

Migrant Education Program

2019 Summer Program Grant Guidelines

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



**State of Wisconsin
Department of Public Instruction**

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State Superintendent**

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I. Overview

The purpose of the Title I, Part C Migrant Education Program is to design programs that help migratory children overcome educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors inhibiting migratory children from doing well in school and making the transition to postsecondary education or employment [Title I, Part C, Sec. 1301(5)]. The goal of the Wisconsin Department of Public Instruction (DPI) Migrant Education Program (MEP) is to improve migratory students' academic success by providing supplemental educational programming and services to migratory children ages three through twenty-one.

Section 1306(a)(1) of Title I, Part C of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) requires State Education Agencies (SEAs) and their local operating agencies to identify and address the unique educational needs of migratory students in accordance with a comprehensive plan that:

- (A) is integrated with other programs under this Act or other Acts, as appropriate;
- (B) may be submitted as a part of a consolidated application under section 8302, if –
 - (i) the unique needs of migratory children are specifically addressed in the comprehensive state plan;
 - (ii) the comprehensive state plan is developed in collaboration with parents of migratory children; and
 - (iii) the comprehensive state plan is not used to supplant state efforts regarding, or administrative funding for, this part;
- (C) provides that migratory children will have an opportunity to meet the same challenging state academic standards that all children are expected to meet;
- (D) specifies measurable program goals and outcomes;
- (E) encompasses the full range of services that are available for migratory children from appropriate local, state, and federal educational programs;
- (F) is the product of joint planning among such local, state, and federal programs, including programs under Title I, Part A, early childhood programs, and language instruction educational programs under Title III, Part A; and
- (G) provides for the integration of services available under this part with services provided by such other programs.

In July 2018, Wisconsin restructured the MEP into a regional summer model. The Wisconsin MEP will continue the regional summer model for the duration of the current service delivery plan, ending in 2021. For the summer 2019 grant, DPI will fund seven regional programs. The summer-only program approach is intended to concentrate the effort of the Title I, Part C MEP funds and the regional approach is designed to serve more children in larger geographic areas.

II. Eligibility Criteria

In order to be considered for the regional program coordinator/fiscal agent, the following eligibility criteria must be met. All regional migrant education programs must:

- serve all eligible migratory students in the identified region by providing a minimum of 60 hours of services with a focus on school readiness for preschool, reading and mathematics for K-8 students, and credit accrual leadership opportunities for secondary students and out-of-school youth;

- coordinate with/provide referrals to community-based services for eligible migratory preschool and out-of-school youth within the identified region if unable to serve these groups directly;
- focus on implementing academic services with fidelity and use high-quality instructional materials;
- keep detailed records on services used and student attendance records;
- administer pre/post tests to measure student progress;
- complete all required forms and reports provided through DPI;
- engage families and report on family engagement offerings during the grant term;
- send applicable staff to mandatory trainings hosted by DPI staff;
- plan for and facilitate student transition at the end of the grant term including enrollment, records transfer, and post-secondary preparation;
- collaborate with the state's Identification and Recruitment (ID&R) staff;
- design a transportation plan (if applicable); and
- develop communication strategies to work with districts within the region and outlying districts.

In the event that no migratory students arrive for an expected program, the regional program coordinator must inform DPI at the start of the expected program.

III. Available Funds

This grant period runs from May 1, 2019, through September 30, 2019. Funds are allocated to regional programs based on factors such as the number of migratory students served in the previous year, and services to be provided to migratory students based on student needs. Applicants may negotiate allocations based on program needs. Funds for grant-related activities can be used until September 30, 2019, but the MEP federal reporting performance period is September 1, 2018 to August 31, 2019, so summer programming must end by August 31, 2019.

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 for Services (PFS) 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 retained in the same grade as the previous year.
- **Over Age for Current Grade Level**
Students that are over traditional school age for his or her grade level and lack adequate credit hours for his or her grade level.
- **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.

Regional programs may use Title I, Part C funds to provide services 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.

Title I, Part C funds may support:

- instructional services (e.g., educational activities for preschool-age children and instruction for elementary and secondary level students);
- support services (e.g., advocacy for migratory children; health, nutrition, and social services for migratory families; transportation);
- professional development;
- family engagement activities;
- coordination activities with other agencies, both within the state and with other states nationwide, including the transfer of student records;
- regional comprehensive needs assessment activities; and
- regional evaluation of MEP services.

The primary purpose of Title I, Part C grant funds are to provide services to migratory children and families. Regional programs shall not use Title I, Part C funds for identification and recruitment purposes.

V. Program Elements

A. Application

Applicants are required to complete the grant application and budget in WISEgrants. To access WISEgrants, an agency must authorize users in WISEgrants and must have a WAMS ID. For technical assistance regarding the use of WISEgrants, visit <https://dpi.wi.gov/wisegrants/technical-assistance>.

The grant application reflects the following state Measurable Program Objectives (MPOs) and strategies for meeting these MPOs. Applicants should keep the following MPOs and strategies in mind when developing the regional program and completing the grant application. The MPOs are explained in detail in the 2018-21 Wisconsin DPI MEP Service Delivery Plan, available at: <https://dpi.wi.gov/migrant>.

Reading

MPO 1a: By the end of each summer term (2019, 2020, 2021), 65% of migratory students receiving MEP-funded summer reading instruction assessed with pre/post reading assessments will maintain or increase their score.

Strategy 1.1	Coordinate/provide research/evidence-based summer reading instruction to migratory students utilizing high quality instructional materials.
Strategy 1.2	Coordinate with Title III to enhance reading instruction and provide additional support to migratory English learners (ELs).
Strategy 1.3	Implement evidence-based attendance strategies during summer programming to ensure migratory students participate for a sufficient amount of time as to have an impact on reading skills.

Mathematics

MPO 2a: By the end of each summer term (2019, 2020, 2021), 65% of migratory students receiving MEP-funded summer mathematics instruction assessed with pre/post mathematics assessments will maintain or increase their score.

Strategy 2.1	Coordinate/provide research/evidence-based summer mathematics instruction to migratory students utilizing high quality instructional materials.
Strategy 2.2	Coordinate with Title III to enhance mathematics instruction and provide additional support to migratory English learners (ELs).
Strategy 2.3	Implement evidence-based attendance strategies during summer programming to ensure migratory students participate for a sufficient amount of time as to have an impact on mathematics skills.

Graduation and Services to OSY

MPO 3a: By the end of each summer term (2019, 2020, 2021), 50% of secondary migratory students that took a class for credit recovery/accrual will obtain credit toward high school graduation.

Strategy 3.1	Coordinate/provide secondary migratory students with credit accrual opportunities during the summer.
Strategy 3.2	Regional Coordinators oversee the credit accrual and transition process to ensure credits received by secondary migratory students are reflected in student transcripts.
Strategy 3.3	Coordinate/provide secondary migratory students and out-of-school youth (OSY) with opportunities for leadership development (e.g., evening programs to work on college essays, resumes, or other team building activities).

Strategy 3.4	Collaborate with other service providers or provide needs-based academic and support services to OSY (e.g., assistance with English skills, utilizing OSY lessons developed by the OSY Consortium Incentive Grant, connecting with local resources regarding GED requirements).
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School Readiness/Non-Instructional Support Services

MPO 4a: By the end of each summer term (2019, 2020, 2021), 65% of preschool-aged migratory children receiving MEP-funded school readiness instruction during the summer and assessed with pre/post school readiness assessments will maintain or increase their score.

MPO 4b: By the end of each summer term (2019, 2020, 2021), 80% of families that participate in MEP family engagement activities will report increased knowledge of the content presented.

MPO 4c: By the end of each summer term (2019, 2020, 2021), 80% of regional MEP staff surveyed that participated in MEP professional development will report that training increased their skills for supporting migratory students.

Strategy 4.1	Coordinate and collaborate with community-based services to ensure migratory preschool children are being served. If community-based services are not available, provide research/evidence-based school readiness instruction to migratory preschool children utilizing high quality instructional materials.
Strategy 4.2	Provide high-quality family engagement activities and/or instruction to enhance and increase family learning and engagement.
Strategy 4.3	Maintain ongoing collaboration with statewide recruiters.
Strategy 4.4	Prior to the beginning of program implementation, all Regional Coordinators attend training/professional development with WDPI MEP staff. Utilizing the materials from this training, Regional Coordinators provide training/professional development to regional MEP staff.

B. Required Program Reports

The applicant must follow federal regulations for student reporting and timely transfer of records according to statutory requirements under Title I, Part C of the Elementary and Secondary Education Act (ESEA), Sections 1303(f); 1304(c)(8) and 1304(e); ESEA Title IX, Part C, Sec. 9303, and regulatory requirements 34 CFR §200.85(b) and 200.85(c). Please review the [Migrant Student Information Exchange \(MSIX\) Regulations Reference Guide](#) for further information.

Each region is required to designate one person to enter all educational and support services data listed above into the MIS2000 database in a timely manner. Data from MIS2000 is automatically uploaded to the national MSIX system on a daily basis.

The applicant shall comply with provisions regarding confidentiality of student information [WI Statute §118.125, pupil records and 34 CFR Part 99, Family Educational Rights and Privacy Act]

a) Federal Requirements

Child Eligibility

A child is eligible for the Migrant Education Program, and thereby eligible to receive MEP services, if the child:

1. meets the definition of “migratory child” in section 1309(3) of ESEA;
2. is an “eligible child” as the term is used in section 1115(c)(1)(A) of ESEA and 34 CFR §200.103; and
3. has the basis for the state’s determination that the child is a “migratory child” properly recorded on the national Certificate of Eligibility (COE).

DPI will provide the program coordinator with a complete list of three-year eligible migratory children prior to the start of the program with subsequent updates as needed during the program.

Summer Migrant Program Enrollment Report

All regional programs must submit the Summer Migrant Program Enrollment Report PI-1708 form to DPI within the first week of the program.

Student Academic Report

For all served migratory children, regional programs must complete the Student Academic Report PI-1707, required within two weeks of each student leaving the school or completing the summer program.

In keeping with the MEP federal reporting performance period of September 1, 2018 through August 31, 2019, summer programs must submit all required student data reports by August 31, 2019.

b) State Requirements

Form 1: Reading and Math Assessment Tracker

Form must be completed at the end of the program. Only submit results for migratory children that received MEP educational services in reading and math.

Form 2: Preschool Assessment Tracker

Form must be completed at the end of the program. Only submit results for migratory preschool children that received MEP educational services.

Form 3: Family Engagement (Parent Education) Evaluation

Parents shall complete this form at each family engagement event hosted by every site. Regional coordinators must submit all completed forms to DPI.

Form 4: Migrant Education Program Staff Survey

All MEP staff including teachers, paraprofessionals, and site coordinators should complete this evaluation at the end of the program. Regional coordinators must complete this evaluation and submit all MEP staff surveys at the end of the program.

Migrant Education Program Fidelity of Strategy Implementation (FSI) Evaluation Tool

To complete this form, regional coordinators must convene a group of key MEP staff for each site in each region, discuss each strategy, and come to a consensus on each rating. The form must be completed and returned to DPI by August 31, 2019. The purpose of this form is to:

- measure the level of implementation of each MEP strategy listed in the application that aligns with the Service Delivery Plan;
- determine the extent to which MEP services are delivered with fidelity; and
- serve as a self-assessment guide in implementing migrant-funded services in the areas of: reading, mathematics, graduation/services to out-of-school youth, and school readiness and non-instructional support services.

C. Timeline

Event	Date
Grant applications in WISEgrants due	May 3, 2019
Grant Period	May 1, 2019 – September 30, 2019
Summer Migrant Program Enrollment Report	Within 10 days of each student's enrollment in the program
Student Academic Report	When each student withdraws
FSI Evaluation Form due to DPI	August 31, 2019
Forms 1, 2, 3, 4 due to DPI	August 31, 2019
Funds encumbered by	September 30, 2019
Final financial claims due	December 30, 2019

D. Review Process

At least one DPI staff member will use the reviewer criteria 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 application. Grantees must complete grant activities and obligate expenses by September 30, 2019. 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

Agencies 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.

Agencies 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>.

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

B. Budget Revisions

Budget revisions must be completed in WISEgrants. Budget revisions are required when significant changes need to be made to the original approved budget. **The agency 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.

C. Financial Claims

Agencies must complete grant activities and obligate expenses for the 2019 grant term by September 30, 2019. Carryover is not allowed.

Agencies will submit claims for reimbursement for approved expenses in WISEgrants. A final claim is due December 30, 2019. Questions regarding financial claims should be directed to Mark Rudman, accountant, at (608) 267-9187 or mark.rudman@dpi.wi.gov.



Appendix A: Reviewer Criteria

Migrant Education Summer Program Application

Applicant Agency: _____ Region: _____

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	
	Acceptable	Needs Revisions
General Services		
K-8 Services		
Secondary Services		
Support Services		
Family Engagement		
Regional Coordination and Communication		
Budget		

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

GENERAL SERVICES

Content	Indicators that Demonstrate an Acceptable Response
<ol style="list-style-type: none">1. Every site within a region must provide a minimum of 60 hours of services during the summer grant term. Please describe the program plan for providing 60 hours of instructional and support services during the summer grant term.2. How will you work with site coordinators within the region to determine the needs of the migratory students in the region?3. How will you implement evidence-based attendance strategies to ensure students have a sufficient amount of time as to have an impact on reading and mathematics skills?	<ol style="list-style-type: none">1. Both instructional and support services are included, but the majority of the 60 hours is instructional.<ul style="list-style-type: none">• Instructional service hours include classroom/teaching hours, tutoring hours, hours secondary students spend working on correspondence courses.• Support service hours include academic counseling, health, nutrition, transportation, education, social services.2. Applicant showed adequate exploration of needs and explained how the needs were determined. Applicant included names of personnel/agencies they have consulted/will consult regarding student needs such as transportation, educational programming, program design, staffing needs, student and family engagement, etc.3. Describe strategies for ensuring students attend the summer program for a sufficient amount of time as to have an impact on reading and mathematics skills.
Overall Reviewer Rating for this Question	
<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revisions

Reviewer Comments:

K-8 SERVICES

Content	Indicators that Demonstrate an Acceptable Response
<p>4. How will K-8 instructional (reading and mathematics) services be provided to students in the region? (e.g., traveling itinerant teacher, one regional site with appropriately licensed teachers, etc.)</p> <p>5. What high-quality instructional materials will be used to provide evidence-based summer reading instruction to students?</p> <p>6. What literacy/reading assessments will be used to gather pre and post test data?</p> <p>7. What high-quality instructional materials will be used to provide evidence-based summer mathematics instruction to students?</p> <p>8. What mathematics assessments will be used to gather pre and post test data?</p> <p>9. How will you coordinate with Title III to enhance reading and mathematics instruction and provide additional support to migratory English learners?</p>	<p>4. Reading and mathematics services meet the needs of migratory students in the region. The program design is described in detail.</p> <p>5. The high-quality instructional materials or curriculum are evidence-based or are a generally accepted practice. Materials or curriculum are named and described. Name only will not be accepted.</p> <p>6. Literacy/reading assessments are quantitative in nature and are able to show progress over the term of the program. The assessment tool is identified and the areas of measurement (vocabulary, reading comprehension, reading accuracy, etc.) are defined.</p> <p>7. The high-quality instructional materials or curriculum are evidence-based or are a generally accepted practice. Materials or curriculum are named and described. Name only will not be accepted.</p> <p>8. Mathematics assessments are quantitative in nature and are able to show progress over the term of the program. The assessment tool is identified and the areas of measurement (number sense, fractions, problem-solving, etc.) are defined.</p> <p>9. Describe a plan to consult with the DPI Title III consultant, or local education agency or cooperative educational service agency personnel. Include a name or date of meeting.</p>
Overall Reviewer Rating for this Question	
<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revisions

Reviewer Comments:

SECONDARY SERVICES

Question	Indicators that Demonstrate an Acceptable Response
<p>10. For secondary students and out-of-school youth, what services will be provided for credit accrual toward graduation?</p> <p>11. For secondary students and out-of-school youth, how will opportunities for leadership development (e.g., evening programs to work on college essays, resumes, or other team building activities) be provided?</p> <p>12. How will you collaborate with other service providers or provide needs-based academic and support services to out-of-school youth? (e.g., assistance with English skills, connecting with local resources regarding General Education Diploma (GED) requirements).</p>	<p>10. Services are evidence-based or are a generally accepted practice that will meet the needs of migratory students.</p> <p>11. Program will collaborate with community-based programs or agencies to provide leadership development opportunities, or will provide these opportunities as part of instructional services.</p> <p>12. Program will collaborate with community-based partners or agencies to provide needs-based academic and support services, or will provide these services through summer programming. The plan for services shows readiness to serve these secondary and OSY students if they are present in the region and will include a plan for assessing the needs of these students.</p>
Overall Reviewer Rating for this Question	
<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revisions

Reviewer Comments:

SUPPORT SERVICES

Question	Indicators that Demonstrate an Acceptable Response
13. Describe how your regional program will integrate resources for migratory students and families (i.e., health, nutrition, transportation, education, and social services). Include any examples of partnerships or resources.	13. The Migrant Education Program focuses on education, but there are many services a migratory family may need that the migrant program does not have the capacity to offer. <ul style="list-style-type: none">• Resources a family may be referred to are listed.• Established partnerships or plans for new partnerships for summer program collaboration are described. Resources should include community organizations that the program could potentially refer families to or collaborate with to enhance their program.
Overall Reviewer Rating for this Question	
<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revisions

Reviewer Comments:

FAMILY ENGAGEMENT

Question	Indicators that Demonstrate an Acceptable Response
14. How will you provide high-quality family engagement activities and/or instruction to enhance and maximize family learning and engagement?	14. Family engagement activities build the capacity of parents to support their children academically. The activities offer opportunities to learn from families as well as inform families. Family engagement includes a method for gathering parent feedback. Quality family engagement is centered on educational activities that allow for effective communication with families. More resources on family engagement can be found at https://dpi.wi.gov/excforall/family-and-community-engagement . The family engagement activities to support and inform the instructional and support services are described in detail.
Overall Reviewer Rating for this Question	
<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revisions

Reviewer Comments:

REGIONAL COORDINATION AND COMMUNICATION

Question	Indicators that Demonstrate an Acceptable Response
<p>15. How will your regional program facilitate student transition and timely transfer of student records, including enrollment and credit accrual records, at the end of the grant term?</p> <p>16. How will your regional program coordinate and collaborate with community-based services to ensure migratory preschool children are being served?</p> <p>17. If community-based services are not available, how will you provide evidence-based school readiness instruction to migratory preschool children utilizing high-quality instructional materials?</p> <p>18. How will the regional program coordinator ensure the regional migrant education program is supplemental to the services migratory students receive from their resident LEA?</p>	<p>15. Migrant students often are at a disadvantage concerning student records. Efforts to ensure records transfer are important to student credit accrual. The process for student transition and records transfer includes timely transfer of records, enrollment in school for fall, and end of term data submission to DPI is described. The process demonstrates detailed steps to guarantee successful transfer of records for both elementary, secondary students, and out-of-school youth; and ways to overcome common barriers in the records transfer process.</p> <p>16. The referral process should clearly identify community-based preschool service providers in the region. Describe your communication plan with community-based preschool providers to ensure preschool aged children have access to educational programming.</p> <p>17. Describe how you will provide preschool aged children with evidence-based instructional services if there is no community-based preschool service provider in your community.</p> <p>18. Migratory students are eligible to attend their resident district summer school. Summer migrant programs must be supplemental to district offerings to all students. The applicant identifies which districts within their region provide district summer school programming and how they will ensure migratory students are receiving supplemental services.</p>
Overall Reviewer Rating for this Question	
<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 student needs, program design, and academic and support services to be provided. All costs are allowable, reasonable, and necessary.	
Overall Reviewer Rating for this Question	
<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revisions

Reviewer Comments: