

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Madison County School District	2 PROJECT NUMBER 400-2171B-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: \$59,077.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$59,077.00	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 style="width: 100%;"> <tr> <td style="width: 50%;">Comptroller Office</td> <td style="width: 50%;">Duns#: 175079268</td> </tr> <tr> <td>Phone: (850) 245-0401</td> <td>FEIN#: F596000721004</td> </tr> </table>	Comptroller Office	Duns#: 175079268	Phone: (850) 245-0401	FEIN#: F596000721004
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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. 					
<table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> 12 APPROVED: <div style="text-align: center; margin-top: 10px;"> _____ Authorized Official on behalf of Richard Corcoran Commissioner of Education </div> </td> <td style="width: 50%; vertical-align: top; text-align: center;"> <div style="margin-top: 10px;"> <u>August 27, 2020</u> Date of Signing </div> </td> </tr> </table>		12 APPROVED: <div style="text-align: center; margin-top: 10px;"> _____ Authorized Official on behalf of Richard Corcoran Commissioner of Education </div>	<div style="margin-top: 10px;"> <u>August 27, 2020</u> Date of Signing </div>		
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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 TAPS NUMBER: 21A020	DOE USE ONLY Date Received <div style="text-align: center; font-size: 1.2em;">June 10, 2020</div>								
B) Name and Address of Eligible Applicant: Madison County School Board 210 NE Duval Ave Madison, FL 32340		Project Number (DOE Assigned) 400-2170B-0CF01 400-2171B-1CF01								
C) Total Funds Requested: \$ 59,077.00 <hr style="width: 50%; margin: 10px auto;"/> <div style="text-align: center;"> DOE USE ONLY Total Approved Project: \$ 59,077.00 </div>	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Contact Name: Lisa Roderick</td> <td style="width: 40%;">Telephone Numbers: 850-973-1565</td> </tr> <tr> <td>Fiscal Contact Name: Edna Ealy</td> <td>850-973-5022</td> </tr> <tr> <td>Mailing Address: 210 NE Duval Ave Madison, FL 32340</td> <td>E-mail Addresses: Lisa.roderick@mcsbfl.us Edna.ealy@mcsbfl.us</td> </tr> <tr> <td>Physical/Facility Address: 210 NE Duval Ave Madison, FL 32340</td> <td>DUNS number: 175079268 FEIN number: F5960000721004</td> </tr> </table>		Contact Name: Lisa Roderick	Telephone Numbers: 850-973-1565	Fiscal Contact Name: Edna Ealy	850-973-5022	Mailing Address: 210 NE Duval Ave Madison, FL 32340	E-mail Addresses: Lisa.roderick@mcsbfl.us Edna.ealy@mcsbfl.us	Physical/Facility Address: 210 NE Duval Ave Madison, FL 32340	DUNS number: 175079268 FEIN number: F5960000721004
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CERTIFICATION

I, Shirley Joseph (*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.

E) _____

Signature of Agency Head

Superintendent

Title

6/8/2020

Date

Instructions for Completion of DOE 100A

- A.** If not pre-populated, enter name and TAPS number of the program for which funds are requested.
- B.** Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
- C.** Enter the total amount of funds requested for this project.
- D.** Enter requested information for the applicant's program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Data Universal Numbering System (DUNS), or unique agency identifier number, requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their DUNS registration. The Physical/Facility address and Federal Employer Identification Number/Tax Identification Number (FEIN/FEID or TIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.
- E. The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the chairperson of the Board for other eligible applicants.
- **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. Attach the letter or documentation to the DOE 100A when the application is submitted.**

A) **Madison County School Board**
 Name of Eligible Recipient
 B) **400-2171B-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	120	1 teacher for after school tutoring for grades 2-5 at Lee Elementary School. 10 weeks for 4 hours per week at approximately \$23.78 per hour.	0.04	1,400.00
5100	210	Retirement calculated at 7.92% for after school tutoring teacher		110.88
5100	220	Social Security calculated a 6.2% for after school tutoring teacher		86.80
5100	221	Medicare calclated at 1.45% for after school tutoring teacher		20.30
5100	240	Worker's Compensation calcuated at 1.26% for after school tutoring teacher		17.64
6110	160	Migrant Education Program Supervisor (non-administrative): ID&R activities-filling out COEs, reinterviews, recertificaitons, home visits, MSIX updates, meeting with guidance counselors for student graduation requirements, supervising afterschool and summer school teachers, gathering materials and curriculum for afterschool and summer school tutoring, gather data for on going progress monitoring, instructing teachers on how to use the curriculum and how to gather the data needed for monitoring	0.45	21,737.70
6110	210	Retirement for MEP Supervisor calculated at 7.92%		1,912.92
6110	220	Social Security for MEP Supervisor calculated at 6.2%		483.06
6110	221	Medicare calculated at 1.45% for MEP Supervisor		350.20
6110	230	Group Insurance calculated at 45% of 4200/year		1,890.00
6110	240	Worker's compensation calculated at 1.26% for MEP Supervisor		304.00
6150	160	Salary to support migrant parent and family engagement personnel (Migrant Education Program Supervisor (non-administrative): MPAC meetings(printing out information for parent meetings, making agenda, creating flyers, distrubuting flyers), Parent Nights (Math, Pre-K, Reading) at County Schools (translating flyers and documents for the parent meetings, interpreting meetings for the MEP families/students), interpreting IEP and/or MTSS meetings for parents, consulting with families and teachers about student progress and setting up parent meetings.	0.50	24,456.00
6150	210	Retirement for migrant parent and family engagement personnel calculated at 7.92%		1,980.00
6150	220	Social Security for migrant parent and family engagement personnel calculated at 6.2%		1,550.00

(1) Function	(2) Object	(3) Account Title & Narrative	(4) FTE Position	(5) Amount
6150	221	Medicare for migrant parent and family engagement personnel calculated at 1.45% for		362.50
6150	230	Group Insurance for migrant parent and family engagement personnel calculated at 50% of 4200/year		2,100.00
6150	240	Worker's compensation for for migrant parent and family engagement personnel calculated at 1.26%		315.00
C) TOTAL				\$59,077.00

DOE 101
Revised July 2015

Page 1 of 2 Richard Corcoran, Commissioner





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

District or Agency Name: Madison County

2020-2021 Project Number: 400-2170B-0CF01

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=40268bd22a11fd7b6260806ebbd26b5&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?

Madison County conducts its needs assessment through a variety of activities that occur throughout the fiscal year (2019-2020) as described below. The data are compiled and analyzed in the summer as soon as statewide assessment results are available. CNA data collection activities are as follows: -Satisfaction surveys at May 2020 MPAC meeting - Migrant parent surveys throughout the year to determine school climate, safety, level of parent and family engagement (October 24(2019), February (2020), and May (2020), and MEP program satisfaction at May (2019) quarterly MPAC meeting (state template)

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.

2018-2019 FSA scores reflect that overall 50% of migrant students scored at or above proficiency level in reading while 40% of non-migrant students scored at or above proficiency level in reading. In looking at the grade levels, 33% of 3rd grade migrant versus 40% non-migrant resulting in a 7% gap; 40% 4th grade migrant versus 50% non-migrant resulting in a 10% gap; 100% of 5th grade migrant versus 46% non-migrant resulting in a -54% gap; 50% of 6th grade migrant versus 40% non-migrant resulting in a -10% gap; 0% of 7th grade migrant versus 35% non-migrant resulting in a 35% gap; 50% of 8th grade migrant versus 44% non-migrant resulting in a -6% gap; 0% of 9th grade migrant versus 32% non-migrant resulting in a 32% gap; 0% of 10th grade migrant versus 33% non-migrant resulting in a 33% gap. 2018 – 2019 FSA scores reflect that 50% overall migrant and 45% non-migrant scored proficient in math resulting in a -5% gap. Grade results for Florida Standards Assessment at each grade level reflects 67% of 3rd grade migrant versus 44% non-migrant resulting in a -23% gap; 60% 4th grade migrant versus 51 % non-migrant resulting in a -9% gap; 0% of 5th grade migrant versus 45% non-migrant resulting in a 45% gap; 50% of 6th grade migrant versus 45% non-migrant resulting in a -5% gap; 100% of 7th grade migrant versus 48% non-migrant resulting in -52% gap; 0% of 8th grade migrant versus 27% non-migrant resulting in 27% gap. In EOC exams 0% migrant students passed Algebra I EOC versus 87% non-migrant resulting in an 87% gap while 100% migrant passed the Geometry I EOC versus 36% non-migrant resulting in -64% gap. 0% migrant students passed Biology I EOC versus 40% non-migrant resulting in a 40% gap. No migrant students participated in the US History EOC

1.3 What methods were used to collect the educational data?

All test scores for state assessments and EOC exams, student grades, including GPA, attendance, and discipline reports are all entered in the LEA Student Information System for individual students. The Compensatory State section of the Student Information System records allows for input regarding ELL, migratory status. The data can be accessed through Skyward on an individual basis, grade level basis, subject, or any target population. The data can be disaggregated by filtering required fields as needed. The LEA utilized I Ready, a research-based adaptive diagnostic and online instruction program to assess math and reading skills. I Ready generates unique instructional plans for every student. The assessments include: I Ready research-based diagnostic assessments that will pinpoint the individual student's needs in reading and math down to the domain and sub-skill level, and the progress monitoring assessment given to determine what lessons the student should be targeting, thus providing the differentiated instruction needed in the classroom.

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

In reading, there was a 7% gain due to strategically teaching academic language, vocabulary, and comprehension. There is still work to be done in reading and we will continue to focus on best practices to enhance our reading abilities and thus our scores. In math, there was a 6% increase that was attributed to learning the academic vocabulary and digging deeper into math instruction. Madison County is continuing to focus on the areas of need in each grade level to continue to grow and help the students of Madison County. Fourth grade proficiencies begin to decline in Reading and Math due to fluency, vocabulary, and reading comprehension deficiencies for migratory students. As funding permits, the MEP will plan to serve migrant students in 3rd-8th grade Reading afterschool tutorial instruction and as needed summer school instruction for credit accrual and/or recovery. Parents also felt that summer school and tutoring was very beneficial to their child. Data revealed that 78% of the MEP parents that were surveyed viewed tutoring and summer school as a strength of the Migrant Education Program

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

1.5 What methods were used to collect the survey data?

Surveys are conducted and collected by MEP staff. Surveys are set up on a district template and answers are entered as given by stakeholders. Response totals are then input into the FDOE self-evaluation template for analysis.

1.6 Discuss the results.

Survey data showed that stakeholders are overall happy with the services and supports that are offered to MEP students and parents. Additionally, summer school and after school tutoring are the one thing most stakeholders wanted to keep.: Pre-K

1 parents of 1 responded that they participated in preK activities (100%)

K-5

13 parents of 14 responded that they participated in parent involvement activities (92%)

6-12

4 parents of 6 responded that they participated in parent involvement activities (66%)

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

The data shows that though overall stakeholders are content with the services provided, there is more that can be done when it comes to reading and writing for MEP students. Pre-K activities may need to be enhanced or examined to ensure they are accessible and useful for parents of pre-K students.

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

1.8 What methods were used to collect OSY data?

The migrant recruiter assists in completing the COE. If migrant is identified as an OSY, a profile is then completed. Information is transferred onto a service log, identifying the seven areas of concern. The Migrant Parent Liaison inputs all the information onto an individual service log in order to track the number and frequency of services. As services are provided, it is recorded onto the individual service log. OSY profiles will be completed at the time COE's are filled out. The OSY Profile Summary is completed annually and submitted to the ID&R Office. Upon completion of COE, an MSIX number is requested through FASTER. If one is already assigned, notification of the move is sent to the previous county/state of residence to avoid duplication of MSIX numbers. This information is then entered into the Skyward LEA Student Information System.

1.9 Discuss the results.

This year has been difficult recruiting OSY's. The Summary of OSY Profiles for 2019-2020 show the following results: 80% of the OSY's were male and 20% were female; 55% had access to transportation; 84% were non-proficient in English; 100% home language was Spanish; 20% only completed elementary school; 40% enter secondary grade 6-12 but did not complete; 0 % complete high school; 80% left school because they needed to work with 20% indicating other for the reason to leave school.; 80% indicated the need for dental services, 80% for medical services and 0% vision; 100% requested translation services 0% indicated the need for other advocacy services; 80% of the OSY's live with a work crew, 0% with friends outside of work, % with parents or family and 0% indicated they live alone. 80% of OSY indicated that they have no interests while 0% indicated they are unsure; 97% of the OSY's received educational materials and 10% received support services at interview. 100% of youth interviewed were a candidate for adult basic education and 0% were pre GED or GED.

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

MEP staff are not succeeding as much as we would like with this group of youth. MEP staff will research alternate ways of service delivery for OSY. MEP staff will reach out to other LEAs for ideas on successfully serving OSY. MEP staff will implement the following strategies to identify and recruit OSY's: 1) establish a rapport with crew leaders and farmers in the community (attending and providing information to this group by attending lunch and learn twice a year at the local stockyard); 2) provide MEP contact information to crew leaders and farmers; 3) encourage sharing of information with these stakeholders; 4) educate crew leaders and farmers about the MEP program and services; 5) keep OSY Welcome Packets readily on hand for impromptu recruitment; 6) Identify OSY educational goals through questionnaire and/or interview process; 7) provide OSY of Life Skills programs available to them. The MEP will continue to provide informational flyers that explain services and educational opportunities for OSY migrants. Additionally, the MEP staff will disperse hygiene packets (left over from previous year), during field visits to OSY migrants that qualify (must live in this district). As most OSY's are here to work, time can be an issue in providing educational services and resources.

If applicable, private school and/or other data:

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

Private schools are not participating.

1.12 Discuss the results.

Private schools are not participating.

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

Private schools are not participating.

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

To address the deficiencies in Reading and math the LEA is continuing to use iReady for progress monitoring along with research based interactive lessons in the classroom to help students retain the learning that is occurring over the course of the school year. Teachers had Kagan training last year to help them to create dynamic lessons that will engage students and help them to support the students they teach.

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.
- ☒ 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/>
- ☒ 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 reading or mathematics as measured by adequate annual learning gain on the State’s assessment.
- ☒ 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	*	*	*	*	*	*N/A
	Non-Migrant	*	*	*	*	*	**N/A
Middle	Migrant	*	*	*	*	*	**N/A
	Non-Migrant	*	*	*	*	*	*N/A *
High	Migrant	*	*	*	*	*	**N/A
	Non-Migrant	*	*	*	*	*	**N/A

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.

Due to COVID-19 2019-2020 FSA cancelled, therefore using 2018-2019 testing data 18 of 25=72%
Student will who achieve a score of 3 or above on the FSA ELA assessment in school year 2020-2021

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.

Not all grade levels showed a negative gap between migrant and non-migrant proficiency levels. Beginning at 3rd grade, the negative gap is evident in the 2018-2019 FSA results. As a result of the RTI process, the MEP anticipates an increase in participation in the tutoring program. Anticipated outcomes for 2020-2021 school year will increase migrant proficiency by 7%(8 Of 14) in reading. Additional educational support of the Instructional Coaches utilizing Level literacy, Accelerated reader. The data indicates there is a definite “disconnect” for migrant students once the transition from learning to read to reading to learn. Kindergarten readiness prepares the student for the basics; however, foundation skills must be revisited as students are reading for information. Targeted areas will be vocabulary, fluency, and comprehension for both fiction and non- fiction selections through the AR 360 Program to reach desired goals.

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.

Title I Part C, coordinates with Title I, Part A to provide supplementary support to migrant students and teachers of migrant students by providing additional evidence base researched curriculum with materials and technology for the classroom. Title II, Part A provides professional development for teachers to enhance their instructional strategies in reading and math. Title V provides schools with funds to supplement field trips to enhance the core curriculum. The Title I UniSig School Improvement Grant provides after school tutoring for grades 3-8 at Madison County Central School and transportation for migrant students for summer program. Community partners and organizations provide additional support to Title I migrant students through Boys & Girls Club after school tutoring for those who qualify; The Madison County Health Department provides nurses at all schools to attend to the medical needs of the students; and the Junior Auxiliary provides school supplies, physical education equipment, books, mentors for students, and prizes for Accelerated Reader awards

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

Coordinator of Special Programs and the oversees the curriculum down to the school sites, which includes meetings with instructional coaches, curriculum coordinator and Migrant supervisor/advocate. The Instructional Coaches/curriculum coordinator are required to be reading endorsed and well versed in differentiated instructional strategies that can be used in the classroom setting. Schools are required to have "data chats" among their leadership teams and struggling students who are identified or referred to the student intervention team (RTI/MTSS) to formulate an individualized plan for each student. Instructional Coaches/curriculum coordinator help with the implementation of the student improvement plan. MEP parent facilitator monitor grades and attendance as well.

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
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Activity Name	*Response to Intervention (RTI) Meetings attended by Title I Migrant Program Supervisor to assist and provide support services and interventions as part of the Multi-Tiered Systems of Support in the District
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.)	*School
Frequency # times per week, once, daily, etc.	*1x/qtr
Total Duration Anticipated # hours offered (Per School Year)	*100
Anticipated Total Students Participating per Year	*25
Identify supplemental materials and software	Response to Intervention(RTI) assists all students in reaching academic success across the curriculum. https://rti4success.org/resource/implementing-effective-literacy-practices-instructing-english-language-learners-within *
Monitor progress(Identify tool(s) used and frequency)	* Response to Intervention(RTI) incorporates progress monitoring through multiple data points, student goals and progress towards those goals, and the use of student report cards, teacher notes and student data via the LEA's learning management system.
Track Services(Identify tools and activities)	* Response to Intervention (RTI) forms, targeted activities for student progress

Activity 2	Response
Activity Name	After School Tutoring
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.)	*School

Frequency # times per week, once, daily, etc.	2x/week
Total Duration Anticipated # hours offered (Per School Year)	*40
Anticipated Total Students Participating per Year	*12
Identify supplemental materials and software	The use of after school tutoring has assisted students in reaching proficiency in Reading. http://www.expandinglearning.org/docs/Durlak%26Weissberg_Final.pdf
Monitor progress(Identify tool(s) used and frequency)	Progress is monitored via iReady diagnostic assessments
Track Services(Identify tools and activities)	Services logs are maintained-they specify: date, time, tutor's name, student(s) names and subject(s) targeted

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	*	*	*	*	*	*N/A
	Non-Migrant	*	*	*	*	*	N/A *
Middle	Migrant	*	*	*	*	*	* N/A
	Non-Migrant	*	*	*	*	*	* N/A
High	Migrant	*	*	*	*	*	N/A *

	Non-Migrant	*	*	*	*	*	N/A *
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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.

Due to COVID-19 2019-2020 FSA cancelled, therefore using 2018-2019 testing data anticipated 19 of 25=76% Student will who achieve a score of 3 or above on the Math FSA assessment in school year 2020-2021; iReady math has conduct a comparative study between the Florida Standards Assessment Data and the iReady Data to validate the program alignment. As a result of the RTI/MTSS process, the MEP Staff anticipates an increase in participation in the after school tutoring program. Anticipated outcomes for 2020-2021 school year will decrease negative performance gaps by 5% and increase migrant proficiency by 5%.

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.

Due to COVID-19 2019-2020 FSA cancelled, therefore using 2018-2019 testing data Not all grade levels showed a negative gap between migrant and non-migrant proficiency levels. Beginning at 4th grade, the negative gap is evident in the 2018-2019 FSA results. As a result of the RTI process, the MEP anticipates an increase in participation in the tutoring program. Anticipated outcomes for 2019/2020 school year will increase migrant proficiency by 7% (10 of 14) in math. Additional educational support of the Instructional Coaches utilizing Supplements (Journeys and Go Math) will be provided. The data indicates there is a definite “disconnect” for migrant students once the transition from learning to read to reading to learn.

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.

Title I C, coordinates with Title I, Part A to provide supplementary support to migrant students and teachers of migrant students by providing additional evidence base researched curriculum with materials and technology for the classroom. Title II provides professional development for teachers to enhance their instructional strategies in reading and math. Title VI provides schools with funds to supplement field trips to enhance the core curriculum. The Title I Unisig grant provides tutoring for grades 9-12 at Madison County High School and transportation for migrant students for summer programs. Community partners and organizations provide additional support to Title I migrant students through Boys & Girls Club after school tutoring for those who qualify; The Madison County Health Department provides nurses at all schools to attend to the medical needs of the students; and the Junior Auxiliary provides school supplies, physical education equipment, books, mentors for students, and prizes for Accelerated Reader awards.

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

Due to COVID-19 2019-2020 FSA cancelled, therefore using 2018-2019 testing data The district funds instructional coaches/math resource teachers that are assigned to each school. The Instructional Coaches/math resource teachers are required to be well versed in differentiated instructional strategies that can be used in the classroom setting. Schools are required to have "data chats" among their leadership teams and struggling students who are identified are referred to the student intervention team (RTI/MTSS) to formulate an individualized plan for each student. Instructional Coaches/Math Teachers help with the implementation of the student improvement plan. MEP staff monitor grades and attendance, and work with the Math Coaches to supplement the instruction of the MEP students. Additionally, the LEA's Coordinator of Special Projects works with the MEP Supervisor to ensure that the funded activities are coordinated and targeted to the students identified needs based on conversations that the Math Coaches, RTI/MTSS team, leadership and MEP Supervisor which are deemed necessary for the students.

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	* Response to Intervention (RTI) Meetings Migrant Program Supervisor to Monitor iReady Data
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.)	*School Site
Frequency # times per week, once, daily, etc.	* 1x/qtr
Total Duration Anticipated # hours offered (Per School Year)	*100
Anticipated Total Students Participating per Year	25
Identify supplemental materials and software	*Response to Intervention(RTI) assists all students in reaching academic success across the curriculum. https://rti4success.org/resource/implementing-effective-literacy-practices-instructing-english-language-learners-within
Monitor progress(Identify tool(s) used and frequency	** Response to Intervention(RTI) incorporates progress monitoring through multiple data points, student goals and progress towards those goals, and the use of student report cards, teacher notes and student data via the LEA's learning management system

Track Services(Identify tools and activities)	*
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Activity 2	Response
Activity Name	*After School Tutoring
Focus /Purpose (select most appropriate)	Student Achievement*
Funding Source M=Migrant Only P = Partner(s) Only C=Migrant Contributed O=Other*	*M
Target Population	3-8*
PFS	* PFS and other migrant students
Florida Standards Use FS Code(s)	M*
Location (library, community center, church, etc.)	*School Site
Frequency # times per week, once, daily, etc.	2x/week*
Total Duration Anticipated # hours offered (Per School Year)	40*
Anticipated Total Students Participating per Year	*12
Identify supplemental materials and software	After school tutoring is beneficial to students in reaching proficiency as they work on the specific skill sets they need to help enhance. http://www.expandinglearning.org/docs/Durlak%26Weissberg_Final.pdf *
Monitor progress(Identify tool(s) used and frequency	Progress is monitored through iReady diagnostic assessments *
Track Services(Identify tools and activities)	Service logs are kept for each tutoring session. The logs specify: time, date, tutor's name, students served and subject area(s) targeted *

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.
- ☐ x 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.
- ☐ x 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.

x_ 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.

Due to COVID-19 2019-2020 FSA cancelled, therefore using 2018-2019 testing data 90% of non-migrant student graduated. There were no migrant students in 12 grade last year. We will have 2 migrant students in 11th next year.

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.

MEP will maintain an 80% or greater graduation rate of MEP students. MEP will decrease by 25%, the number of MEP students who are identified in the early warning system. MEP will utilize the early warning system to identify students in 8th grade and above who are flagged in the system as being over-age for grade or under credited, or who have excessive absences. MEP will counsel these students and their families about the consequences of excessive absences, etc., and of opportunities for credit recovery and tutoring.

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.

District School Board of Madison County coordinates and integrates the resources and services provided by Title I, Part A & C to provide a comprehensive array of services to meet the educational, medical, economic, and social needs of all at-risk populations, including the specific needs of migratory students. Title I, Part C, coordinates with Title I, Part A to provide supplementary evidence based research support(s) to migrant students and teachers of migrant students by providing additional evidence base researched curriculum with materials and technology for the classroom. Title II provides professional development for teachers to enhance their instructional strategies in reading and math. Title VI provides schools with funds to supplement field trips to enhance the core curriculum. Community partners and organizations provide additional support to Title I migrant students through Boys & Girls Club after school tutoring for those who qualify. The Madison County Health Department provides nurses at all schools to attend to the medical needs of the students; and the Junior Auxiliary provides school supplies, physical education equipment, books, mentors for students, and prizes for Accelerated Reader awards.

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.

The migrant supervisor will meet quarterly with the guidance counselor, and graduation coach along with the RTI/MTSS team to ensure that migrant students are graduating on time and with their peers. The high school counselor serves as the liaison between high schools and the MEP staff. Should a student need services they will be placed in the second tier of the MTSS supports that the high school offers. This can include credit recovery courses (PASS Program and Oddessy), after school tutoring (done with a partnership from the Boys and Girls Club of Madison), additional teacher supports in the classroom depending upon the students needs and the recommendations of the guidance counselor, graduation coach, RTI/MTSS team. In the past, MEP staff have met with the high school counselor to determine if any 12th grade MEP students were unlikely to graduate (at risk of not completing coursework). However, due to the recommendations of the curriculum and instruction director, MEP will extend its activities beyond 12th graders to encompass the path to graduation for younger students as well.

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
48 Activity Name	* Graduation Maps/Progress Monitoring For Graduation
Focus /Purpose	*Student Ach
Funding Source M=Migrant Only P = Partner(s) Only C=Migrant Contributed O=Other*	M*
Target Population	9-12*
PFS	PFS and other migrant students*
Florida Standards Use FS Code(s)	M, ELA, LHS, STS*
Location (library, community center, church, etc.)	*High School
Frequency # times per week, once, daily, etc.	1xqtr*
Total Duration Anticipated # hours offered (Per School Year)	*12
Anticipated Total Students Participating per Year	3*
Identify evidence-based supplemental materials and software	* The MEP supervisor and the guidance counselor at the high school meet and discuss the students and their progress in their classes
Monitor progress(Identify tool(s) used and frequency	*The MEP supervisor and the guidance

	counselor at the high school meet and discuss the students and their progress in their classes. The MEP also coordinates and facilitates meetings with the parents and the students to review and make plans
Track Services(Identify tools and activities)	* To track services the MEP supervisor will sign in and out at the high school, additionally he will have meeting minutes/notes, service logs and parents signatures on his sign in sheets.

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

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.

There was only one student that was enrolled in the PreK program. We anticipate one for Pre-K :

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.

It is anticipated that home visits will encourage parents to become more involved in their child’s educational process, thereby we hope to see at least a 75% increase in participation in all parent involvement activities and meetings. Additionally, it is anticipated that at least 1 Migrant VPK students enrolled in Madison District Schools will score within the "meets" or "exceeds" ranges on the 2020-2021 VPK kindergarten readiness assessment. The MEP program will assist in providing translated materials and resources for parent involvement meetings and activities

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.

Madison County School District coordinates and integrates the resources and services provided by FDLRS (screening, Head Start, Early Head Start, Local Early Learning Coalition and IDEA PreK. FDLRS provides screenings for early enrollment and eligibility in early enrollment. IDEA PreK funds district pre-K classrooms that serve all PreK students. The district has an inner agency agreement and participates in an annual meeting that includes the Early Learning Coalition, Head Start, Early Head Start and Early Steps to ensure that services are being provided for all children starting at birth. Early Learning Coalition assist with enrolling all 4 year olds in PK to prepare for kindergarten. MEP coordinates with both the school sites and the ELC in the provision of early childhood services, to ensure that parents receive information in a language they can understand and to provide parents with ongoing support to becoming their child's first teacher.

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.

The migrant program supervisor makes contact with parents to find the needs of this age group. With the recommendations from the parents and the supervisor the activities are being implemented. When additional materials are needed for reinforcement of skills teachers will assist MEP staff in providing necessary materials and resources for in-home visits. Teachers and paraprofessionals are made aware if and when a migrant student is enrolled in their class. There is constant communication between migrant advocate, teachers and paraprofessionals. The pre-K kits are for the parents of MEP student to work together and create a learning environment

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

The MEP staff will request assessment documentation from PreK/VPK teachers for all migrant PreK students 3 times a year to compile a student summary log. Progress monitoring will occur at the end of each grading period by collecting copies of each students individualized skills checklist. Additionally, service logs will be kept by Head Start and the migrant parent resource center.

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.

NA:

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
48 Activity Name	*Pre-K kits for parents of Pre-k students
Focus /Purpose (select most appropriate)	Student Achievement*
Funding Source M=Migrant Only P = Partner(s) Only C=Migrant Contributed O=Other*	*M
Target Population	*Pre-K, Parents
PFS	PFS and other Migrant students
Location (library, community center, church, etc.)	* Student homes, Migrant parent resource center
Frequency # times per week, once, daily, etc.	*2x-month
Total Duration Anticipated # hours offered (Per School Year)	*32
Anticipated Total Students Participating per Year	2*
Identify evidence-based supplementary materials and software	N/A*
Monitor progress(Identify tool(s) used and frequency	* parent surveys and head start service logs will monitor student progress
Track Services(Identify tools and activities)	*Service logs will track the services

[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.

The migrant supervisor/parent facilitator/recruiter is responsible for the community based and school based recruitment for the district. The coordinator of special programs makes sure the standards preparation and quality control procedures are being met during work activities

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

1. The District uses the state template for quality control. ID&R quality control includes the following: -proper and adequate training of all staff making eligibility determinations and completing COEs as well as proper and adequate training of all staff reviewing, certifying and monitoring ID&R activities, including the review of COEs in Florida -use of an approved interview protocol to obtain information from families and/or children -proper and consistent instructions for completing the COE -effective and accepted process for resolving eligibility questions -effective process for the mandatory annual re-interview of migrant families -fair corrective actions for districts failing to implement proper and adequate ID&R activities -effective and efficient procedures for reviewing COEs before determining eligibility

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):*

The migrant supervisor/recruiter also will make time to meet with the farmers in case new families have arrived. As a recruiter is out canvassing the farms he also stops over at the health department and food assistance facilities. School based recruitment is done through making front office knowledgeable about referral and residency forms. COE training is done every year through the ID&R office in Tampa using the ID&R conference and online training offered through them to ensure that COE training is completed each year.

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.

N/A

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.

Any PFS students always get first priority for services in Madison County. This is done by following the PFS identification protocol (which is from the State). Once identified these students are then given the priority of services. To ensure students' academic progression is on target the migratory education program looks at indicators that show:

- Which students have had an educational interruption
- Passed the FSA
- Have the appropriate age/grade placement
- Are not English Language Learners
- Have not been retained
- Remain at risk of failing to meet State graduation/promotion requirements due to low GPA/insufficient required credits necessary.

The program aims to serve these students first to ensure that they are able to be promoted or graduated on time.

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.

MCSD utilizes the state indicators in making the determination if a student is eligible for priority for services (PFS). PFS students will receive services that specifically meet the unique needs of the individual student. Initially, data indicating non-proficient scores on a state assessment, retention or age/grade discrepancy would be flagged within the EWS, thereby prompting schools to link student with appropriate programs. MEP students, however, may need different or additional program. For these students, the MEP program will utilize a variety of supplemental instructional services to fill individual students' educational gaps as determined by assessments. These services may include: FSA remediation; afterschool reading and math tutoring, homework assistance in the Migrant Resource Center, home visits, summer bridge programs. Language acquisition skills will be targeted for students struggling with English and Portable Assisted Study Sequence (PASS) classes and other credit accrual and recovery programs will be offered to students at risk of failing to meet graduation requirements (such as being overage for grade, etc.). Parents of students with excessive absences are contacted by the MEP staff. Guidance and attendance personnel at each school site notify parents and MEP staff to set up RTI meetings if academic, attendance or behavior problems arise.

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

Service logs are maintained on all MEP students. The PFS state template is used to ensure that students served as PFS meet state requirements. Services are documented on the template as provided. MEP staff prioritize services by greatest need, focusing on overcoming barriers to academic success. Every effort is made to align individualized services to the areas of concern

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

Student academic progress is the ultimate evaluation of the impact of services. However, MCSD also is concerned about the fidelity of implementation of all services. Therefore, each year MEP will utilize the FDOE provided template as the prompt for conversation about strengths and weaknesses of each MEP funded activity. Those activities that are not returning good results will be strengthened or eliminated. Those activities that are succeeding will be continued

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)?

<input checked="" type="radio"/> Yes	<input type="radio"/> No
--------------------------------------	--------------------------

9.2 How many OSY did the district serve in SY 2019-2020? ____5

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

5 of 5 100%

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

5 of 5 -100%

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

0 of 5 -0%

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

5 of 5 100%

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

Supportive services include referral services (health, nutrition, dental); educational re-entry services (GED, credit recovery) and advocacy and transportation

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)].

10.1 Educational Continuity

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**).

Educational continuity-to allow for educational continuity MCSB offers summer school as well as ensuring discussions with other districts for those students who may leave the district or come in to the district.

Instructional time-Instructional time is supplemented with Reading and Math for migrant students. They are done after school and in summer school. These are done utilizing iReady, 1:1 tutoring, etc. In addition, the MEP summer program offers supportive ELA lessons that help keep the students learning over the summer. The district will identify the needs of PFS students first and then follow up with those at most academic risk.

School engagement-Federal Programs, MEP Supervisor, Counselors, Truancy Monitor will take steps to allow students to attend school as regularly as possible given the nature of their mobile lifestyle.

10.2 Instructional Time

Title I, Part A provides extensive tutoring opportunities for students. MEP will ensure that these supplemental learning opportunities are meaningful and appropriate for students who, due to their migratory lifestyles, may be missing key foundational skills or whose English may not be up to academic standards. In addition to afterschool tutoring, the MEP program will offer a summer program, should funding be available, that will additionally focus on academic deficiencies of students in grades K-12, and provide enrichment opportunities to enable students to connect academic content with real life experiences. The summer program also will include school readiness activities and instruction for PreK migrant students. The district will address needs of PFS students first. The MEP program will take all steps necessary to enable students to attend school as regularly as possible given the nature of their migratory lifestyle, including quickly transferring and securing student records where necessary, and facilitating enrollment where necessary.

10.3 School Engagement

MCSD has invested Title II funds in Parent and Family Engagement for teachers, staff and administrators. This will help not only keep students engaged, but to bridge the gap between school and the parents/guardians..

10.4 English Language Development

English Language development of migratory students, PreK-12 is accomplished within the MEP program by English immersion and bilingual educational resources. As funding permits, teachers and bilingual paras will be hired to provide supplemental instruction in reading and math during the afterschool program. The MEP supervisor and parent liaison are bilingual and have developed a good rapport with migrant families throughout the community. Migrant parents are encouraged to avail themselves of computer based English language development programs in the parent resource center (Rosetta Stone). Summer program activities shall include school readiness for prek and supplemental instruction in reading and math for K-2.

10.5 Educational Support in the Home

MEP parent meetings continue to reveal typical barriers that limit migrant parents in assisting their children academically, including limited English proficiency and limited educational attainment. MEP continues to provide support through parent meetings, take-home instructional materials and resources, and parent center resources for home use.

10.6 Health and Access to Services

MCSD's MEP staff will provide supportive services to migrant students and their families. When a student is recruited, a needs assessment is immediately conducted. During the needs assessment, the MEP staff determine initial needs for nutrition, vision, hearing and dental services. The MEP staff provide both contact information for appropriate agencies and assistance in setting up referral appointments. Transportation and translation services can also be provided as needed for access to services. Documentation of services is updated monthly and referrals are kept for audit purposes.

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: 20
Expected Percent: 100%

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.

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

MCSD's MEP staff will provide supportive services to migrant students and their families. When a student is recruited, a needs assessment is immediately conducted. During the needs assessment, the MEP staff determine initial needs for nutrition, vision, hearing and dental services. The MEP staff provide both contact information for appropriate agencies and assistance in setting up referral appointments. Transportation and translation services can also be provided as needed for access to services. Documentation of services is updated monthly and referrals are kept for audit purposes.

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.

PreK parent were most likely to look over and talk with their child about school (60%); take their child to places in the community for learning experiences (55%); and go to a meeting or training about how their child learns (100%). Parents were least likely to talk with a care provides about their child's needs (100%); do educational activitie at home with their child (100%); or attend adult education. Among the relevant barriers cited by parents were work schedules (100%). Elementary Parent are most often helping with homework (82%) and doing educational activities at home (70%), followed by taking their child to places in the community for learning experiences (91%). Parents are least likely to interact with the school directly, such as calling the school (100% often); or attending a general academic meeting or training at the school (91%). Parents of elementary aged children identified very few barriers to involvement with school. Those included work schedule (81%); transportation (65%); and not feeling welcome at school (91%). Secondary Parents were most likely to help with/look over their child's homework (100%) and do educational activities at home with children (100%). Parents are somewhat less likely to attend a meeting to talk about the child's learning (100%). Parents of student in this age group were somewhat more likely than other groups to attend education classes for adults (30%). The only barrier cited by these parents was work schedule and transportation (60%).

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

The MEP has succeeded in assisting most parents in doing the activities that can be accomplished between parent and child-checking homework, participating in educational activities. Parents feel least comfortable when it comes to interacting 1:1 with school staff, MEP continues to research and present PD to school staff, especially front office and specialized staff on interacting with MEP parents. Additionally, MEP staff will work with principals to ensure that translation services are available at school events to facilitate parent involvement. Additionally, MEP staff will determine if migrant families have technology available that would allow them to view school events if recorded.

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)

Summer school is provided, should funding allow, to all MEP students in the areas of ELA. The focus of the MEP summer school is based on the needs of the students. iReady gives the MEP staff data to use to plan the summer school activities in ELA to ensure that the program will help bridge any learning gaps

12.3 Mathematics

Response: Summer school is provided, should funding allow, to all MEP students in the areas of math. The focus of the MEP summer school is based on the needs of the students. iReady gives the MEP staff data to use to plan the summer school activities in math to ensure that the program will help bridge any learning gaps

12.4 High School Graduation/Acceleration

Credit recovery can be offered through (PASS program) students who need to get on track over the summer to ensure that they will be able to graduate on time.

12.5 Out of School Youth (OSY)

OSY are offered the same opportunities as all other MEP students

12.6 School Readiness

VPK in Madison offers half day VPK for transitioning students

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)]

MCSD uses an ongoing feedback process to continuously adjust program offerings to meet family needs. This process includes the MPAC meetings, parent surveys, and constant dialogue with MEP students and families. At the secondary level, student surveys are also conducted. When student assessment data are available from the state the MEP conducts (using the state template) analysis of student assessment. Since the purpose of the MEP program is to assist students in succeeding academically despite their migratory lifestyle, academic success must be the ultimate measure of programmatic success. This analysis of student outcomes is compared with programmatic offerings and also shared with other district staff to be incorporated into not only MEP programmatic offerings but other District initiatives.

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

The LEA utilizes the ongoing feedback from parents, RTI/MTSS team, guidance and other stakeholders (from meetings, surveys and consultations), to continually adjust the program as necessary to meet the needs of the students. At the end of the school year, the Migrant Education Program Parent Survey was conducted for parents to evaluate strengths and weaknesses in the MEP. Survey results will impact plans for the upcoming program year. The strengths of the MEP for Madison County School District from the parent's perspective are as follows: 91% indicated that the school tutorials and summer school were at the top; school supplies came in second at 45%. Informative workshops were also at 36% in areas that needed strengthening. When asked, "Does the migrant program meet your needs? and Does the MEP do an excellent job in achieving the learning and/or social service opportunities? 100% responded yes. The MEP staff appreciates the parent's loyalty, however there is always room for improvement. The MEP has used these results to continue funding after school tutoring, summer program (if additional funding is available) and the migrant parent coordinator/MEP supervisor position that is the heart of the Migrant Parent Resource Center

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.

At the beginning of each school term, informational flyers highlighting the goals and available services of the MEP will be disseminated to all school personnel, parents, and community agencies including the Health Department, Department of Children and Families, and the Early Learning Coalition. Parents will be informed through informational flyers, home visits, face to face recruiting and employer site visits for OSY. Presentations are made at local service clubs, churches, and other agencies to promote awareness of MEP and its services. The parent liaison provides current information and upcoming events to migrant parents through the ACCESS newsletter on a quarterly basis. All information will be disseminated in both English and Spanish and other languages as needed. Presentations are made at local service clubs, churches and other agencies to promote awareness of MEP and its services. MPAC meetings will be held to provide specific information on MEP services and goals. We will conduct surveys and provide data results; allow parental input in making or changing objectives and goals; and utilize results for program changes.

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