

# **Migrant Education Program**

**2017-18 Regular Term  
Guidelines**

**Authorized by the  
Every Student Succeeds Act of 2015**



**State of Wisconsin  
Department of Public Instruction**

**Tony Evers, PhD  
State Superintendent**

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# Table of Contents

<b>I.</b>	<b>Overview .....</b>	<b>2</b>
<b>II.</b>	<b>Eligibility Criteria .....</b>	<b>2</b>
<b>III.</b>	<b>Available Funds .....</b>	<b>2</b>
<b>IV.</b>	<b>Use of Funds .....</b>	<b>2</b>
<b>V.</b>	<b>Program Elements .....</b>	<b>3</b>
A.	Application .....	3
B.	Required Program Reports .....	4
C.	Timeline .....	6
D.	Review Process .....	6
<b>VI.</b>	<b>Financial Requirements .....</b>	<b>6</b>
A.	General Requirements .....	6
B.	Budget Revisions .....	7
C.	Financial Claims.....	7
<b>Appendix</b>		
A.	Reviewer Rubric.....	9

## **I. Overview**

The general purpose of the Migrant Education Program (MEP) as set forth in Section 1301 of the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA) is to ensure that migratory children fully benefit from the same free public education provided to other children. To achieve this purpose, the MEP helps State Education Agencies (SEAs) and Local Education Agencies (LEAs) address the special educational needs of migratory children to better enable migratory children to succeed academically. More specifically, the purposes of the MEP as stated in Section 1301 are as follows:

1. To assist States in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children.
2. To ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging State academic standards.
3. To ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.
4. To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school.

To help migratory children benefit from State and local systemic reforms.

## **II. Eligibility Criteria**

Department of Public Instruction (DPI) will contact eligible districts. In the event that no migratory students arrive for an expected program, the Local Education Agency (LEA) must inform DPI at the start of the expected program.

## **III. Available Funds**

This grant period runs from September 1, 2017, through June 30, 2018. Funds are allocated for migrant programs and projects based on program needs, and on negotiation. Grant activities for the award must be completed by June 30, 2018 and a final claim is due September 30, 2018. Carryover is not allowed.

## **IV. Use of Funds**

Title I, Part C funds shall be used to meet identified academic and support needs of migratory children that result from the effects of their migratory lifestyle and disruption to their education. These funds permit effective participation in activities not provided under other programs.

In providing services with funds received under Title I, Part C, each recipient shall give priority to migratory children who have made a qualifying move within the previous one year period and who are failing, or most at risk of failing, to meet the challenging State academic content standards or have dropped out of school. If Title I, Part C funds remain after these students unique needs have been met, they can be used to provide service for other eligible migratory children.

A student would be identified as PFS if they met any of the following criteria:

- **State and local academic achievement**  
Any student that has been designated as failed, absent, exempt, not tested, or not scored on any one of the state and local academic achievement tests. Local academic achievement data may include school or district assessments, in-class teacher observations, and other accessible formative assessment data.
- **Not English Proficient (NEP) or Limited English Proficient (LEP)**  
Students that have been designated as NEP or LEP

- **Retained**  
Students in grades K-8 that have been retain in the same grade as the previous year.
- **Over Age for Current Grade Level**  
Student that is over traditional school age for his or her grade level and lacks adequate credit hours for his or her grade level. Per NGS: For grades K-2 age > grade + 6 OR age > 6 for kindergarten (K > 6; 1 > 7; 2 > 8).
- **Course History**  
Students in grades 9-12 that have failed one or more core high school courses or are not on track for graduation.
- **Out-of-School Youth (OSY)**  
School aged students through age 21 that have not graduated and are not attending school.

Title I, Part C funds may be used for educational or educationally related activities that: (1) directly benefit a migratory child; (2) address a need of a migratory child consistent with the SEA's comprehensive needs assessment and service delivery plan; (3) are grounded in evidence-based research or are a generally accepted practice; and (4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State's performance targets.

Local operating agencies may use MEP funds to provide the following types of services:

- instructional services (e.g., educational activities for preschool-age children and instruction in elementary and secondary schools, such as tutoring);
- support services (e.g., educationally related activities, such as advocacy for migratory children; health, nutrition, and social services for migratory families; transportation);
- professional development (e.g., training programs for school personnel to enhance their ability to understand and appropriately respond to the needs of migratory children);
- parental involvement activities;
- identification and recruitment;
- coordination activities with other agencies, both within the State and with other States nationwide, including the transfer of student records;
- comprehensive needs assessment activities; and
- evaluation of the MEP services.

## V. Program Elements

### A. Application

#### Section I – General Information

Complete all information. All contact information should include personnel that work directly with the Migrant Education Program. Make sure to identify the person responsible for Identification and Recruitment, and the person responsible for data collection including migratory student records. If you do not have a recruiter working in your district and use statewide recruiter, Erik Nordgren, please enter his name in the recruiter line.

#### Section II – Abstract

No action is required.

#### Section III-VII – Certification/Signatures; Assurances; and Certification Covering Debarment

The agency administrator and school board clerk or charter school authorizer (*if applicable*) must sign the certification section.

### **Section VIII – Private School Information**

Check the box if there are no private schools in the district boundaries or if migratory students do not attend private schools. Complete the page if migratory children are enrolled in private schools.

### **Section IX – Needs Assessment**

When determining the population estimates of eligible migratory children, consider current and previous term's data including, but not limited to, the number of students, working conditions, current knowledge of employment trends in the area such as the closing of a workplace or drought, and communication with the families and students already in your community for the season.

Use the following definitions when completing section IX:

#### **Migratory Child (Section 1309(3))**

The term “migratory child” means a child or youth who made a qualifying move in the preceding 36 months –

- a. as a migratory agricultural worker or a migratory fisher; or
- b. with, or to join, a parent or spouse who is a migratory agricultural worker or migratory fisher.

#### **Migratory Agricultural Worker (Section 1309(2))**

The term “migratory agricultural worker” means an individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in agricultural, which may be dairy work or the initial processing of raw agricultural products. If an individual did not engage in such new employment soon after a qualifying move, such individual may be considered a migratory agricultural worker if the individual actively sought such employment and has a recent history of moves for temporary or seasonal agricultural employment.

#### **Migratory Fisher (Section 1309(4))**

The term “migratory fisher” means an individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in fishing. If an individual did not engage in such new employment soon after a qualifying move, such individual may be considered a migratory agricultural worker if the individual actively sought such employment and has a recent history of moves for temporary or seasonal agricultural employment.

#### **Qualifying Move (Section 1309(5))**

The term qualifying move means a move due to economic necessity –

- a. from one residence to another residence, and
- b. from one school district to another school district, except –
  - i. in the case of a state that is comprised of a single school district, wherein a qualifying move is from one administrative area to another with such district, or
  - ii. in the case of a school district of more than 15,000 square miles, wherein a qualifying move is a distance of 20 miles or more to a temporary residence.

### **Section X – Integration and Coordination of Services**

When completing this section, please consider the needs of all eligible migratory children, including elementary and secondary students, and children not attending school (OSY). See rubric for more details.

## **Section XI – Local Plan**

Complete all sections of the Local Plan. The local plan refers to the State Measurable Program Objectives (MPOs), explained in detail in the 2017-18 Wisconsin Department of Public Instruction Migrant Education Program Service Delivery Plan, available at: <https://dpi.wi.gov/migrant>. Applicants are required to address MPOs 1a, 1c, 2a, 2b, and 2c.

### *State Measurable Program Objectives (MPOs)*

- **MPO 1a:** The state assessment percentage gap for literacy and mathematics between migratory and non-migratory students will be reduced by 3% annually beginning with the 2017-18 school year.
- **MPO 1b:** By the end of the 2018 summer program, 80% of migratory students participating in summer literacy and/or mathematics instructional services, who attended 85% of the time, will demonstrate growth on a local literacy or mathematics assessment.
  - Excluded from the regular term application because it pertains to the summer term.
- **MPO 1c:** At least 70% of PFS migratory students will receive supplemental instructional services through a Title I-C MEP as indicated on the subgrantee's End-of-Term Report.
- **MPO 1d:** Migratory students attending MEP summer programs will exhibit a 5% gain in literacy and mathematics scores as demonstrated by local pre- and post-test assessments.
  - Excluded from the regular term application because it pertains to the summer term.
- **MPO 2a:** Increase the number of student referrals for services as defined in the Consolidated State Performance Report (CSPR).
  - use the following definition of referral: An unduplicated number of eligible migratory children who, during the performance period, received an educational or educationally related service funded by a non-MEP program/organization that they would not have otherwise received without efforts supported by MEP funds. Children should be reported only once regardless of the frequency with which they received a referred service.
- **MPO 2b:** The percentage of migratory students who graduate from Wisconsin high schools will increase from a five-year average of 72% to 80% over the next six years (2017-18 through 2022-23).
- **MPO 2c:** The number of eligible migratory students identified will increase annually as evidenced through the 2017-2018 child count.

### **Evidence/Evaluation Tool**

Evaluation is defined as a continuous process of systematically gathering, analyzing, and interpreting data and information upon which decisions can be made relative to the effectiveness and efficiency of the project.

State the evidence and list the tools you will use to evaluate the effectiveness of the project activities for each of the state identified MPOs. Projects will use this evidence when completing the End-of-Term Report.

## **B. Required Program Reports**

In order for a migratory child to have Title I-C services, a Certificate of Eligibility (COE) is required. The only version of the COE that DPI will accept is the COE PI-1727 (Rev. 07-17) form. This COE is updated with the Every Student Succeeds Act (ESSA).

For all served migratory children, the Electronic Student Academic Report (E-SAR) PI-1707, a student academic progress report, is required within two weeks of each student leaving the school or completing the regular school year.

All programs must submit the Enrollment and Residency at Start of Term (ERST) PI-1708.

All educational and support services data must also be prepared for entry into the New Generation System (NGS) in a timely manner, which is automatically updated daily to the Migrant Student Information Exchange (MSIX) system.

Additionally, follow federal regulations for student reporting and timely transfer of records according to statutory requirements Title I, Part C, Sections 1303(f); 1304(c)(8) and 1304(e); Title IX, Part C, Section 9303, and regulatory requirements 34 CFR Part 200, Subpart C.

Grantees must submit an End-of-Term report including reflection and evaluation.

### C. Timeline

Applicant will submit an End-of-Term report no later than 30 days after the close of the project. A final program fiscal report (PI-1086) must be received by DPI no later than 90 days after the end of the project.

Event	Date
Grant applications due	November 3, 2017
Implementation Period	September 2017 – June 2018
Enrollment and Residency at Start of Term (ERST)	Start of term
Electronic Student Academic Report (E-SAR)	When each student withdraws
Funds encumbered by	June 30, 2018
Final financial claims due	September 30, 2018

### D. Review Process

At least one DPI staff member will use the rubric in Appendix A to review each grant application.

## VI. Financial Requirements

### A. General Requirements

DPI encourages applicants to contact their business manager for assistance with the budget portion of the application. Applicants are required to specify how the grant expenses are allocated by budget category (e.g., salary, fringe benefits, non-capital objects, etc.). The budget should coincide with the activities listed in the grant plan. Grantees must complete grant activities and encumber expenses by September 30, 2018. **Carryover is not allowed.**

#### a) Eligible Expenses

Applicants must submit a budget with a focus on a viable migrant education program, including personnel.

#### b) Ineligible Expenses

Districts may not spend all grant funds on capital objects and may not use grant funds for any activity that is not directly related to removing educational barriers for migratory children.



**c) Supplement, not Supplant**

Funds must be used to supplement, not supplant, efforts funded by local dollars.

Districts shall adhere to the guidelines set by the Wisconsin Uniform Financial Accounting Requirements (WUFAR). Information about WUFAR is available on DPI's website at <http://dpi.wi.gov/sfs/finances/wufar/overview>.

Districts shall also follow the guidelines set forth in the federal Education Department General Administrative Regulations (EDGAR) and the federal Uniform Grant Guidance 2CFR Part 200.

**B. Grant Budgets and Budget Revisions**

For the 2017-18 grant term, districts are required to complete a budget in WISEgrants. To access WISEgrants, a district must authorize users in WISEgrants and must have a WAMS ID. Please seek assistance from district business office personnel with the budget portion of the application. For technical assistance regarding the use of WISEgrants, visit <https://dpi.wi.gov/wisegrants/technical-assistance>.

The budget requires districts to specify how the grant expenses are allocated by budget category (e.g., salary, fringe benefits, non-capital objects, etc.). The budget should coincide with the activities listed in the local plan. The budget must contain expenses for the entire grant period.

Budget revisions will also be completed in WISEgrants. Budget revisions are required when significant changes need to be made to the original approved budget. **The district shall not expend funds until DPI approves the budget revision.**

For application and budget related questions, contact Clara Pfeiffer, grants specialist, at (608) 261-6324 or [clara.pfeiffer@dpi.wi.gov](mailto:clara.pfeiffer@dpi.wi.gov).

**C. Financial Claims**

A final program fiscal report is due September 30, 2018. Questions regarding financial claims should be directed to Mark Rudman, accountant, at (608) 267-9187 or [mark.rudman@dpi.wi.gov](mailto:mark.rudman@dpi.wi.gov).

Districts must complete grant activities and encumber expenses for the 2017-18 regular grant term by September 30, 2018. Carryover is not allowed.

**Appendix A: Scoring Rubric**  
**Migrant Education Summer Program Application**

Applicant Agency: \_\_\_\_\_

Reviewer Name: \_\_\_\_\_

**REVIEWER OVERVIEW**

For the section below, compile the results from the rest of the application to make a final determination about the quality of this application.

Section	Rating	
	Complete	Not Complete
Section I – General Information	<input type="checkbox"/>	<input type="checkbox"/>
Section II – Abstract	N/A	N/A
Section III – Certification/Signatures	<input type="checkbox"/>	<input type="checkbox"/>
Sections IV-V – Assurances	N/A	N/A
Section VI – Certification Covering Debarment	<input type="checkbox"/>	<input type="checkbox"/>
Section VII – Instructions for Certification	N/A	N/A
Section VIII – Private School Information	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Acceptable</b>	<b>Needs Revisions</b>
Section IX – Needs Assessment		
Section X – Integration and Coordination of Services		
Section XI – Local Plan		
	<b>Acceptable</b>	<b>Needs Revisions</b>
Budget – completed in WISEgrants		

<input type="checkbox"/> <b>Acceptable</b> The grant application is acceptable as written.	<input type="checkbox"/> <b>Needs Revisions</b> DPI will need to work with the school before application is approved.
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**Reviewer Justification:**

**SECTION IX: NEEDS ASSESSMENT**

<b>Content</b>	<b>Indicators that Demonstrate an Acceptable Response</b>
<ol style="list-style-type: none"> <li>1. As compared to the 2016-17 data, do you anticipate serving an equal number of children, fewer children, or more children in 2017-18? Explain.</li> <li>2. If any children to be served qualify for Section 1304(e), Continuation of Services (COS), estimate the number of children by category.</li> <li>3. Identify the agricultural or fisher employers in the area who hire/will hire migratory workers seasonally or temporarily during the 2017-18 school year. Indicate the anticipated arrival and departure months of migratory children for each employer.</li> </ol>	<ol style="list-style-type: none"> <li>1. The explanation should include factors that contribute to changes in migratory population.</li> <li>3. The information about the employers and arrival estimates describes all of the work in the local area with names of specific employers.</li> </ol>
<b>Overall Reviewer Rating for this Question</b>	
<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revisions

**Reviewer Comments:**

**SECTION X: INTEGRATION AND COORDINATION OF SERVICES**

<b>Content</b>	<b>Indicators that Demonstrate an Acceptable Response</b>
<ol style="list-style-type: none"> <li>1. How are the services provided to migratory children through Title I-C funds supplemental to the services funded by local, state, and other federal programs?</li> <li>2. Describe the coordination efforts to integrate multiple funding sources and resources to improve migratory student services. Include any examples of federal, state, and/or local funding, partnerships, and/or special resources.</li> <li>3. Describe your interstate and intrastate coordination efforts regarding credit accrual, timely transfer of student records, and out-of-state testing. Consider both elementary and secondary needs, including Out-of-School Youth (OSY).</li> </ol>	<ol style="list-style-type: none"> <li>1. Services provided for migratory children should go above and beyond the services all students receive on a regular basis.</li> <li>2. The description of coordination includes:               <ul style="list-style-type: none"> <li>○ integration of multiple funding sources and resources</li> <li>○ examples of federal, state, or local funding sources</li> <li>○ partnerships or special resources</li> </ul>               Please include specific names of organizations and funding sources.             </li> <li>3. There is a specific process outlined for:               <ul style="list-style-type: none"> <li>○ interstate and intrastate coordination;</li> <li>○ credit accrual;</li> <li>○ record transfer;</li> <li>○ out-of-state testing; and</li> <li>○ inclusion of both elementary and secondary needs, including Out-of-School youth.</li> </ul> <p>The process demonstrates detailed steps to guarantee successful transfer of records for both elementary and secondary students; ways to overcome common barriers in the records transfer process; and a plan specifically designed for serving Out-of-School Youth.</p> </li> </ol>
<b>Overall Reviewer Rating for this Question</b>	
<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revisions

**Reviewer Comments:**

**SECTION XI: LOCAL PLAN**

Question	Indicators that Demonstrate an Acceptable Response
<p>Complete Local Plan including:</p> <ul style="list-style-type: none"> <li>● Activity</li> <li>● Staff Responsible</li> <li>● Evidence and Evaluation Tools</li> </ul> <p>Complete all sections of the local plan for each State Measureable Program Objective (MPO) listed in the application.</p>	<ul style="list-style-type: none"> <li>● Activities are detailed and specifically related to achieving state MPOs. For each MPO, the activity description includes:               <ul style="list-style-type: none"> <li>○ MPO 1a - How the local project will contribute the academic success of migratory children.</li> <li>○ MPO 1c – How the local project will ensure PFS migratory students will receive supplemental instructional services.</li> <li>○ MPO 2a - How the local project will increase referrals.</li> <li>○ MPO 2b - How the local project will contribute to an increase in graduation rates by supporting secondary students in their credit accrual.</li> <li>○ MPO 2c - How efforts of the local project will contribute to recruiting and identifying all eligible migratory children.</li> </ul> </li> <li>● The staff responsible for implementing activities are clearly identified.</li> <li>● The evaluation tools are clearly identified.</li> <li>● The evaluation is a direct measure of progress toward achieving the state MPOs.</li> </ul>
<b>Overall Reviewer Rating for this Question</b>	
<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revisions

**Reviewer Comments:**

## BUDGET

Indicators that Demonstrate an Acceptable Response	
Budget is completed and submitted through WISEgrants. Budget is aligned with the Local Plan. All costs are allowable, reasonable, and necessary.	
Overall Reviewer Rating for this Question	
<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revisions

**Reviewer Comments:**