

Florida Department of Education

Project Award Notification

1 PROJECT RECIPIENT Madison County School District	2 PROJECT NUMBER 400-2170B-0CF01
3 PROJECT/PROGRAM TITLE Title I, Part C - Migrant Education Program <div style="text-align: right;">TAPS 20A020</div>	4 AUTHORITY 84.011A Title I, Part C, Migrant USDE or Appropriate Agency FAIN#: S011A190010
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2019 - 08/31/2020 Program Period: 07/01/2019 - 08/31/2020
7 AUTHORIZED FUNDING Current Approved Budget: \$77,120.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$77,120.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: 08/31/2020 Date that all obligations are to be liquidated and final disbursement reports submitted: 10/20/2020 Last date for receipt of proposed budget and program amendments: 07/31/2020 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 : 07/01/2019 	
10 DOE CONTACTS Program: Dr. Dinh Nguyen Phone: (850) 245-0811 Email: Dinh.Nguyen@fldoe.org Grants Management: Unit A (850) 245-0496	<div style="display: flex; justify-content: space-between;"> <div> Comptroller Office Phone: (850) 245-0401 </div> <div> Duns#: 175079268 FEIN#: F596000721004 </div> </div>
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. 	
12 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;"> Authorized Official on behalf of Richard Corcoran Commissioner of Education </div> <div style="text-align: center;"> Date of Signing </div> <div style="text-align: right;"> <small>FLORIDA DEPARTMENT OF EDUCATION fldoe.org</small> </div> </div>	

DOE-200

Revised 07/15

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

RECEIVED

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 Education of Migratory Children 2019-2020 TAPS NUMBER: 20A020	DOE USE ONLY Date Received <div style="font-size: 1.2em; font-weight: bold; color: blue;">2019 JUN 20 AM 10: 35</div> <div style="font-size: 0.8em; color: blue;">OFFICE OF GRANTS MANAGEMENT</div> <hr/> Project Number (DOE Assigned) <div style="color: blue;">400-2170B-OCF01</div>								
B) Name and Address of Eligible Applicant: Madison County School Board 210 NE Duval Ave Madison, 32340										
C) Total Funds Requested: <div style="font-weight: bold;">\$78,241.00</div> DOE USE ONLY Total Approved Project: <div style="font-size: 1.2em; font-weight: bold; color: blue;">\$ 77,120.00</div>	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> Contact Name: Lisa Roderick </td> <td style="width: 50%;"> Telephone Numbers: 850-973-1565 </td> </tr> <tr> <td> Fiscal Contact Name: Andrew Barnes </td> <td> FAX: 850-973-5904 </td> </tr> <tr> <td> Mailing Address: 210 NE Duval Ave Madison, 32340 </td> <td> E-mail Addresses: lisa.roderick@mcsbfl.us </td> </tr> <tr> <td> Physical/Facility Address: 210 NE Duval Ave Madison, 32340 </td> <td> DUNS number: 175079268 FEIN number: F596000721004 </td> </tr> </table>		Contact Name: Lisa Roderick	Telephone Numbers: 850-973-1565	Fiscal Contact Name: Andrew Barnes	FAX: 850-973-5904	Mailing Address: 210 NE Duval Ave Madison, 32340	E-mail Addresses: lisa.roderick@mcsbfl.us	Physical/Facility Address: 210 NE Duval Ave Madison, 32340	DUNS number: 175079268 FEIN number: F596000721004
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Physical/Facility Address: 210 NE Duval Ave Madison, 32340	DUNS number: 175079268 FEIN number: F596000721004									
<p style="text-align: center;">CERTIFICATION</p> <p>I, <u>Shirley Joseph</u>, 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.</p> <p>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.</p> <p>E) _____ Signature of Agency Head </p>										

DOE 100A
Revised March 2015



Richard Corcoran, Commissioner

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM -
Title I, Part C Education of Migratory Children: 2019-2020**

A) NAME OF ELIGIBLE
RECIPIENT:

Madison County District School
Board

E) TAPS Number 20A020

B) Project Number (DOE USE
ONLY):

400-2170B-0CF01

Count	Activity	Function	Object	Account Title and Description	FTE	Amount
1	After School Tutoring in Reading and Math Stipends for 2 teachers	5100	120	2 teachers for afterschool tutoring (stipends) for identified students in grades 3-8 that are in need of additional academic support in reading and math.	0.000	\$ 4,317.23
2	Summer School Reading and Math	5100	120	Salaries for 2 teachers (stipends) to supplement instruction for 6 weeks in the summer from June 2020-end of July 2020 for grades K-8 for reading and math.	0.000	\$ 5,757.63
3	Salary-Migrant Recruiter/Program Supervisor	6110	160	Migrant education program supervisor (non-administrative) Recruiter who will recruit for identification and recruitment, completion of certificates of eligibility and initial needs assessment.	0.450	\$ 23,678.47
4	Retirement	6110	210	Retirement Calculated at 7.92%	0.000	\$ 1,875.34
5	Social Security	6110	220	Social Security Calculated at 6.2%	0.000	\$ 1,468.07
6	Medicare	6110	221	Medicare calculated at 1.45%	0.000	\$ 193.37
7	Group Insurance	6110	230	Group insurance at 45% of 4200 for 12 month employee	0.000	\$ 1,995.00
8	Worker's Compensation	6110	240	Worker's Compensations calculated at 1.26%	0.000	\$ 298.35
9	Salary-Migrant Parent Advocate	6150	160	Salary to support migrant parent and family engagement.	0.500	\$ 23,678.47
10	Retirement	6150	210	Retirement calculated at 7.92%	0.000	\$ 1,875.34
11	Social Security	6150	220	Social Security calculated at 6.2%	0.000	\$ 1,468.07
12	Program Implementation-Parent Involvement	6150	510	Materials and supplies to provide documentation and reporting of support services (paper, pens, folders, binders, paper clips, staples)for the MEP program academic use as well as parent and family engagement activities.	0.000	\$ 679.83
13	Supplies-Parent and Student academic materials	6150	519		0.000	\$ 710.50

				Ink Cartridges for parent and students materials. Printer use for migrant parents and students to use for projects, reports, homework, and personal documents needed for health documentation. (use of material for parent and student academic materials).		
14	Benefits	6300	221	Medicare calculated at 1.45%	0.000	\$ 193.37
15	Benefits-Migrant Parent Advocate	6300	230	Insurance calculated at \$350/month. This is a 12-month employee	0.000	\$ 1,995.00
16	Benefits	6300	240	Worker's Comp calculated at 1.26%.	0.000	\$ 298.35
17	Program Supervisor-Recruitment and Parent Engagement	6300	379	Cell phone for program supervisor (school board approved recruitment use) For program supervisor to do the parent facilitator duties and to be available to parents while out in fields. It is a direct line of communication.	0.000	\$ 1,000.00
18	Indirect Costs	7200	792	Indirect costs at lower than negotiated rate of 7.32%	0.000	\$ 2,315.67✓
19	Travel	7730	330	Travel for recruitment and for parent advocate to attend meetings and workshops out of district. (ID&R, State Migrant Meeting, other meetings/conferences and professional development as deemed appropriate by the superintendent).	0.000	\$ 1,682.44
20	Repairs to MEP vehicles-Math Reading Graduation OSY PreK Family Engagement	7800	350	Repairs as necessary for vehicle used for migrant student transportation for after school, summer program, family transportation to school meetings, and recruitment. (for summer school, after school, parent meetings and recruitment)	0.000	\$ 700.00
21	Transportation-Math Reading Graduation OSY PreK Family Engageme	7800	450	Reimbursements to District for gasoline for migrant vans used to transport students to needed services. (for summer school, after school, parent and family engagement as well as recruitment activities).	0.000	\$ 939.50
	Total:					\$ 77,120.00✓



2019-2020 Title I, Part C Final Allocation
TAPS: 20A020

(Grant # 2170B)

DISTRICT NUMBER	DISTRICT NAME	FINAL ALLOCATION AMOUNT
400	MADISON	77,120
410	MANATEE	517,265
420	MARION	73,844
430	MARTIN	26,817
440	MONROE	0
450	NASSAU	0
460	OKALOOSA	0
470	OKEECHOBEE	624,861
480	ORANGE	290,578
490	OSCEOLA	0
500	PALM BEACH	2,066,613
50D	SOUTH TECH CHARTER	0
510	PASCO	102,749
520	PINELLAS	0
530	POLK	1,580,714
540	PUTNAM	207,464
550	ST. JOHNS	4,273
560	ST. LUCIE	154,604
570	SANTA ROSA	1,209
580	SARASOTA	0
590	SEMINOLE	0
600	SUMTER	0
610	SUWANNEE	220,034
620	TAYLOR	0
630	UNION	4,115
640	VOLUSIA	74,803
650	WAKULLA	0
660	WALTON	0
670	WASHINGTON	227,308
686	FSU - LAB SCHOOL	0
TOTAL		\$19,930,522

2019-2020 Title I, Part C Final Allocation
TAPS: 20A020

(Grant # 2170B)

DISTRICT NUMBER	DISTRICT NAME	FINAL ALLOCATION AMOUNT
010	ALACHUA	471,667
020	BAKER	0
030	BAY	0
040	BRADFORD	4,494
050	BREVARD	0
060	BROWARD	101,012
070	CALHOUN	0
080	CHARLOTTE	0
090	CITRUS	31,487
100	CLAY	3,351
110	COLLIER	4,127,416
120	COLUMBIA	31,502
130	DADE	1,228,709
140	DESOTO	663,587
150	DIXIE	24,627
160	DUVAL	0
170	ESCAMBIA	254,881
180	FLAGLER	0
190	FRANKLIN	0
200	GADSDEN	65,897
210	GILCHRIST	32,460
220	GLADES	110,547
230	GULF	0
240	HAMILTON	182,424
250	HARDEE	703,853
260	HENDRY	973,415
270	HERNANDO	0
280	HIGHLANDS	915,063
290	HILLSBOROUGH	3,002,829
300	HOLMES	2,159
310	INDIAN RIVER	19,563
320	JACKSON	11,848
330	JEFFERSON	0
340	LAFAYETTE	11,292
350	LAKE	33,669
53D	LAKE WALES CHARTER	33,377
360	LEE	484,976
370	LEON	27,989
380	LEVY	122,057
390	LIBERTY	0

**Title I, Part C Education of Migratory Children
Madison County District School Board
2019-2020**

GENERAL ASSURANCES

The Department of Education 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 Grant Guidance (UGG) 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 UGG 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 UGG. The final rule implementing the UGG 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 UGG, including frequently asked questions and webinar recordings, are available at The Chief Financial Officers Council web site: <https://cfo.gov/cofar>.

PROGRAM SPECIFIC ASSURANCES

By my signature on this application, I hereby certify that will comply with ALL the following requirements. Local educational agencies (LEAs) will ensure that:

- Funds received under this part will be used only -
 - For programs and projects, including the acquisition of equipment, in accordance with ESSA, Section 1306; and
 - 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.
- 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.
- 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.
- In the planning and operation of programs and projects at both the state and local operating level, there is consultation with parent advisory councils for programs of 1 (one) school year in duration, and that all such programs and projects are carried out -

- In a manner that provides for the same parent and family engagement as is required for programs and projects under section 1116, unless extraordinary circumstances make such provision impractical; and
 - In a format and language understandable to the parents.
- 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.
- The LEA will conduct the transfer of migrant student records according to state and federal required policies and procedures including actively participating with and meeting all Migrant Student Information Exchange System requirements. [ESSA, Section 1308(b)(2)]
- The effectiveness of such programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and local educational agencies under Part A.
- The LEA will address and complete the evaluation and reporting requirements of the mandatory Florida Migrant Education Program and Annual Evaluation.
- Activities proposed in this project application are supplementary and do not supplant existing state and locally funded activities and required services.
- To the extent feasible, such programs and projects will provide for -
 - Advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services;
 - Professional development programs, including mentoring, for teachers and other program personnel;
 - Family literacy programs;
 - The integration of information technology into educational and related programs; and/or
 - Programs to facilitate the transition of secondary school students to postsecondary education or employment.
- 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)]. 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.
- **PRIORITY FOR SERVICES** - In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school.

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

A migratory child who:

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

AND

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

OR

Has dropped out of school

- **CONTINUATION OF SERVICES** - Notwithstanding any other provision of this part - A child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term; A child who is no longer a migratory child may continue to receive services for 1 (one)

additional year, but only if comparable services are not available through other programs; and secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

Collaborative Partners

Instructions: Identify federal (include Title programs particularly Title I, Part A, Title III, Title IX), state, and local collaborative partners.

For each partner briefly describe in a simple narrative:

1. the type and benefit of collaborative activities (e.g. facilities, resources, support services, etc.);
2. the type of program (e.g. federal, state, local partner, etc.); and
3. primary target groups to be served (e.g. migrant child, family, parent, out-of-school youth, etc.) [ESSA, Section 1304]

Partner	Type and Benefit of Collaborative Activities	Program Type (federal, state, local, etc.)	Primary Target Group(s) to be Served
Title I, Part A	Supplemental afterschool tutoring; computer-assisted instruction and assessment (iReady), professional development; parent and family engagement (particularly parent involvement liaison).	Federal	Migrant/migrant homeless students k-12 ,teachers, parents
Title IX	Educational support and referral services for homeless migratory students	Federal	Migrant/ Migrant Homeless students and their families
Title II	Professional development targeting embedding English/Language Arts across the curriculum, and providing incentives for teachers who pursue ESOL certifications. Title II funds also provide data analysis support to enable teachers to pinpoint students' instructional needs, and mentor teachers for teachers new to the District.	Federal	Pre-Kindergarten children, Migrant homeless students k-12, teachers, migrant supervisor
FDLRS Gateway	Florida Diagnostic Learning Resource System (FDLRS) provides screenings and evaluations of pre-k students on an as-needed basis to support and promote school readiness.	Federal	Migrant Pre-Kindergarten children
Early Learning Coalition of Florida's Gateway	Funding and referral services for eligible students to attend school readiness programs. Support to parents and students via referrals for outside agencies.	Federal and State	Migrant Pre-k students and their families. Teachers and selected students.
Madison County Foundation for Excellence in Education (MCFEE)	Mini-grants to teachers to purchase materials and supplies for their classrooms. It also sponsors the Teacher of the Year program to recognize outstanding teachers, and the Take Stock in Children program. This program provides mentors for selected students.	State and Local	Teachers and selected students (including Migrant students).
Duke Energy	Provides \$15,000 grant to support the district-wide science fair as well as supplies and awards. Duke Energy also supports costs for students advancing to the regional and state-level science fair competition.	Local	Migrant k-12 students and families

Junior Auxiliary	Non-profit provides holiday food/gift baskets to families identified by the MEP program	Local	Migrant students and their families
Second Harvest Food Bank	Provide produce, canned and dry goods to families in need	Local	Migrant students and their families

Migrant Education Program (MEP) Annual Needs Assessment Process

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

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 (2018-2019) 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 2019 quarterly MPAC meeting - Migrant parent surveys throughout the year to determine school climate, safety, level of parent and family engagement(quarterly- October 21(2018), December 04 (2018), February 21 (2019), and May 17(2019), 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.):

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.

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.

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

In reading, there was an 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. Forth 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):**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

Discuss the results

2018-2019 Pre-K Migrant Surveys only had 1 students 100% indicated school related activities and a need for all information to parents in their native language. The Elementary (Grades K-5) 11 Migrant Parent Involvement Surveys showed that less than 60% of parents participate in any general academic meeting at school; 60% will communicate in writing or by phone with school, but 88% will attend any event where their child is performing; 91% attend community events like church, down home days, etc.; only 18% will attend adult education classes for English, computer skills, or parenting classes. Most try to assist with their child's homework. Secondary (Grades 6-12) Migrant Parent Involvement Surveys indicate that 50% of parents will attend meeting at school, try to assist their child with homework, and take their child to community events for learning experience. It further indicates that 100% of parents have met with, contacted by phone or in writing a school teacher, counselor or principal regarding their child's learning or social needs; 40% of the parents reported they did not feel welcome at their child's school; and finally 50% of the parents reported that their work schedule was a major issue and does not allow them time to spend on these activities

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

1. Schools need to ensure that all parent communication, not just information that comes from the Migrant Education Program should be, whenever possible, available and disseminated to migrant parents in their native language. 2. School principals and teachers should make every effort to contact migrant parents in person to make them feel comfortable about attending meetings and workshops at the school site. 3. Directions on their child's work in their native language would be helpful in assisting with homework. In general, migrant parent's need to be made to feel welcome at school, a part of their child's education, and have more effective communication between parents and school personnel.

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

Discuss the results

This year has been difficult recruiting OSY's.

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

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:

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

Private school are not participating.

Discuss the results

Private school are not participating.

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

Private school are not participating.

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

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 2016-2020

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.

1. Identify the overall Need and Target Population to be addressed.

- 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.

2. Of the migrant students who took the FSA reading component in school year 2018-2019, 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 reading component in school year 2018-2019, identify the number and percent of non-migrant students who achieved a score of 3 or above. Specify the anticipated number and percent of migrant students who will achieve a score of 3 or above on the FSA reading component in school year 2019-2020. Finally, identify how the activities proposed below will address REA 1.

2018-2019 FSA scores reflect that overall 50% (7 of 14) of migrant students scored at or above proficiency level in reading while 40% (597 of 1478) of non-migrant students resulting in a -10% scored at or above proficiency level in reading. In looking at the grade levels, 33%(3 of 1) of 3rd grade migrant versus 40% (81 of 201) non-migrant resulting in a 7% gap; 40% (2 of 5) 4th grade

migrant versus 50% (103 of 204) non-migrant resulting in a 10% gap; 100% (1 of 1) of 5th grade migrant versus 46% (93 of 204) non-migrant resulting in a -54% gap; 50% (1 of 2) of 6th grade migrant versus 40% (70 of 173) non-migrant resulting in a -10% gap; 0% (0 of 1) of 7th grade migrant versus 35% (62 of 179) non-migrant resulting in a 35% gap; 50% (1 of 2) of 8th grade migrant versus 44% (7 of 172) non-migrant resulting in a -6% gap; 0% (0 of 1) of 9th grade migrant versus 32% (58 of 183) non-migrant resulting in a 32% gap; 0% (0 of 2) of 10th grade migrant versus 33% (54-162) non-migrant resulting in a 33% gap

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 2019-2020 project year (June 30, 2020). 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 2019-2020 school year will increase migrant proficiency by 7% (8 of 14) in reading. Additional educational support of the Instructional Coaches utilizing Think Central Supplements 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. 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.

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

Activity 1	Response
Activity Name	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
Activity is evidence or research based (Yes or No)	Yes
Focus /Purpose (select most appropriate)	Student Achievement
Funding Source M=Migrant Only P = Partner(s) Only C=Migrant Contributed O=Other*	M
Target Population	<ul style="list-style-type: none"> Grades K-12
PFS	PFS and other migrant students
Florida Standards Use FS Code(s)	<ul style="list-style-type: none"> ELA
Location(library, community center, church, etc.)	School sites
Frequency # times per week, once, daily, etc.	1x/qtr
Total Duration Anticipated # hours offered(Per School Year)	15

Anticipated Total Students Participating per Year	10
Identify evidence-based supplementary 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
Technology used? (Yes or No)	Yes
Activity 2	Response
Activity Name	After School Tutoring in Reading
Activity is evidence or research based (Yes or No)	Yes
Focus /Purpose (select most appropriate)	Student Achievement
Funding Source M=Migrant Only P = Partner(s) Only C=Migrant Contributed O=Other*	M
Target Population	<ul style="list-style-type: none"> • Grades K-5 • Grades 6-8
PFS	PFS and other migrant students
Florida Standards Use FS Code(s)	<ul style="list-style-type: none"> • ELA
Location(library, community center, church, etc.)	Migrant Resource Center, school sites and also student homes where necessary
Frequency # times per week, once, daily, etc.	2x/week
Total Duration Anticipated # hours offered(Per School Year)	150
Anticipated Total Students Participating per Year	15
Identify evidence-based supplementary 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

Technology used? (Yes or No)	No
Activity 3	Response
Activity Name	Summer Reading Camp
Activity is evidence or research based (Yes or No)	Yes
Focus /Purpose (select most appropriate)	Student Achievement
Funding Source M=Migrant Only P = Partner(s) Only C=Migrant Contributed O=Other*	M
Target Population	<ul style="list-style-type: none"> Grades K-5 Grades 6-8
PFS	PFS and other migrant students
Florida Standards Use FS Code(s)	<ul style="list-style-type: none"> ELA
Location(library, community center, church, etc.)	School Sites
Frequency # times per week, once, daily, etc.	4x/week
Total Duration Anticipated # hours offered(Per School Year)	144
Anticipated Total Students Participating per Year	15
Identify evidence-based supplementary materials and software	Summer Success Reading /houghton Mifflin Harcourt.
Monitor progress(Identify tool(s) used and frequency	Summer Success Reading provides a complete summer school reading program. Proven effective,Assessment; Student Response Book; read-aloud books; six 2-sided classroom posters; letter, word, & picture cards; and a Reader's Handbook.
Track Services(Identify tools and activities)	Use of service logs, teacher lesson plans, time and effort logs
Technology used? (Yes or No)	No

Reading Other

5. It is expected that the LEA will identify specific evidence-based programs and activities, including quoting the research supporting any and all program or activity to be implemented. In the table below, identify the evidence-based research related to reading strategies/activities.

Describe the research	Cite the source
Response to Intervention (RTI)-The purpose of the study was to	http://diginole.lib-fsu.edu/islandoral/object/fsu http://www.rtinetwork.org http://www.casamples.com

compare the long term effects of the two first grade RTI models (Dynamic and Typical RTI) on the reading performance of students in second and third grade. ER students in the dynamic RTI condition had higher reading scores at the end of second grade than those in the typical RTI condition.

"Practitioners should implement a three-tiered RTI model with confidence that they are engaging in research based practice that benefits students. RTI is a promising practice that already has positively influenced the lives of countless children."

iReady has a comprehensive research base, detailed at the sub-topic level. See source below.

Accelerated reader is a computerized supplementary reading program that provides guided reading instruction to students in grades K-12. It aims to improve

<p>students' reading skills through reading practice and by providing frequent feedback on students' progress to teachers. The AR program requires students to select and read a book based on their area of interest and reading level. Upon completion of a book, students take a computerized quiz based on the book's content and vocabulary. Quiz performance allows teachers to monitor student progress and to identify students who may need additional reading assistance. It have been evaluated by the What Works Clearinghouse.</p>	
<p>Helping students year round in academics will always assist students in gaining proficiency and the skills necessary for each grade. Summer camps that are exciting to the students and</p>	<p>http://eds.b.ebscohost.com.ezproxy.lib.uwf.edu/eds/pdfviewer/pdfviewer?vid=8&sid=7238b52b-b2b5-4844-a1ff-a3e0504f37e1%40pdc-v-sessmgr04</p>

<p>make learning fun will make an impact and help the students retain knowledge instead of doing a "knowledge dump" over the summer.</p>	
<p>In classrooms around the country, today's youth are preparing to succeed in school, lead in their communities, and impact the world. At HMH®, we're committed to developing programs, professional services, and integrated solutions that support everyone in our learning ecosystems as we work together to teach and reach this generation. Our offerings are anchored in a robust review of evidence, learning sciences, and effective classroom practice. Every program or service is then subject to rigorous and ongoing efficacy research to ensure we deliver on this commitment.</p>	<p>https://www.hmhco.com/research</p>

6. **Describe the coordination with and identify other federal and non-federal programs and the collaborative partners within and outside of the LEA 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.

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

The district funds Instructional Coaches/Reading resource teachers that are assigned to each school. The Instructional Coaches/Reading resource teachers 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 are referred to the student intervention team (RTI/MTSS) to formulate an individualized plan for each student. Instructional Coaches/Reading Teachers help with the implementation of the student improvement plan. MEP staff monitor grades and attendance, and work with the Reading 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 Reading Coaches, RTI/MTSS team, leadership and MEP Supervisor which are deemed necessary for the students.

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 supplementary and do not supplant existing state and locally funded activities and required services.

Related Florida Strategic Plan 2016-2020

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.

1. Identify the Need and Target Population to be addressed.

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

2. Of the migrant students who took the FSA mathematics component in school year 2018-2019, 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 component in school year 2018-2019, identify the number and percent of non-migrant students who achieved a score of 3 or above. 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 2019-2020. Finally, identify how the activities proposed below will address MAT 1.

2018 – 2019 FSA scores reflect that 50% (7 of 14) overall migrant and 45% (474 of 1065) non-migrant resulting in a -5%gap scored proficient in Math. Grade results for Florida Standards Assessment at each grade level reflects 67% (2 of 3) of 3rd grade migrant versus 44% (87 of 197) non-migrant resulting in a -23% gap; 60% (3 of 5) 4th grade migrant versus 51 % (104 of 204) non-migrant resulting in a -9% gap; 0% (0 of 1) of 5th grade migrant versus 45% (90 of 202) non-migrant resulting in a 45% gap; 50% (1 of 2) of 6th grade migrant versus 45% (77 of 172)non-migrant resulting in a -5% gap; 100% (1 of 1)of 7th grade migrant versus 48% (86 of

180) non-migrant resulting in -52% gap; 0% (0 of 2) of 8th grade migrant versus 30% (30 of 110) non-migrant resulting in 27% gap.

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 2019-2020 project year (June 30, 2020). If no other data is applicable, write "no other data applicable." Finally, identify how the activities proposed below will address MAT 1.**

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% (8 of 14) in math. Additional educational support of the Instructional Coaches utilizing Think Central 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. 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 Program to reach desired goals.

4. **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
Activity is evidence or research based (Yes or No)	Yes
Focus /Purpose (select most appropriate)	Student Achievement
Funding Source M=Migrant Only P = Partner(s) Only C=Migrant Contributed O=Other*	M
Target Population	<ul style="list-style-type: none"> Grades K-12
PFS	PFS and other migrant students
Florida Standards Use FS Code(s)	<ul style="list-style-type: none"> M
Location(library, community center, church, etc.)	School Sites
Frequency # times per week, once, daily, etc.	1x/qtr
Total Duration Anticipated # hours offered(Per School Year)	60
Anticipated Total Students Participating per Year	30
Identify evidence-based supplementary materials and software	iReady (as discussed in Reading Goal) monitors students proficiency in Math as well as reading. https://www.curriculumassociates.com/Research-and-Efficacy
Monitor progress(Identify tool(s) used and frequency	Progress Monitoring is embedded in RTI and monitored using iReady data to show if students are progressing, if there are areas of identified weakness and strengths that need support or enhancement.

Track Services(Identify tools and activities)	Progress monitoring is done via iReady, teacher notes, and other specified data.
Technology used? (Yes or No)	Yes
Activity 2	Response
Activity Name	After School Math Tutoring
Activity is evidence or research based (Yes or No)	Yes
Focus /Purpose (select most appropriate)	Student Achievement
Funding Source M=Migrant Only P = Partner(s) Only C=Migrant Contributed O=Other*	M
Target Population	<ul style="list-style-type: none"> • Grades K-5 • Grades 6-8
PFS	PFS and other migrant students
Florida Standards Use FS Code(s)	<ul style="list-style-type: none"> • M
Location(library, community center, church, etc.)	School Sites
Frequency # times per week, once, daily, etc.	3x/week
Total Duration Anticipated # hours offered(Per School Year)	76
Anticipated Total Students Participating per Year	20
Identify evidence-based supplementary 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.
Technology used? (Yes or No)	Yes

Evidence-based Research

5. It is expected that the LEA will identify specific evidence-based programs and activities, including quoting the research supporting any and all program or activity to be implemented. In the table below, identify the evidence-based research related to mathematics strategies/activities.

Describe the research	Cite the source
<p>The research shows that monitoring progress, and working with students in after school tutoring on identified needs will allow students to have gains in the subjects they are tutored in after school. Monitoring progress of students to identify the needs of the student help ensure that the students academic needs are met and that the instruction the student receives is aligned to the identified needs.</p>	<p>http://www.expandinglearning.org/docs/Durlak%26Weissberg_Final.pdf https://rti4success.org/essential-components-rti/progress-monitoring</p>
<p>The purpose of this brief is to summarize the findings from our research review, which indicated that afterschool programs that follow four evidence-based practices are successful in promoting young people's personal and social development (Durlak, Weissberg, & Pachan, 2010). While a number of afterschool programs need to change and improve, others have positively improved multiple dimensions of student learning and development. For this reason, the findings from various outcome studies on afterschool programs have led commentators to emphasize that a main focus in research should now primarily be to understand the factors that distinguish effective from ineffective programs in order to guide future policy and practice (Granger, 2010).</p>	<p>http://www.expandinglearning.org/docs/Durlak%26Weissberg_Final.pdf</p>

6. Describe the coordination with and identify other federal and non-federal programs and the collaborative partners within and outside of the LEA to address the identified need and activities including those identified in the Educational Activities chart. Specify the resources/supportive services provided by title program(s) to implement each activity, including Title I, Part C.
- 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 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

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

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.

Efforts To Raise Graduation Rates

For Title I, Part C, the following Measurable Program Outcomes related to mathematics 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 supplementary and do not supplant existing state and locally funded activities and required services.

Related Florida Strategic Plan 2016-2020

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.

1. Identify the Need and Target Population to be addressed.

- Migrant Parents who report (via survey) not being involved in their child's education.
- Migrant students in grades 3-12 who have not met the proficiency level in reading on the state assessment (Florida Standards Assessment (FSA), End-of-Course (EOC), etc.)
- Migrant children in grades 3-12 who have not met the proficiency level in mathematics on the state assessment (FSA, End-of-Course (EOC), etc.)
- Middle school and secondary migrant students in grades 8-12 who may be at risk of dropping out, not being promoted, or who may not be on track to graduate with a standard high school diploma or regular GED in current school year.
- Middle school and secondary migrant students in grades 9-12 who may have a GPA below 2.0.
- Migrant students in grades 10 -12, who participate in at least 3 months of MEP funded or facilitated tutoring and/or academic services who may not pass the state assessment or EOCs.
- Migrant students in grade 12 who may be at risk of dropping out or who may not be on track to graduate with a standard high school diploma or regular GED in current school year.
- Migrant students who did not demonstrate growth in reading 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 reading or mathematics on the state assessment.
- Decreasing the gap in graduation rate (standard diploma or regular GED) between migrant and non-migrant students.

2. **Of the migrant students who were eligible to graduate high school in school year 2017-2018, identify the number and percent of migrant students who graduated high school.**

Additionally, of the non-migrant students who were eligible to graduate high school in school year 2017-2018, identify the number and percent of non-migrant students who graduated high school. Specify the number and percent of migrant students in grades 9-12 served by the migrant education program who successfully completed at least one accelerated course or certification in school year 2017-2018. Also specify the number and percent of non-migrant students in grade 9-12 who successfully completed at least one accelerated course of certification in school year 2017-2018. Finally, explain how the activities proposed below in will address graduation rates and the percentage of migrant students taking accelerated courses.

The 2017-2018 Madison County had 1 migrant students in 12th grade that did graduate (100%). The migrant education program will still continue to assist with supplementary material to support students that are in transition. Providing tutoring to prevent drop out and continue to assist in monitoring grades along with the graduation coach. There were no migrant students enrolled in accelerated courses of certification

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 2019-2020 project year (June 30, 2020). 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. **Describe the proposed activity(ies) that will be implemented to address the identified needs, including strategies the project will facilitate or implement to decrease the achievement gap between migrant and non-migrant children.**

Activity 1	Response
Activity Name	Graduation Maps/Progress Monitoring For Graduation
Activity is evidence or research based (Yes or No)	No
Focus /Purpose (select most appropriate)	Student Achievement
Funding Source M=Migrant Only P = Partner(s) Only C=Migrant Contributed O=Other*	M
Target Population	<ul style="list-style-type: none"> Grades 9-12
PFS	PFS and other migrant students
Florida Standards Use FS Code(s)	<ul style="list-style-type: none"> M ELA LHS STS
Location(library, community center, church, etc.)	High School
Frequency # times per week, once, daily, etc.	1x/qtr
Total Duration Anticipated # hours offered(Per School Year)	10

Anticipated Total Students Participating per Year	4
Identify evidence-based supplementary 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.
Technology used? (Yes or No)	Yes

Evidence-based Research

5. It is expected that the LEA will identify specific evidence-based programs and activities, including quoting the research supporting any and all programs or activities to be implemented. In the table below, identify the evidence-based research related to high school graduation strategies/activities.

Describe the research	Cite the source
<p>The following are strategies for school personnel to follow in meeting the needs of immigrant students and families:</p> <ul style="list-style-type: none"> • Find ways to enhance and achieve your own self-awareness of your cultural heritage and the values that are embedded. One must understand one's own heritage in order to be culturally responsive to others' heritages and values. • Promote, facilitate, and participate in activities that increase knowledge of the cultures represented within the school through focused study of the values, living habits, food, family traditions, and other aspects of those cultures and the lives of students within the school. • Request and assist school administrators in providing professional development for teachers and other school personnel related to the cultures reflected in the student population. • Become skilled in conversational languages spoken in the school setting, with an emphasis on learning to speak Spanish fluently. • Establish collaborative relationships. Reaching out and attempting to collaborate with students and families is the first step. • Remember that immigrant families might not share a philosophy of active participation in and partnership with schools (Elizalde-Utnick, 2010). Some may view the teacher and the school as the main authority for the child. • Provide support services for immigrant families. School personnel—particularly school psychologists, social workers, counselors, and family liaisons—should work together. These school personnel are greatly instrumental in helping meet the needs of immigrant children and parents. • Establish a menu of parent and family support services that can include • orientation programs for new immigrants, • free and reduced-price breakfast and lunch programs, Preparation for public 	<p>http://dropoutprevention.org/wp-content/uploads/2017/10/supporting-immigrant-students-and-families-2017-10.pdf</p>

school administrators, teachers and other professional personnel involves self-awareness, knowledge of other cultures, and skills. National Dropout Prevention Center/Network Strategies for Supporting Immigrant Students and Families 7 • after-school childcare programs that provide homework support, • family involvement programs that support the development of reading and mathematical reasoning, • family literacy programs that support ELL learners—parents and children—and encourage shared reading at home, • parenting workshops and parent support groups, • increased access to health services regardless of immigration status (Dinan 2006), • ESL classes for parents, • school interpreters, • community-based and culturally-based social service agencies (Elizalde-Utnick, 2010; Dinan, 2006), • steps to facilitate immigrants' access to banks and other financial institutions, and • addressing the barriers that prevent low-income immigrant families from receiving public benefits (Dinan, 2006). • Instructional planning for ELLs should make use of differentiated instruction strategies that take into account students' readiness levels, learning style preferences, language dominance, and interests. Strategies include • previewing key academic vocabulary before each lesson, • scaffolding important concepts, • contextualizing vocabulary, • providing photo illustrations and manipulatives, • providing support or scaffolding materials in the students' first language, and • teaching concepts and vocabulary in the students' first language through a community volunteer or a proficient bilingual peer (Elizalde-Utnick, 2010).

6. **Describe the coordination with and identify other federal and non-federal programs and the collaborative partners within and outside of the LEA 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.

7. **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

Odyssey), 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.

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 your 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 supplementary and do not supplant existing state and locally funded activities and required services.

Related Florida Strategic Plan 2016-2020

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)

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.

1. **Identify the overall Need and Target Population to be addressed.**
 - 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.
2. **Identify the number of Pre-K students served by the district's migrant program in school years 2017-2018 and 2018-2019. Of the migrant students who were eligible to take a school readiness assessment prior to entering Kindergarten at the beginning of school 2018-2019, identify the number and percent of migrant students who scored at or above the proficiency standard on the assessment. Additionally, of the non-migrant students eligible to take a school readiness assessment prior to entering Kindergarten at the beginning of school 2018-2019, identify the number and percent of non-migrant students who scored at or above the proficiency standard on the assessment. Specify the anticipated number and percent of Pre-K migrant students who will scored at or above the proficiency standard on the assessment prior to entering Kindergarten in school year 2019-2020.**
 2018 – 2019 school year the Migrant education program did not have any students to participate in the readiness program.
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 2019-2020 project year (June 30, 2020). 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 2019-20 VPK kindergarten readiness assessment. The MEP program will assist in providing translated materials and resources for parent involvement meetings and activities

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

Activity 1	Response
Activity Name	Pre-K kits for parents of Pre-K children
Activity is evidence or research based (Yes or No)	Yes
Focus /Purpose (select most appropriate)	Student Achievement
Funding Source M=Migrant Only P = Partner(s) Only C=Migrant Contributed O=Other*	M
Target Population	<ul style="list-style-type: none"> Pre-K Parent
Florida Standards Use FS Code(s)	
Location(library, community center, church, etc.)	Students homes, migrant parent center.
Frequency # times per week, once, daily, etc.	4x/year
Total Duration Anticipated # hours offered(Per School Year)	4
Anticipated Total Students Participating per Year	4
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
Technology used? (Yes or No)	No
Activity 2	Response
Activity Name	School Readiness MEP Summer School
Activity is evidence or research based (Yes or No)	Yes
Focus /Purpose (select most appropriate)	Student Achievement
Funding Source M=Migrant Only P = Partner(s) Only C=Migrant Contributed O=Other*	M
Target Population	<ul style="list-style-type: none"> Pre-K
Florida Standards Use FS Code(s)	
Location(library, community center, church, etc.)	Migrant Resource Center
Frequency # times per week, once, daily, etc.	4x/week
Total Duration Anticipated # hours offered(Per School Year)	144
Anticipated Total Students Participating per Year	4
Identify evidence-based supplementary materials and software	Reading Eggs and Math Seeds

Monitor progress(Identify tool(s) used and frequency)	Pre and Post Teacher made assessments; Individualized Kindergarten Readiness Skills checklist
Track Services(Identify tools and activities)	attendance sheets
Technology used? (Yes or No)	Yes
Activity 3	Response
Activity Name	Home Visits
Activity is evidence or research based (Yes or No)	No
Focus /Purpose (select most appropriate)	Student Achievement
Funding Source M=Migrant Only P = Partner(s) Only C=Migrant Contributed O=Other*	M
Target Population	<ul style="list-style-type: none"> • Pre-K • Parent
Florida Standards Use FS Code(s)	
Location(library, community center, church, etc.)	Student Homes
Frequency # times per week, once, daily, etc.	2x/month
Total Duration Anticipated # hours offered(Per School Year)	4
Anticipated Total Students Participating per Year	4
Identify evidence-based supplementary materials and software	N/A
Monitor progress(Identify tool(s) used and frequency)	Progress is monitored via parent survey responses
Track Services(Identify tools and activities)	student service logs are kept. These logs identify: date, time, name of home visitor, topics covered, parent response
Technology used? (Yes or No)	No

Evidence-based Research

5. It is expected that the LEA will identify specific evidence-based programs and activities, including quoting the research supporting any and all program or activity to be implemented. In the table below, identify the evidence-based research related to school readiness strategies/activities.

Describe the research	Cite the source
Abstract: There is perhaps no more pressing issue in school policy today than the achievement gap across social lines. Achievement differences between well-to-do children and poor children and between disadvantaged	Alexander, K. L., Entwisle D. R., and Olson L. S. (2007). Summer learning and its implications: Insights from the Beginning School Study. New Directions for Youth Development, 114, 11–32.

<p>racial and ethnic minorities and majority whites are large when children first begin school, and they increase over time. Despite years of study and an abundance of good intentions, these patterned achievement differences persist, but who is responsible, and how are schools implicated? The increasing gap seems to suggest that schools are unable to equalize educational opportunity or, worse still, that they actively handicap disadvantaged children. But a seasonal perspective on learning yields a rather different impression. Comparing achievement gains separately over the school year and the summer months reveals that much of the achievement gap originates over the summer period, when children are not in school. The authors review Beginning School Study research on differential summer learning across social lines (that is, by family socioeconomic level) and its implications for later schooling outcomes, including high school curriculum placements, high school dropout, and college attendance. These studies document the extent to which these large summer learning differences impede the later educational progress of children of low socioeconomic status. Practical implications are discussed, including the need for early and sustained interventions to prevent the achievement gap from opening wide in the first place and for high-quality summer programming focused on preventing differential summer learning loss.</p>	
<p>Comparing the results of attitudes of the students who attended in the pre-school and the one who did not attended in this program shows that there is a significant difference between</p>	<p>http://www.irjabs.com/files_site/paperlist/r_2355_141001015502.pdf http://www.sedl.org/connections/resources/Keyfindings-reference.pdf</p>

these 2 groups in this regard. Based on the analyzed data about the attitude of students, it can be indicated that the students who had attended in preschool program have better attitude than the students who did not passed this program. They are more successful in terms of participation in games and social activities and class activities and also other behaviors related to the attitudes. Additional research shows that fostering a community that encourages education assists students from a young age. By having a parent resource center that is also mobile and visits the homes of the parents there is a better connection to the families from a young age and this assists the students as they grow and learn.

6. **Describe the coordination with and identify other federal and non-federal programs and the collaborative partners within and outside of the LEA 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.
7. **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 made contact with parents to find the needs of this aged 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
8. **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.

9. 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 your district.

N/A

Identification and Recruitment

For this section include any and all ID & R activities that will be provided during the 2019–2020 school year.

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.**

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.

2. **Describe the District's ID&R Quality Control Plan.**

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

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.**

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.

Consultation With Private Schools

To ensure timely and meaningful consultation, the local education agency shall consult with appropriate private school officials for the design and development of equitable services [ESSA: section 8501] for 2019-2020. 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 this section, the consultation with private schools documentation and plan of action will be found on the Title I, Part A project application. LEA must ensure that Title I Part C is included in the documentation and plan of action. 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 migrant 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.

For details, refer to the US Department of Education's Non-Regulatory Guidance for Private Schools - Title I, Part A: <http://www.ed.gov/programs/titleiparta/psguidance.doc> (2003)
<https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf> (2016)

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

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

N/A

Priority For Services (PFS)

PRIORITY FOR SERVICES - In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school.

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.

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

A migratory child who:

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

AND

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

OR

Has dropped out of school.

For the PFS Action Plan:

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.

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

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

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.

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.

MEP staff implement the following strategies to identify and recruit out of school youth (OSY): 1-work with crew leaders and farmers in the community to establish rapport an familiarity with services 2- Provide MEP contact information to crew leaders and farmers 3- encourage sharing of information with OSY, emphasizing the benefits to the crew leaders and farmers doing so 4- educate crew leaders and farmers about the MEP program and services 5- create and distribute Welcome packets on hand for formal and impromptu recruitment 6- Identify OSY educational goals through questionnaires and/or interviews, and provide programming accordingly 7- inform OSY of Life Skills programs available to them. The MEP will continue to provide informational flyers that explain services and educational opportunities for OSY migratory student-aged youth. MEP will provide hygiene packets during field visits to qualifying OSY (reside in district). The primary challenge to recruitment is the fact that most OSYs are in the district to work. Alternate service delivery times and methods will be explored wherever possible. OSY profiles are completed at the time certificates of eligibility are filled out.

Did MEP serve OSYs in the 2018-2019 school year (SY)?

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

How many OSY did you serve in 2018-2019? 30

[If LEA served OSYs in the 2018-2019 SY, provide appropriate numbers and percentages in the questions that follow. If LEA did not serve OSYs during 2018-2019 SY, provide a projected goal for number; leave percent blank.]

Identify number and percentage of OSYs that received support to build capacity to access educational resources in their communities where they live and work

27

90.00 %

Identify number and percentage of OSYs who will receive support to build capacity to access educational resources in their communities where they live and work

27

90.00 %

Identify number and percentage of OSYs expressing an interest in receiving survival English skills

0

0.00 %

Identify number and percentage of OSYs the MEP plans to provide survival English skills

0

0.00 %

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

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

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**).

Educational Continuity

Providing educational continuity to all migratory students, regardless of their mobile lifestyle, is of paramount concern to MCSD's MEP program. The district will address the needs of PFS students first, but will work closely with all migrant elementary and secondary students to ensure that they are provided with the optimal services to graduate from high school and have the opportunity to attend post-secondary learning institutions. The MEP's parent liaison and program supervisor will work closely with administrators, guidance counselors, resource teachers, regular classroom teachers and other staff to ensure the academic success of all migrant students. The migrant parent liaison assists in identifying those students who are at risk due to educational interruptions. Appropriate referrals to the RTI/MTSS committees shall be done by guidance counselors, teachers, administrators and MEP staff.

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.

School Engagement

MCSD has invested Title II funds in Kagan strategies, a research based student engagement program. This year it will provide support to ensure that there is a trainer for each school.

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.

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.

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.

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: 60
Expected Percent: 95.00 %

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.

Indicate the proposed number of MPAC meetings that will be held during the school year. 3

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

The Migrant Parent Advisory Council (MPAC) for Madison County meets three times a year, as established by the council officers. Officers consist of a president, vice-president and secretary. Each meeting is documented through an agenda, sign in sheet, parent surveys, handouts, and meeting notes or minutes kept by the MEP parent liaison. Meetings and all associated handouts are provided in the parents' home language. Parents are encouraged to express their views on policies, decisions, and programs affecting their children's academic progress through informal discussions and needs assessment surveys. The goal of MPAC meetings is to provide parents with training and strategies to assist their child academically, thus improving student achievement; to provide input to improve MEP services and to provide information regarding migrant parent and student rights

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 (50%); take their child to places in the community for learning experiences (50%); 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 (74%), 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 (64%); 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 (33%). The only barrier cited by these parents was work schedule and transportation (66%) (55%).

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

Summer School Programs

For this section, include all summer school services that will be provided during the 2019-20 school year for the following areas.

English Language Arts (ELA) and Mathematics

Summer school is provided, should funding allow, to all MEP students in the areas of ELA and 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 ELA and math to ensure that the program will help bridge any learning gaps

High School Graduation

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.

Out of School Youth (OSY)

OSY are offered the same opportunities as all other MEP students.

School Readiness

VPK in Madison offers half day VPK for transitioning students

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.

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.

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 the summer program, after school tutoring and the migrant parent coordinator/MEP supervisor position that is the heart of the Migrant Parent Resource Center.

Dissemination Plan

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.