



2022-23 K12 Elementary and Secondary Education Act (ESEA) Federal Programs Universal Monitoring System (UMS)

Tier 1: Module 2 Support



Module Objectives

- [Deliver an Opening Welcome Message](#)
- [Cover the Universal Monitoring System](#)
- Convey the Program Office Tier 1 November Topics
 - [Title I, Part A](#) – Improving Basic Programs Operated by Local Educational Agencies (LEAs)
 - [Title I, Part C](#) – Education of Migratory Children
 - [Title I, Part D](#) – Neglected & Delinquent Youth
 - [Title II, Part A](#) – Supporting Effective Instruction
 - [Title III, Part A](#) – English Language Acquisition, Language Enhancement and Academic Achievement
 - [Title IV, Part A](#) – Student Support and Academic Enrichment
 - [Title V, Part B](#) – Rural and Low-Income Schools
 - [Title IX, Part A](#) – McKinney-Vento Program



Opening Welcome Message

Amanda Meeks,
Assistant Vice Chancellor for Strategic Improvement

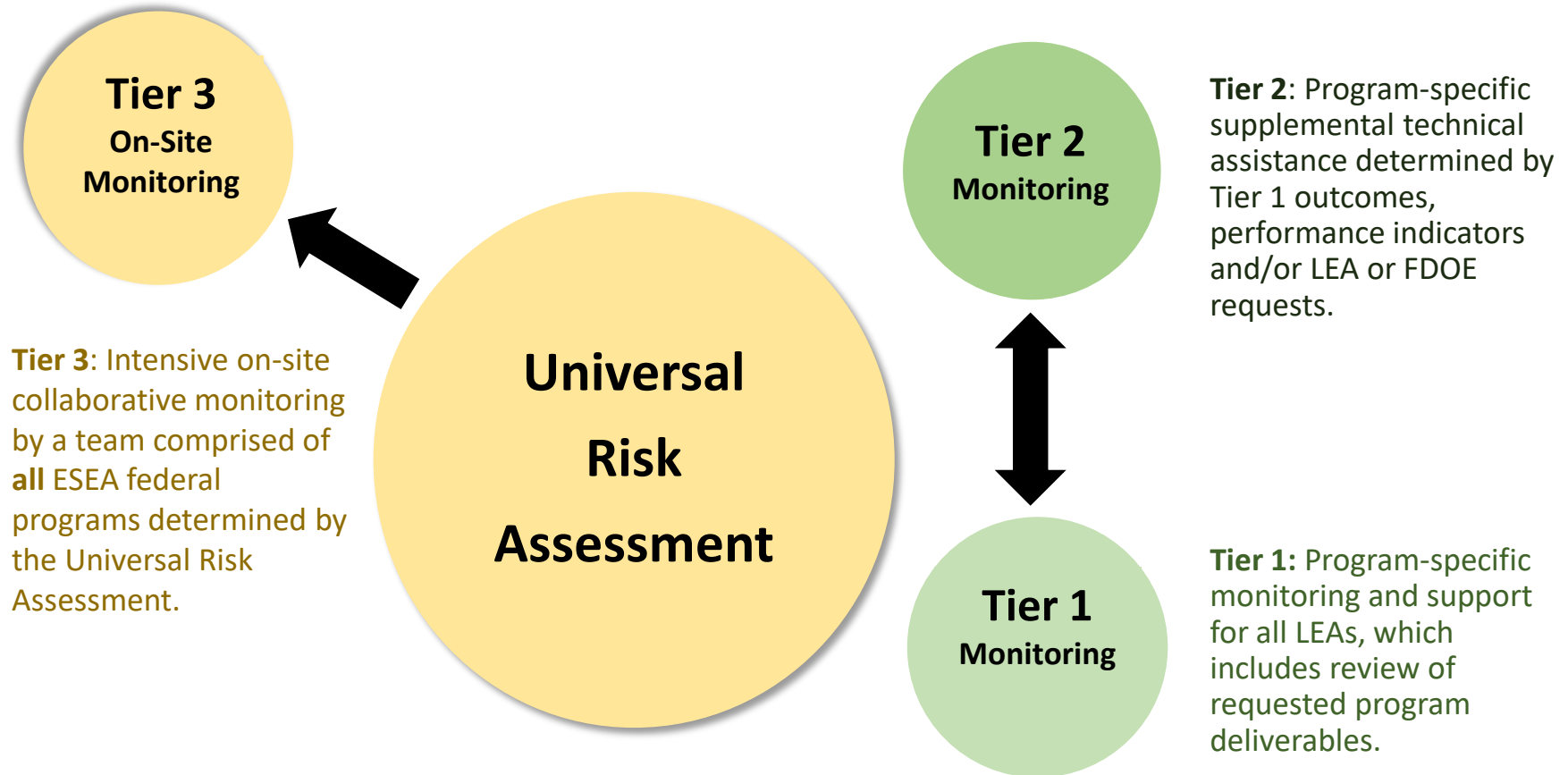




2022-23 Universal Monitoring System

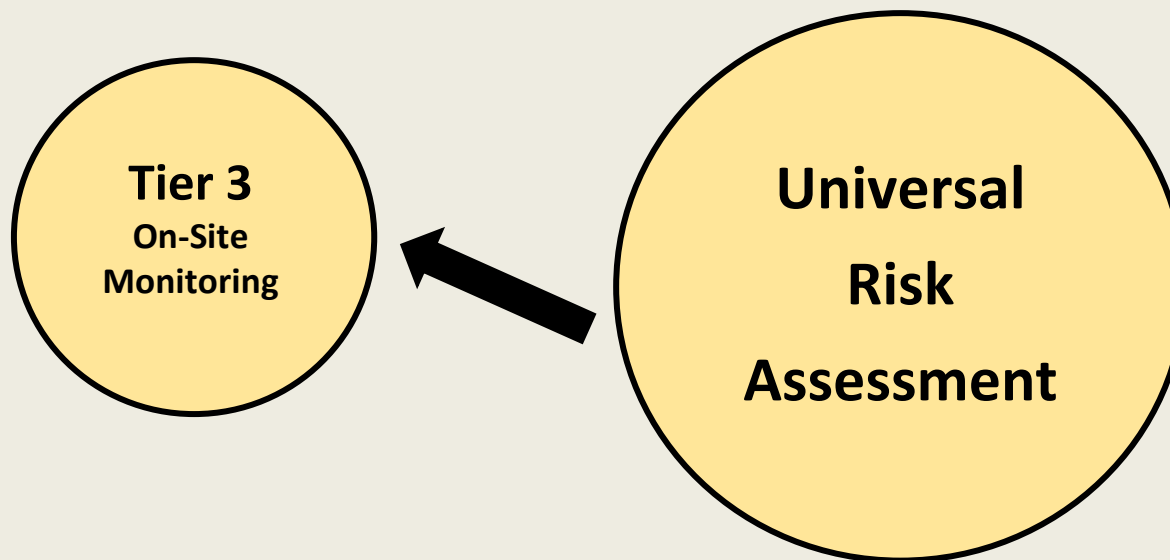
The Risk Assessment and Support Tiers

2022-23 Universal Monitoring System for K12 ESEA Federal Programs



2022-23 Universal Risk Assessment

- **Goal:** Identify high-risk LEAs for Tier 3 intensive on-site collaborative monitoring.



2022-23 Universal Risk Assessment

- **Risk** is evaluated to determine the likelihood and potential impact of an LEA not achieving grant goals and compliance requirements.
- The 2022-23 universal risk assessment analyzes quantifiable data points/**indicators** using **risk criteria** levels to determine a total **risk score** for each LEA.
- The LEA's total **risk score** will be used to determine if Tier 3 intensive on-site collaborative monitoring will be conducted by a team comprised of **all** ESEA federal programs.

2022-23 Universal Risk Assessment

#	Indicator	Low Risk Value	Medium Risk Value	High Risk Value	Low Risk Criteria	Medium Risk Criteria	High Risk Criteria	Data Source
1	Percent of Schools in the District with Comprehensive Support & Improvement (CSI) Status (most recent available)	5	10	15	Less than 10%	10% - 19.99%	20% or more	2022-23 Federal Index and ESSA Support Categories, by School as of July 18, 2022
2	Percent of Schools in the District with Targeted Support & Improvement (TSI) Status (most recent available)	3	6	10	Less than 50%	50% - 69.99%	70% or more	2022-23 Federal Index and ESSA Support Categories, by School as of July 18, 2022
3	Total Allocation of Federal Grants, FY 2022-23	5	10	15	Less than \$3 million	\$3-10 million	More than \$10 million	Sum of preliminary 2022-23 Federal grant allocations for 7 programs within the consolidated application
4	Total Number of Federal Grants, FY 2022-23	3	6	10	3 grants or less	4 to 5 grants	6 -7 grants	Number of Federal grants per district for 2022-23 within the consolidated application
5	Percent of Unexpended Federal Grant Funds (2021-2022)	5	10	15	10.00% or less	10.01% - 20.00%	20.01% or more	Sum of unexpended funds from 2020-2021 FLAGS detail reports for 7 grants within the consolidated application as of July 28, 2022
6	Timeliness of Grant Applications, FY 2022-23	3	6	10	90% to 100% on time	80% to 89.99% on time	Less than 80% on time	Timeliness of grant applications for 2022-23 fiscal year as indicated on internal ShareFile Tracker as of August 2, 2022
7	The LEA's average school-level percentage of federal funds comprising the total per-pupil expenditure amount.	3	6	10	Less than 7%	7.00% - 8.99%	9% or more	2020-21 School per-pupil expenditures report as of August 8, 2022

2022-23 Monitoring: Tier 1

Common across all participating programs:

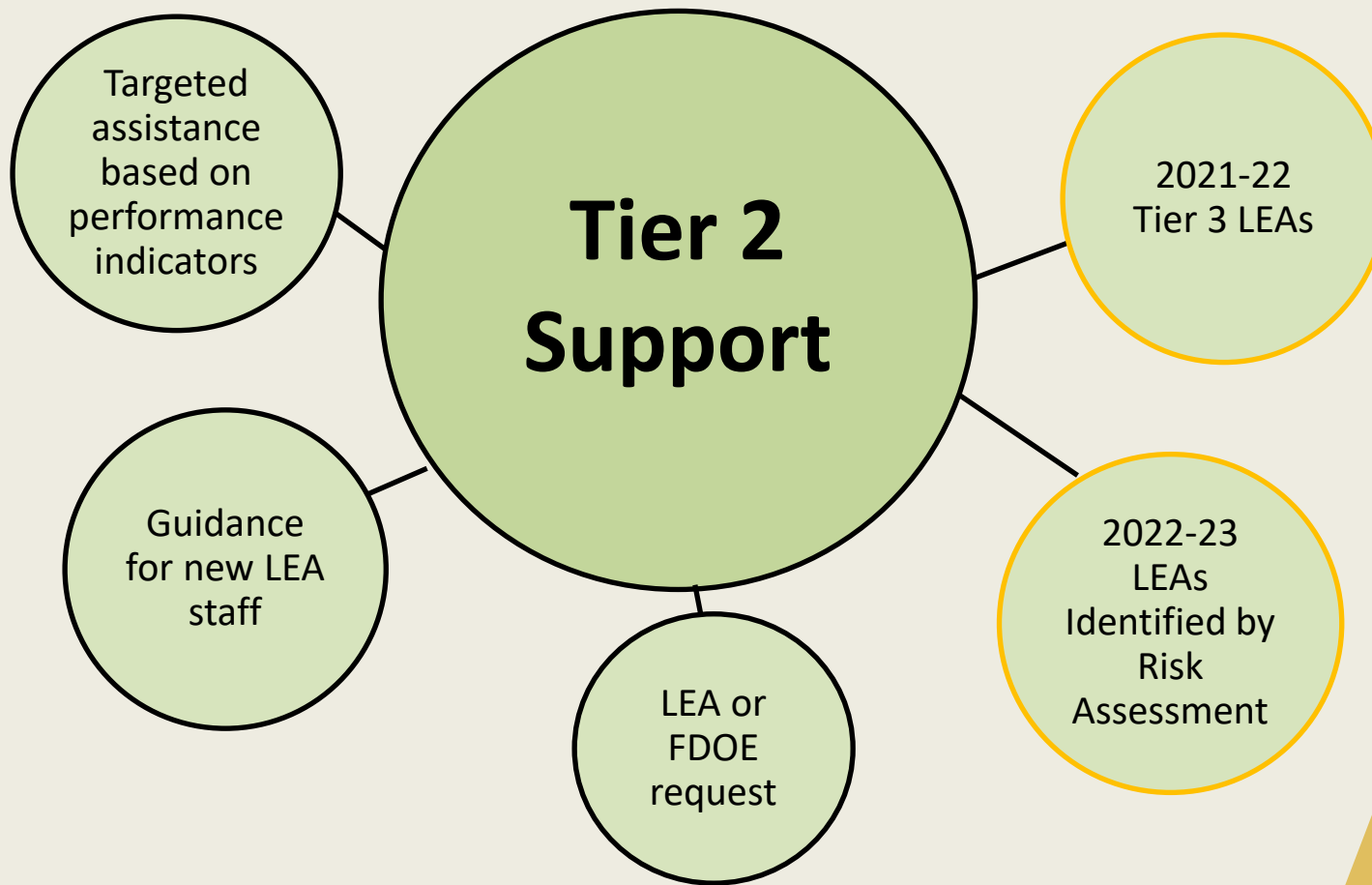
- Supports are provided during real-time implementation.
- All LEAs participate in Tier 1 supports.
- All LEAs upload program-specific topic documentation via program-specific ShareFile.
- All LEA program-level uploads are due by the last day of each of the four designated upload months.
- Upload months are October, November, February and March.

2022-23 Monitoring: Tier 1

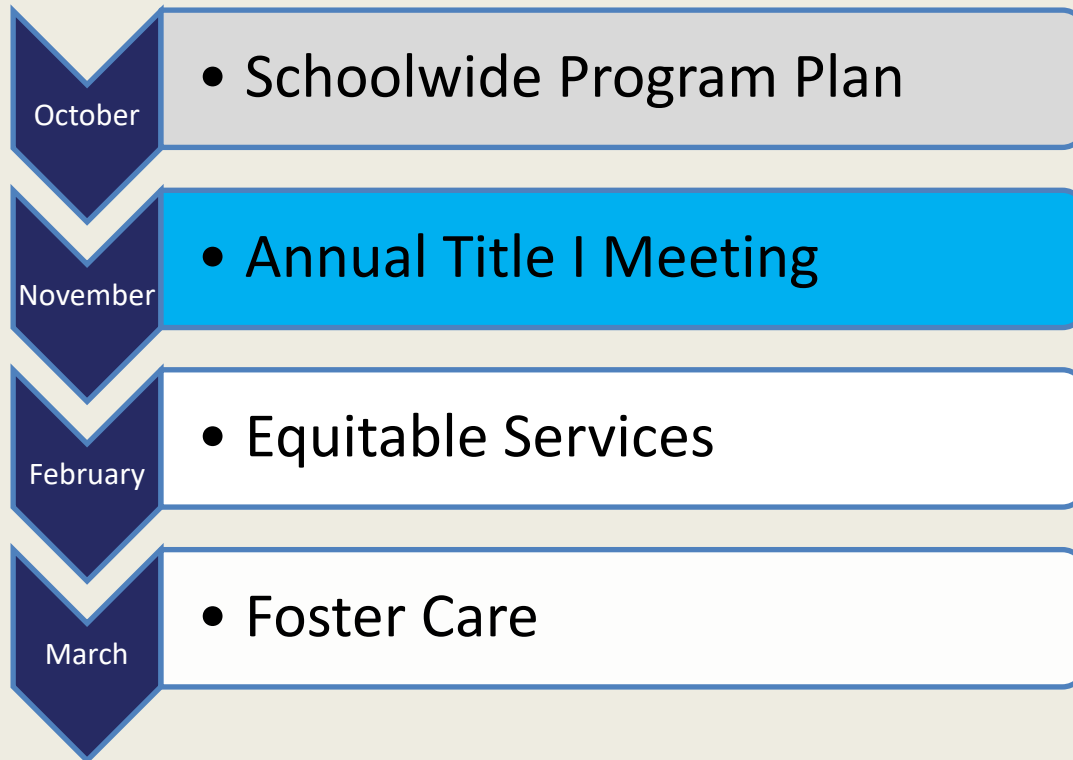
Florida's 2022-23 K12 ESEA Federal Programs Tier 1 Monitoring One-Pager

Topical Support – September 1 October Uploads	Topical Support – October 1 November Uploads	Topical Support – January 1 February Uploads	Topical Support – February 1 March Uploads
Title I, Part A	Title I, Part A	Title I, Part A	Title I, Part A
Schoolwide Program Plan	Annual Title I Meeting	Equitable Services	Foster Care
Title I, Part C	Title I, Part C	Title I, Part C	Title I, Part C
Residency Verification	Priority for Services	Migrant Parent Advisory Council	No Upload Required
Title I, Part D	Title I, Part D	Title I, Part D	Title I, Part D
Educational Services	Professional Development	Transition Supports	Evaluation
Title II, Part A	Title II, Part A	Title II, Part A	Title II, Part A
Cross Coordination and Collaboration	Equitable Services	Project Outcomes	No Upload Required
Title III, Part A	Title III, Part A	Title III, Part A	Title III, Part A
Language Instruction Notice	Program Implementation	Language Instruction Notice	No Upload Required
Title IV, Part A	Title IV, Part A	Title IV, Part A	Title IV, Part A
Stakeholder Consultation	Equitable Services	Program Activity and Implementation	Evaluation
Title V, Part B	Title V, Part B	Title V, Part B	Title V, Part B
Attendance	No Upload Required	Program Implementation	No Upload Required
Title IX, Part A	Title IX, Part A	Title IX, Part A	Title IX, Part A
Attendance (Transportation)	Collaboration	Postsecondary Transition	No Upload Required

2022-23 Monitoring: Tier 2



Title I, Part A Monitoring Tier 1



Title I, Part A

ESEA Section 1116: Parent and Family Engagement

- LEA and school level parent and family engagement policies.
- Policy involvement.
- Shared responsibilities for high student academic achievement.
- Building capacity for involvement.
- Accessibility.

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Topic: Annual Title I, Part A Meeting

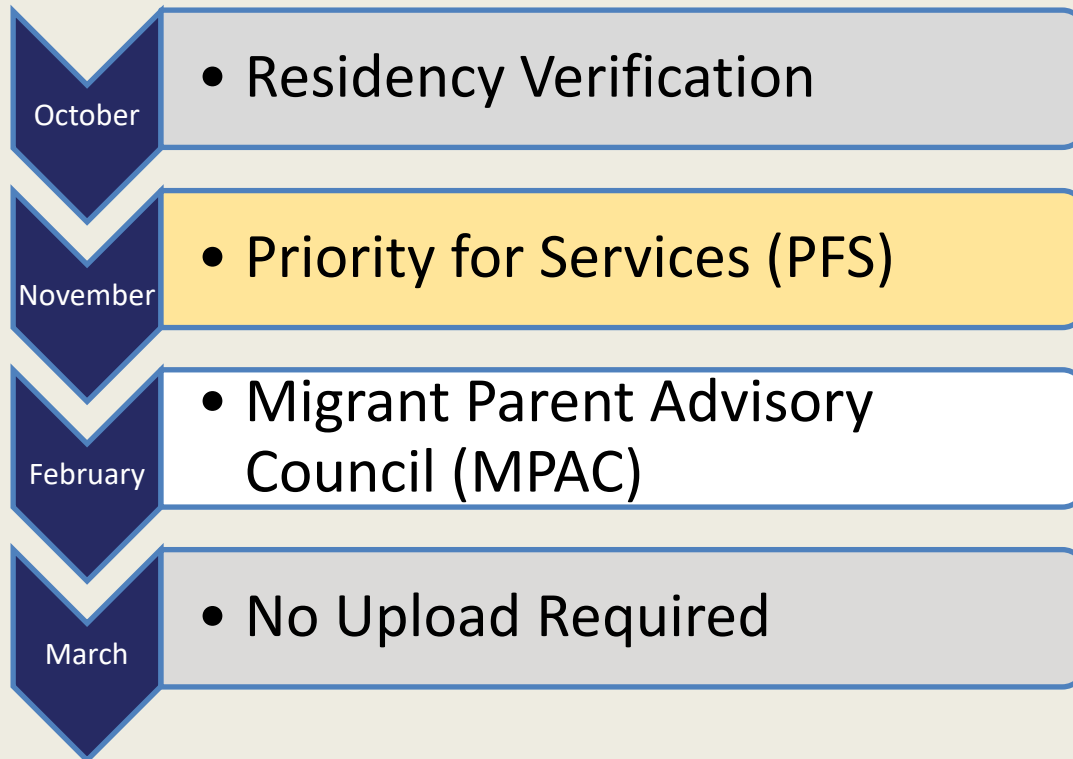
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| <ol style="list-style-type: none">1. Each school served under this part shall convene an annual meeting at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and explain the requirements of this part and the right of the parents to be involved... | <ol style="list-style-type: none">1. For each sample school, the LEA should provide evidence of inviting parents to attend an Annual Title I meeting held at a convenient time, the actual convening of the meeting which included content on parental rights to be informed and involved. |
|--|--|

Contact our program office directly for additional Tier 2 supports.



ESEA Section 1116(c)(1)

Title I, Part C Monitoring Tier 1



Priority for Services (PFS)

Section 1304(d) of ESEA states: “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.”

In order to meet this requirement, the FDOE requires LEAs receiving Title I, Part C funds to prioritize serving migratory children who meet these criteria.

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Topic: Priority for Services (PFS)

1. The LEA shall give priority to serving migrant students who have made a qualifying move within the previous 1-year period and who have either a) dropped out of school or b) met at least one of the following criteria: (1) scored at Level 1 or Level 2 on the 2021-22 Florida Standards Assessment; (2) are English Language Learners; (3) have age or grade discrepancies; (4) were retained; or (5) are at risk of failing to meet the state graduation requirements in at least one of the following areas: (1) having an unweighted grade point average of 2.0 or below or (2) having insufficient credits for promotion or graduation.



1(a). The LEA should provide the LEA's list of migratory children identified as Priority for Services (PFS).

The list should include PFS eligibility criteria prescribed by FDOE and ESEA.

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A preschool migratory child meets PFS criteria if the child made a qualifying move within the previous 1-year period and meets at least one of the following criteria:

- The student is at least 3 years old, not currently enrolled in an approved academically rigorous preschool program (or had not been enrolled in such program for at least 3 of the previous 12 months) **and** is not fluent in English **or** the home language is not English.
- The student is at least 3 years old and has a documented suspected developmental delay.
- The student is expected to start Kindergarten in the upcoming school year and is not meeting generally accepted school readiness targets.

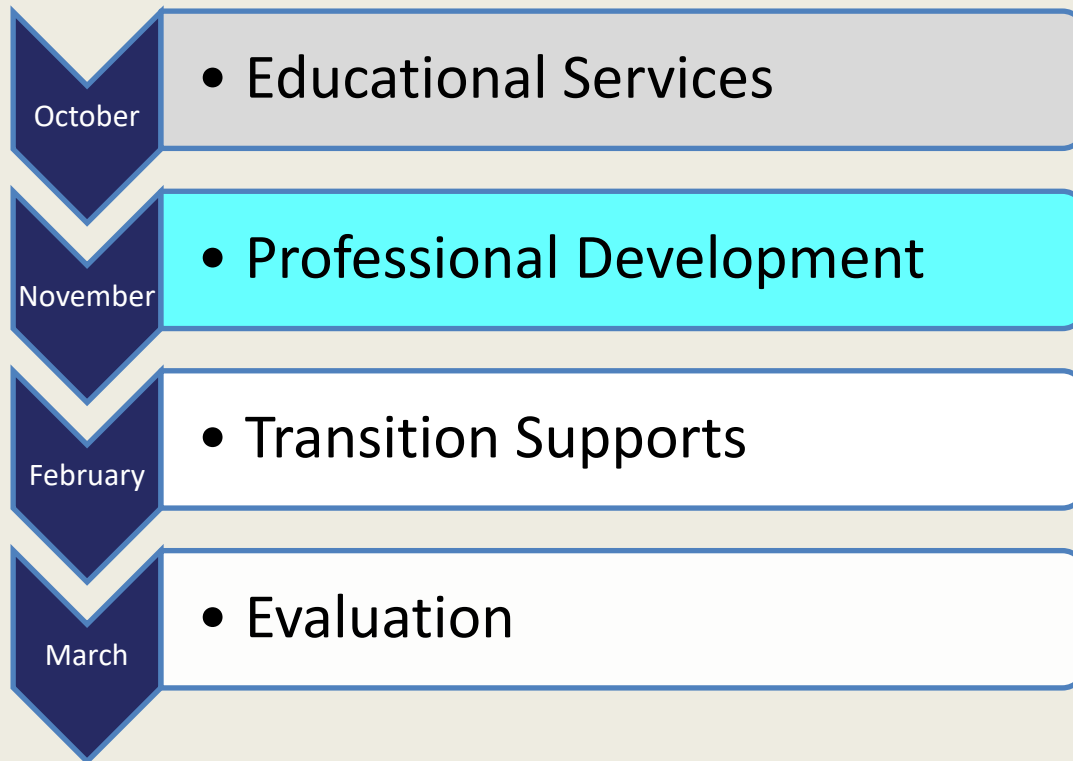
Title I, Part C

Reminders:

- Each LEA's listing of PFS students should show its current listing for 2022-2023.
- Review the [March 2019 PFS Technical Assistance Paper](#) for Florida-specific PFS criteria.
- Review the 2021-2022 child count reconciliation report on the national Migrant Student Information Exchange (MSIX).

Contact our program office directly for additional Tier 2 supports.

Title I, Part D Monitoring Tier 1



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Topic: Professional Development

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| <p>1. LEA ensures correctional facilities are staffed with teachers and other qualified staff trained to work with at-risk children and youth, including students with disabilities.</p> | <p>1. For each LEA serving students in correctional facilities with Title I, Part D funds, the LEA should provide documentation of completed professional development and agendas for upcoming professional development. Indicate professional development activities funded by Title I, Part D, if applicable.</p> |
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Documentation must include:

- A summary of the professional development (intended knowledge or skill, how the information will be used and the expected impact on students);
- Sign-in sheet(s); and
- Indication of Title I, Part D-funded professional development.

Title I, Part D Important Dates

Survey 5:

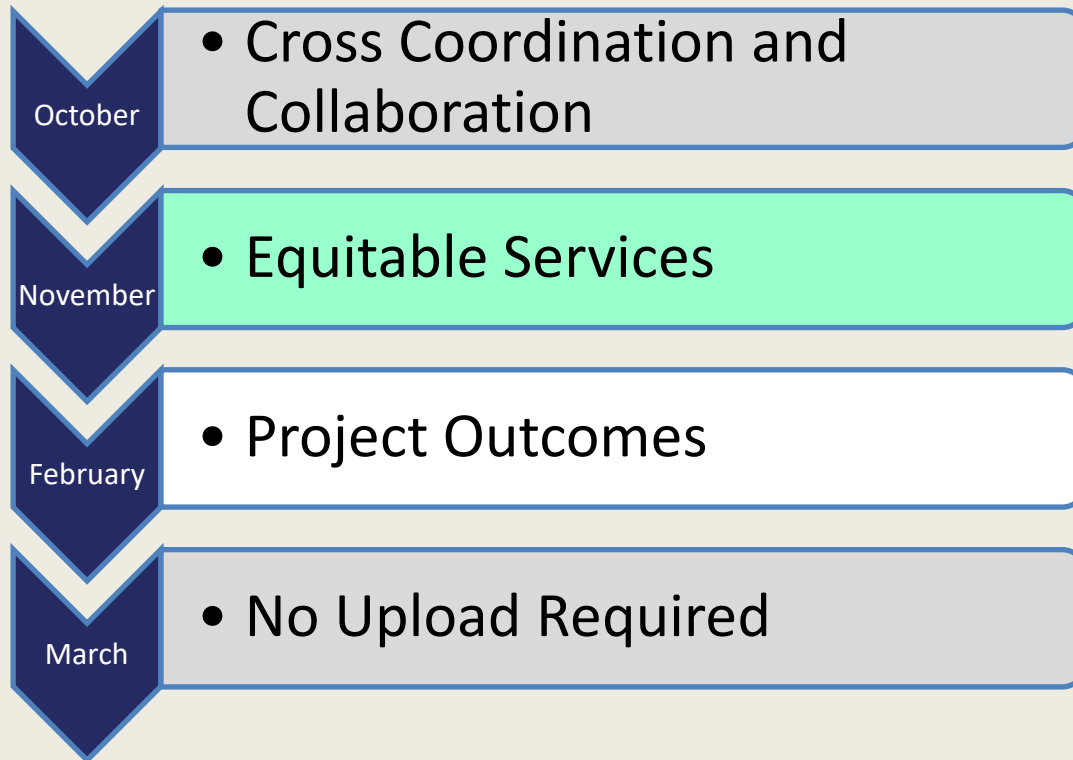
- Final Update/Amendment Date: October 31, 2022
- Key data elements to be reported for students served with Title I, Part D funds: Fund source D, dropout prevention/juvenile justice programs code, and pre-test and progress levels for mathematics and English language arts.

Survey 9:

- Due Date: December 2, 2022
- State Processing: November 21, 2022 – January 5, 2023
- Counts of neglected and delinquent students determines Title I, Part D, Subpart 2 funding allocation for LEAs.

Contact our program office directly for additional Tier 2 support.

Title II, Part A Monitoring Tier 1



Equitable Services

Under the Title II, Part A program LEAs are required to provide educational services and other benefits for private school children, teachers, and other educational personnel, equitable in comparison to services and other benefits for public school children, teachers and other educational personnel.

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Topic: Equitable Services

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| <ol style="list-style-type: none">1. The LEA consulted with appropriate private school officials through timely and meaningful consultation occurred to discuss opportunities for eligible private schools to participate in Title II, Part A activities and services. | <ol style="list-style-type: none">1. The LEA should provide documentation that appropriate private school consultations were both timely and meaningful, include dates and attendees, and that Title II, Part A activities and services were discussed. |
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LEA Affirmation of Consultation With Private School Officials

Sec. 1120(b) of the *Elementary and Secondary Education Act* and Sec. 200.63 of the Title I regulations require that timely and meaningful consultation occur between the local education agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this act. Consultation shall continue throughout the implementation and assessment of activities under this section.

The following topics *must* be discussed during the ongoing consultation process:

- How the LEA will identify the needs of eligible private school children;
- What services the LEA will offer to eligible private school children;
- How and when the LEA will make decisions about the delivery of services;
- How, where and by whom the LEA will provide services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with a third-party provider;
- How the LEA will assess academically the services to eligible private school children in accordance with Sec. 200.10 of the Title I regulations and how the LEA will use the results of that assessment to improve Title I instructional services;
- The size and scope of the equitable services that the LEA will provide to eligible private school children and, consistent with S200.64, the proportion of funds that will be allocated to provide these services;
- The method or sources of data that the LEA will use under S200.78 to determine the number of private school children from low-income families residing in participating public school attendance areas, including whether the LEA will provide to teachers and families of participating private school children; and
- If the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA must provide the private schools the reasons in writing why the LEA chooses not to use a contractor.

We agree that timely and meaningful consultation occurred before the LEA made any decision that affected the participation of eligible private school children in the Title I, Part A, program.

LEA School Official _____ Date _____
Private School Representative _____ Date _____

School District _____ Name of Private School Agency or School _____

The LEA must maintain a copy of this form in its records and provide copies to the SEA.

Interested to Participate Private School Officials Interested in Participating in Selected Federal Programs

Name of Private School _____
Name of Private School Official _____
Title of Private School Official Principal
Private School Contact (if other than person listed above): _____
Phone Number of Contact _____
E-mail address _____
Fax _____

This school is interested in participating in the following programs for the 2017-18 school year as indicated below:

Circle Yes or No for Each Grant Listed:

Title I, Part A—Improving the Academic Achievement of the Disadvantaged
Title I, Part C—Education of Migrant Children
Title II, Part A—Teacher and Principal Training Fund
IDEA, Part B (Individuals with Disabilities Education Act)

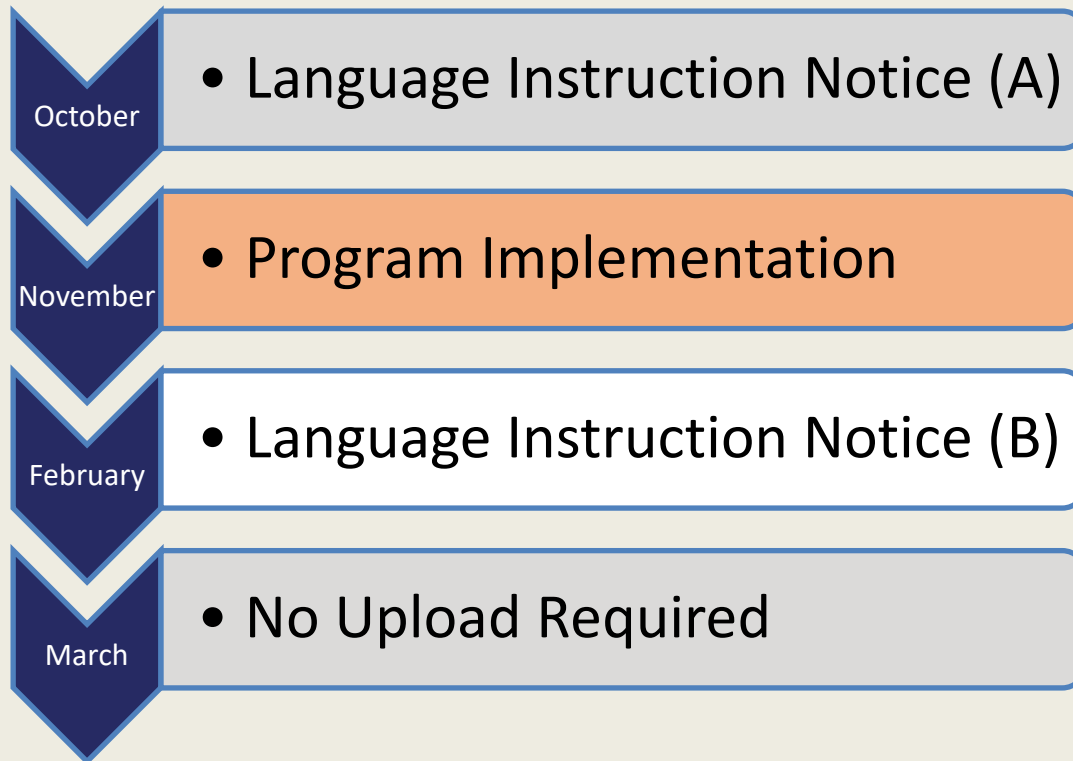
Yes
Yes
Yes
Yes

Please return this form by to:



Contact our program office directly for additional Tier 2 support.

Title III, Part A Monitoring Tier 1



Program Implementation

The LEA shall use the funds for developing and implementing new language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth, including early childhood education programs, elementary school programs and secondary school programs.

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Topic: Program Implementation

1. The LEA shall use the funds for developing and implementing new language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth, including early childhood education programs, elementary school programs and secondary school programs.

1(a). The LEA should provide a list of supplemental resources and materials, such as resource personnel, technology, ebooks, printed books and materials.

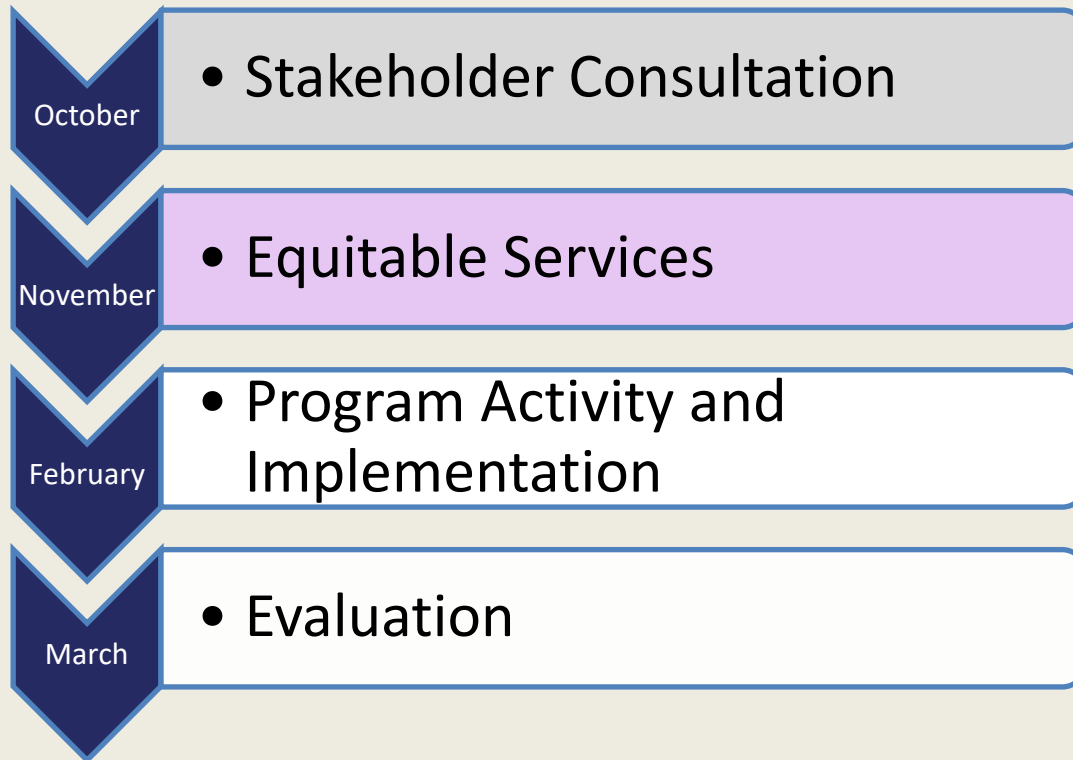
A purchase order, invoice, contract or employee record for one item must accompany this list.

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1(b). The LEA must provide a statement for how these resources and materials supplement the implementation of language instruction educational programs and academic content instructional programs for English learners and Immigrant children and youth, including early childhood programs, elementary and secondary school programs.

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Title IV, Part A Monitoring Tier 1



Equitable Services

- Sections 1117 and 8501 of ESEA require LEAs to provide eligible private school students, their teachers and their families with services that are equitable to those services provided in public schools.
- Consultation is a meaningful, ongoing discussion between LEAs and private school administrators. It should begin during the project development and continue throughout the project.
- Consultation helps the LEA provide services.

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Topic: Equitable Services

1. The LEA through timely and meaningful consultation with private school officials, shall give students, teachers, and other educational personnel of private schools the opportunity for equitable participation in activities or services provided by Title IV, Part A funds.

1(a). The LEA shall submit evidence that the LEA has procedures in place to provide private schools with equitable participation in activities or services provided by Title IV, Part A.

Documentation must include procedures for the following provision of equitable services:

- Collecting private school requests,
- Ordering items and securing services requested by private schools,
- Delivery of items and/or confirmation of services.



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Topic: Equitable Services, continued

1(b). The LEA shall provide documentation showing fulfillment of at least one private school request for equitable participation in activities or services provided by Title IV, Part A.

LEAs with no participating private schools must upload documentation showing there are no participating private schools and/or documentation showing private schools within the LEA declined to participate.

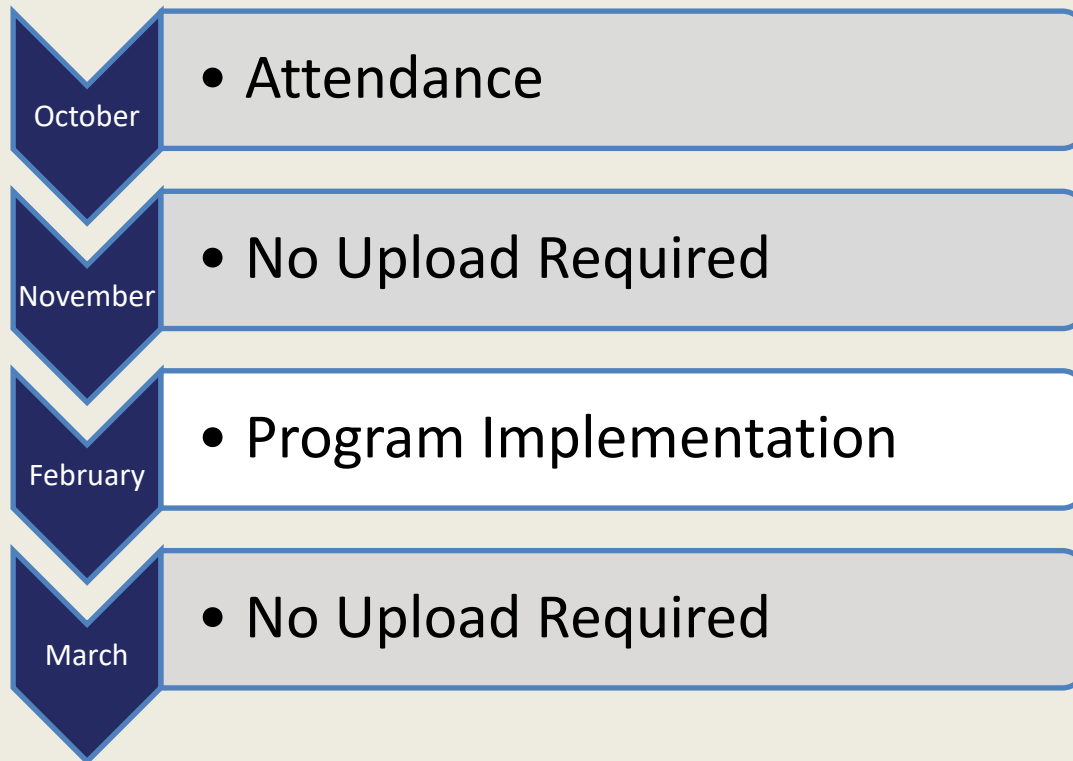
LEAs without an equitable services requirement are not required to upload documents.

Contact our program office directly for additional Tier 2 support.

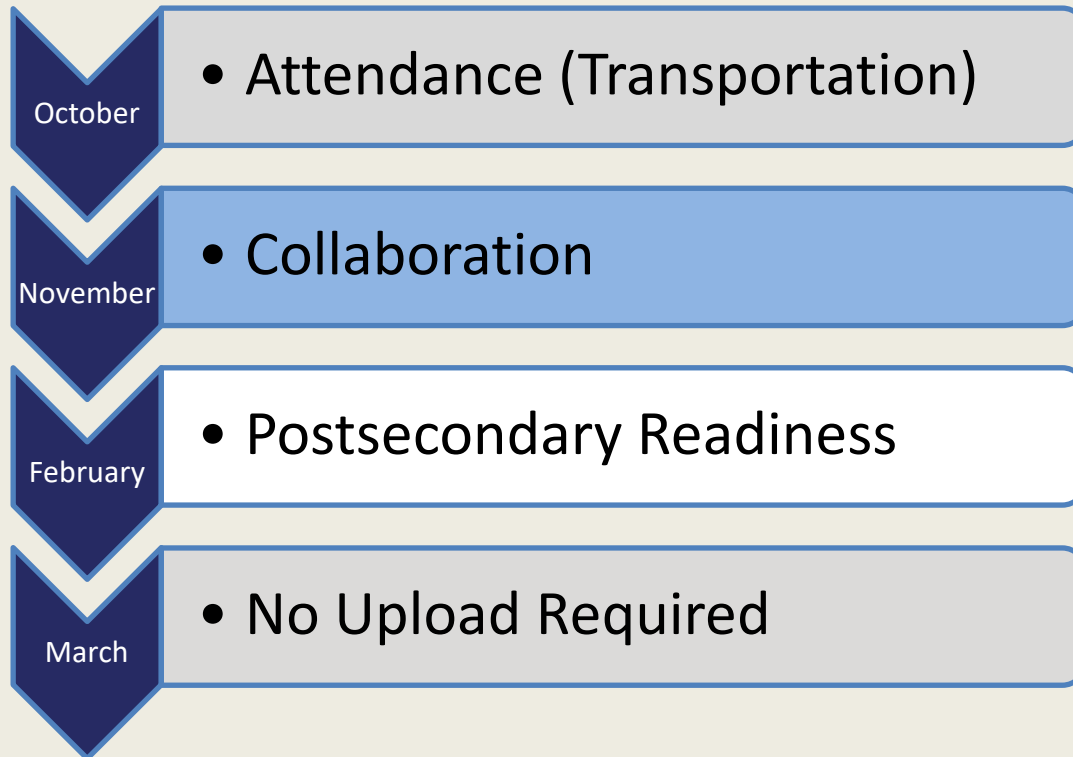


ESEA Section 8501

Title V, Part B Monitoring Tier 1



Title IX, Part A Monitoring Tier 1



Collaboration

Title IX, Part A, of ESEA, also referred to as the McKinney-Vento Act (MVA), requires LEAs to coordinate and collaborate with state and local educational and community partners to ensure students experiencing homelessness are identified and have access to services that address barriers to regular school attendance and academic success.

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Topic: Collaboration

1. The LEA liaison shall coordinate and collaborate with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
- 1(a). The LEA should provide communication and/or e-mails of homeless liaisons coordinating with other LEAs to serve the needs of homeless students.

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Topic: Collaboration, continued

- 1(b). The LEA should provide communication and/or e-mails of homeless liaisons coordinating with school and LEA programs within the LEA to serve the needs of homeless students.

- 1(c). The LEA should provide communication and meeting records showing homeless education-specific coordination or collaboration with community partners relevant to the identification of homeless children and youths and provision of other related services.

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Topic: Collaboration, continued

2. The LEA shall ensure homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies.

2(a). The LEA should provide communication and meeting records showing homeless education-specific coordination or collaboration with community partners relevant to the identification of homeless children and youths and provision of other related services.

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Topic: Collaboration, continued

3. The LEA shall coordinate the provision of services with local social services agencies and other entities and entities providing services to homeless children and youths and their families.

3(a). The LEA should provide a list of coordinating agencies and services provided to homeless children and youths.

3(b). The LEA should provide copies of memoranda of agreements, contracts or other similar documents with coordinating agencies, if applicable.

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**FLORIDA DEPARTMENT OF
EDUCATION**
fldoe.org

Florida's 2022-23 K12 ESEA Federal Programs Universal Monitoring System

Title IX, Part A		
Local Educational Agency (LEA) Name		
Program Contact Information		
Contact Name		
Phone		Email

November Upload Coversheet

Topic:	Collaboration	Due Date	November 30, 2022
	<p style="text-align: center;">Requirements</p> <ol style="list-style-type: none"> The LEA liaison shall coordinate and collaborate with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths. The LEA shall ensure homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies. The LEA shall coordinate the provision of services with local social services agencies and other entities and entities providing services to homeless children and youths and their families. 		<p style="text-align: center;">Evidence</p> <p>1(a). The LEA should provide communication and/or e-mails of homeless liaisons coordinating with other LEAs and states to serve the needs of homeless students.</p> <p>1(b). The LEA should provide communication and/or e-mails of homeless liaisons coordinating with school and LEA programs within the LEA to serve the needs of homeless students.</p> <p>1(c). The LEA should provide communication and meeting records showing homeless education-specific coordination or collaboration with community partners relevant to the identification of homeless children and youths and provision of other related services.</p> <p>2(a). The LEA should provide communication and meeting records showing homeless education-specific coordination or collaboration with community partners relevant to the identification of homeless children and youths and provision of other related services.</p> <p>3(a). The LEA should provide a list of coordinating agencies and services provided to homeless children and youths.</p> <p>3(b). The LEA should provide copies of memoranda of agreements, contracts, etc. with coordinating agencies, if applicable.</p>
Provide the document title, a description, and the upload page number(s).			
Document Title	Evidence Description	Page Number(s)	

1 | Page

Contact our program office directly for additional Tier 2 support.

Strategic Improvement Destination



FDOE Program Office Contacts

Program	Director	Email
Title I, Part A	Matthew Wiley	Matthew.Wiley@fldoe.org
Title I, Part C	Henry Miller	Henry.Miller@fldoe.org
Title I, Part D	Carla Greene	Carla.Greene@fldoe.org
Title II, Part A	Matthew Caldwell	Matthew.Caldwell@fldoe.org
Title III, Part A	Ginger Alberto	Ginger.Alberto@fldoe.org
Title IV, Part A	Dr. Cassandra Brown	Cassandra.Brown@fldoe.org
Title V, Part B	Dr. Hilal Peker	Hilal.Peker@fldoe.org
Title IX, Part A	Courtney Walker	Courtney.Walker@fldoe.org

Email UMS@fldoe.org for general universal monitoring system support.

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