or social needs. 68% of parents communicate with school by phone or in writing regarding their child's learning or social needs. 81% of the parents sometimes or often help their children with homework. 84% of the parents sometimes or often do educational activities at home with their children. 70% of the parents responded that sometimes or often they go to school events at their child's school.

Early Childhood parents attending MPAC Family Literacy Workshops were surveyed on a before and after 1 – 5 Likert Scale: 1 parent responded to the survey. Parents knowledge of strategies for reading with their child increased from a 3 to 4. Parents knowledge of understanding what their child needs to know for kindergarten increased from a 4 to 5. Parents knowledge on the importance of reading with their child increased from a 4 to 5. Parents knowledge on strategies for building oral language and vocabulary increased from a 4 to 5.

K-8th grade parents attending MPAC Family Literacy Workshops were surveyed on a before and after 1 – 5 Likert Scale: 17 parents responded to the survey. Parents understanding what their child needs to know to pass on to the next grade increased from an average of 2.94 to 4.65. Parents strategies for reading with their child and encouraging the love of reading increased from an average of 2.88 to 4.71. Parents stressing them importance of reading with their child increased from an average of 3.81 to 4.59. Parents strategies for building oral language and vocabulary increased from an average of 2.94 to 4.59.

9th-12th grade parents attending MPAC Family Literacy Workshops were surveyed on a before and after 1 – 5 Likert Scale: 10 parents responded to the survey. Parents understanding the requirements for their child to graduate increased from an average of 1.9 to 4.3. Parents understanding what their child needs to know to graduate increased from 1.9 to 4.3. Parents importance of making sure their child understands the graduation requirements increased from 2.2 to 4.2. Parents knowing how to access resources for parents on graduation requirements increased from 1.9 to 4.1.

11.4 Given these survey and other needs assessment results, what activities will be implemented to increase parental involvement?

Response: The MEP will implement varying activities to increase parental involvement. The MEP will continue with, Remind, a mass communication application in order to keep families up to date about school, community, and MEP events and to keep communication lines open between families and MEP district staff. The Migrant Coordinator, Specialist, Recruiter and Home School Liaisons will continue to be responsive to parent needs, concerns and support home/school communication. Training for parents of high school students, particularly regarding strategies for supporting homework and study skills and graduation requirements, will be prioritized. The MEP will collaborate with district and local partners to ensure the most up-to-date information is disseminated to migrant families. Parents will be empowered to log-into the district's Student Information System (SIS), FOCUS, to progress monitor their child's assignments, grades and communicate with teachers. The MEP will empower migrant students' teachers to be cognizant of migrant students needs and provide assistance when communicating with parents. Parent outreach in the community where migrant families live (farms, camps, community centers, etc.) will continue. The families identify transportation as a major barrier; therefore, scheduling of these meetings will continue to be based on the work schedules (including season) of migrant parents. MPAC meetings will continue to include a parent education piece on how to best support students and these activities will be based on established needs and interests of migrant families.

12.0 Summer School Programs

12.1 Will the LEA implement a summer program funded by Title I, Part C? Yes

If yes, include a description or explain all summer school services that will be provided during the 2020-2021 summer term for the following areas:

12.2 English Language Arts (ELA)

Response: ELA and Math via science content instruction curriculum will be utilized for elementary and middle school migrant students. Science standards will be emphasized through the readings and calculations needed to formulate investigative scientific questions. Pre and post-tests will gauge students' knowledge and understanding of the content presented. ELA and science standards are integrated in all science and literacy curriculum materials. Correlating field experiences will build background knowledge, as well as, get students ready for their upcoming grade level. Middle school students will preview civics curriculum to have an advanced understanding ahead of their peers. In addition, all Kindergarten through 8th grade students will have content-area reading material and challenging reading, writing, mathematics and science activities. Starting with 2nd grade, science fair curriculum will be tailored to each grade level to scale students' knowledge for their middle school science fair. Migrant summer school fifth graders will prepare for the 6th grade science fair ahead of their peers due to their possible late enrollment in the fall.

12.3 Mathematics

Response: ELA and Math via science content instruction curriculum will be utilized for elementary and middle school migrant students. Science standards will be emphasized through the readings and calculations needed to formulate investigative scientific questions. Pre and post-tests will gauge students' knowledge and understanding of the content presented. ELA and science standards are integrated in all science and literacy curriculum materials. Correlating field experiences will build background knowledge, as well as, get students ready for their upcoming grade level. Middle school students will preview civics curriculum to have an advanced understanding ahead of their peers. In addition, all Kindergarten through 8th grade students will have content-area reading material and challenging reading, writing, mathematics and science activities. Starting with 2nd grade, science fair curriculum will be tailored to each grade level to scale students' knowledge for their middle school science fair. Migrant summer school fifth graders will prepare for the 6th grade science fair ahead of their peers due to their possible late enrollment in the fall

Response: High school migrant students needing credit recovery will have the opportunity to recover credits with a certified teacher facilitating a group toward completing their needed credits. Migrant students will have access to credit accrual or retrieval programs such as PASS, FLVS and Odysseyware.

12.4 High School Graduation/Acceleration

12.5 Out of School Youth (OSY)

Response: OSY will be offered references to high school equivalency programs and technical programs (i.e. USF Tampa HEP Program, vocational schools and local community college programs), English, life skill, and technology classes to help OSY navigate daily life in a digital world, wrap-around services (clothing donations, food pantry donations, medical services referrals, bus passes and other transportation assistance, etc.).

Response: Migrant students that have not participated in the regular school year VPK program are recruited to participate in the summer VPK.

12.6 School Readiness

13.0 Annual Program Evaluation Process

NOTE: Per Program Specific Assurances, the LEA is required to complete the evaluation and reporting requirements of the mandatory Florida MEP annual evaluation.

13.1 Describe the project's annual program evaluation process in addition to state reporting requirements. [ESSA, Section 1304 (c)(5)]

Response: The Migrant Education Program at the School District of Manatee County is evaluated through a process that includes collecting and analyzing the results from a variety of statewide assessments and district assessments, as well as the use of surveys, reports and the informal results from feedback obtained during home visits and parent meetings. These various evaluations include the results from the Migrant Self-Evaluation Reports, Parent Survey from MPAC meetings, Summer Program Plan and Outcomes report and the Annual Evaluation. Data collected from statewide assessments is compared to data from the previous year to review students' academic progress. Parents and students are surveyed, and the information is used to plan for the following year. Furthermore, information collected from parent and student surveys is compiled so that the MEP can address specific needs. The MPAC, which meets several times a year, further analyzes the results. Students' academic progress is evaluated using results from state-administered assessments and local assessments. District assessments provide ongoing progress monitoring, and these include assessments at Title 1 schools and district-wide benchmark assessments, as well as reports from iReady in reading and math. The Migrant Specialist and HSLs review quarterly and interim progress report grades to provide ongoing program evaluation by tracking individual student progress. Additionally, program evaluation includes an analysis at the end of each school year of the graduation rate among migrant students and non-migrant students. In addition, migrant high school students enrolled in accelerated courses are compared to their non-migrant peers.

13.2 How will the LEA utilize evaluation results to strengthen and/or modify existing plans to best serve migratory children/families?

Response: Results from the evaluation will be used to identify programs and services that are showing positive results with students and families. If needed these programs will be continued and strengthened. If programs and or services provided are not effecting a positive change or meeting the objective, then that program or service will be reconsidered and either amended or eliminated.

14.0 Dissemination Plan

14.1 Describe methods/strategies the LEA will use to disseminate and publicize 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.

Response: The LEA will disseminate information regarding MEP initiatives by providing multiple Migrant Parent Advisory Council meetings held at farms, schools and other sites in the migrant community. District and Migrant Department websites, and a Migrant Brochure will be available at all schools and district centers accessed by parents. Complete copies of the grant will be available on the district's Migrant Education Program webpage. If parents want details on the grant, a bilingual Migrant Home School Liaison will assist in translating. The LEA will ensure that all home-school communication will be in the parents' home language. The district will report student and program outcomes to school staff, parents and the community via school and district newsletters, MPAC meetings, news releases, as well as, school level and district level presentations. Parent communications will be in the language of the parent and parent meetings are held in their native language if and only if all participants speak the language, otherwise translation will be provided when feasible.

Method of Payment and DOE Forms

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient or subrecipient for disbursements. For federally-funded programs, requests for federal cash advance must be made through FDOE's Florida Grants System (FLAGS). Supporting documentation for expenditures should be kept on file at the program. Examples of such documentation include, but are not limited to, payroll records, contracts, invoices with check numbers verifying payment and/or bank statements – all or any of these items must be available upon request.

All accounts, records, and other supporting documentation pertaining to all costs incurred shall be maintained for five years. Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to the following: invoices with check numbers verifying payment, and/or bank statements; time and effort logs for staff, salary/benefits schedules for staff. All or any supporting documentation must be available upon request.

DOE 100A and DOE 101 - Complete applications, including the DOE 100A Project Application Form, DOE 101 Budget Narrative Form and Request for Application (RFA) Narrative Pages, must be received by FDOE no later than June 12, 2020. The DOE 100A with original or electronic signature of the Superintendent (or designee) must be emailed to the Office of Grants Management (OGM) in order for the application to be considered complete. The effective date of the application will be determined by the date the DOE 100A, with original or electronic signature, is received by OGM.

NOTE: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Include the letter or documentation with the DOE 100A when the application is submitted.

Conditions for Acceptance

The requirements listed below must be met for applications to be considered for review:

1. Ensure the application includes the following completed documents:
 - a. DOE 100A Project Application Form with original or electronic signature of superintendent or designee
 - b. DOE 101 Budget Narrative Form
 - c. Completed RFA Narrative Pages
1. Email the DOE 100A, DOE 101 and RFA Narrative Pages to OGM and FDOE Migrant Education Program Office by June 12, 2020.

OGM emails: Sue.Wilkinson@fldoe.org and Gwendolyn.Jackson@fldoe.org

FMEP Office emails: Dinh.Nguyen@fldoe.org and Henry.Miller@fldoe.org