



Migrant Education Program

2024 Summer Program Grant Guidelines

Authorized under Title I, Part C of the
Elementary and Secondary Education Act,
as reauthorized by the Every Student Succeeds Act of 2015



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Please direct questions to:

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I. Overview

The purpose of the Title I, Part C Migrant Education Program (MEP) as outlined in Title I, Part C, Sec. 1301 is:

- (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; and
- (5) To help migratory children benefit from State and local systemic reforms.

DPI funds five regional coordinators to provide summer programming at sites throughout the state.

II. Eligibility Criteria

Every Regional Coordinator must provide migrant education programs that include:

- serving all eligible migratory students in the identified region by providing a minimum of 8 hours of services to each child, with a focus on school readiness for preschool, reading and mathematics for K-8 students, and credit accrual and leadership opportunities for secondary students and out-of-school youth;
- coordinating 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;
- focusing on implementing academic services with fidelity and use high-quality instructional materials;
- providing an itinerant teaching plan to serve students in remote areas of the region;
- measuring student progress;
- keeping detailed records on services provided and student attendance records;
- completing all required data entry, forms, and reports provided through DPI;
- engaging families and reporting on family engagement offerings during the grant period;
- attending mandatory trainings hosted by DPI staff;
- planning for and facilitating student transition at the end of the grant period including enrollment, records transfer, and post-secondary preparation;
- collaborating with the state's Identification and Recruitment (ID&R) staff;
- implementing a transportation plan (if applicable); and
- communicating with districts with eligible students within the regional area.

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

III. Available Funds

This grant period runs from May 1, 2024, through September 30, 2024. 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, 2024, but the MEP federal reporting performance period is September 1, 2023 to August 31, 2024, so summer programming must end by August 31, 2024.

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 Coordinators 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, in the case of support services, 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);
- programs to facilitate the transition of secondary school students to postsecondary education or employment;
- professional development;
- family engagement activities and family literacy programs;
- the integration of information technology into programs;
- 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.

Title I, Part C funds must be used to provide programming supplemental to educational services offered by the district where a migratory child is enrolled.

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 2022-25 Wisconsin DPI MEP Service Delivery Plan, available at: <https://dpi.wi.gov/migrant>.

Goal Area 1: Literacy and Mathematics

<p>MPO 1A: By the end of the summer term (2022, 2023, 2024), 80% of migratory students receiving MEP summer reading instruction will make “some” or “a lot” of progress toward instructional objectives as documented on the student progress rating scale.</p> <p>MPO 1B: By the end of each summer term (2022, 2023, 2024), 80% of migratory students receiving MEP</p>	<p>Strategy 1-1: Coordinate/provide supplemental instructional services to migratory students in grades K-12 in literacy and math.</p>
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summer math instruction will make “some” or “a lot” of progress toward instructional objectives as documented on the student progress rating scale.	
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Goal Area 2: School Readiness

MPO 2A: By the end of the summer term (2022, 2023, 2024), 80% of preschool-aged migratory children receiving MEP school readiness instruction during the summer will make “some” or “a lot” of progress toward school readiness objectives as documented on the student progress rating scale.	Strategy 2-1: Coordinate with existing community preschool programs to facilitate access to school readiness instruction for migratory preschool children.
	Strategy 2-2: Provide school readiness instruction to migratory preschool children who are not being served by another program.

Goal Area 3: High School Graduation and Out of School Youth (OSY) Achievement

MPO 3A: By the end of each summer term (2022, 2023, 2024), 50% of secondary-aged migratory students that took a class for credit recovery/accrual will obtain credit toward high school graduation.	Strategy 3-1: Coordinate/provide supplemental instructional services, including credit accrual/recovery, to secondary-aged migratory students.
MPO 3B: By the end of each summer term (2022, 2023, 2024), 10% of eligible migratory OSY will receive at least one service from the MEP.	Strategy 3-2: Coordinate/provide instructional and support services to out-of-school youth (OSY) that lead to developing the skills needed to further their education (e.g., access to iSOSY lessons; life skills; optional pathways to graduation; English language lessons; financial literacy).
MPO 3C: By the end of each summer term (2022, 2023, 2024), 80% of migratory students in grades 9-12 and OSY completing surveys will report that the services they received increased their knowledge about college and career readiness.	Strategy 3-3: Coordinate/provide college and career readiness services for migratory students in grades 9-12 and OSY.

Goal Area 4: Support Services and Professional Development

MPO 4A: By the end of each summer term (2022, 2023, 2024), 80% of migratory parents surveyed will report that the MEP helped to increase their skills to support their child's learning.	Strategy 4-1a: Engage families to build their capacity to support their children’s learning.
	Strategy 4-1b: Provide educational resources and equipment to families to support student learning.

MPO 4B: By the end of each summer term (2022, 2023, 2024), 50% of migratory children and youth will receive MEP-funded support services.	Strategy 4-2: Coordinate/provide support services to migratory students and families.
MPO 4C: By the end of each summer term (2022, 2023, 2024), 80% of MEP staff surveyed who received MEP professional development will report that the training increased their skills for supporting the unique needs of migratory students.	Strategy 4-3: Provide professional development and networking opportunities for MEP staff focused on meeting the unique needs of migratory students.
MPO 4D: By the end of each summer term (2022, 2023, 2024), 80% of MEP staff surveyed will report the social-emotional support provided to migratory children and youth by the MEP was effective for supporting their needs.	Strategy 4-4: Provide social-emotional support for students.

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).

At the program's request, DPI will provide a Family Liaison Report for the districts found in the region and a Wisconsin schools Spring Enrollment Report to help regional coordinators find eligible migratory students prior to the start of the program. Programs can search in the MIS2000 software to find eligible children who arrived anywhere in the state and may not be in their region for summer.

Summer Migrant Program Enrollment Report

All regional programs must use MIS2000 software to submit student summer MEP enrollments within the first week of the program. Only designated regional sites, including mobile services, are used for reporting summer programs.

Student Academic Report

For all served migratory children, regional programs must use MIS2000 software to report student academic progress per MSIX requirements listed in this section required within two weeks of each student leaving the school or completing the summer program. This includes reporting all instructional and support services provided to each student.

In keeping with the MEP federal reporting performance period of September 1, 2023 through August 31, 2024, summer programs must submit all required student data reports by August 31, 2024.

b) State Requirements

The following data, evaluations, and survey results must be submitted to DPI by August 31, 2024:

Literacy, Math, and Preschool Readiness Progress

Teacher ratings of student progress toward goals must be submitted to DPI in MIS2000. Only results for migratory children that received MEP instructional services in reading and math are required.

Family Engagement (Parent Education) Evaluation Survey

Regional coordinators will provide the survey to parents to gather data on the quality of parent education and engagement. Regional coordinators must use strategies to encourage participation in the survey and submit survey results to DPI.

Secondary Student and OSY Survey

Regional coordinators will provide the survey to secondary students and out-of-school youth to gather data on quality of college and career readiness services and gather feedback on student needs.

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 self-evaluation tool, 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 self-evaluation must be completed and returned to DPI by August 31, 2024. The purpose of this self-evaluation 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 literacy, mathematics, graduation, services to out-of-school youth, and school readiness and non-instructional support services.

C. Timeline

Event	Date
Grant applications open in WISEgrants	April 6, 2024
Grant applications in WISEgrants due	May 5, 2024
Grant Period	May 1, 2024 – September 30, 2024
Summer Migrant Program Enrollment Report	Within 10 days of each student's enrollment in the program
Student Academic Report	When each student withdraws
FSI Self-evaluation due to DPI	August 31, 2024
Assessment and survey results due to DPI	August 31, 2024
Funds encumbered by	September 30, 2024
Final financial claims due	December 30, 2024

D. Review Process

At least one DPI MEP staff member will use the reviewer criteria in Appendix A to review each grant application. Due to the non-competitive nature of the grant, DPI MEP staff will continue to work with applicants until the application narratives and budget are acceptable before approving the 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, 2024. **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 2024 grant term by September 30, 2024. Carryover is not allowed.

Agencies will submit claims for reimbursement for approved expenses in WISEgrants. A final claim is due December 30, 2024. Questions regarding financial claims should be directed to Jake Smith, accountant, at (608) 266-1773 or jake.smith@dpi.wi.gov.

Appendix A: Reviewer Criteria

Migrant Education Summer Program Application

GENERAL SERVICES

Content	Indicators that Demonstrate an Acceptable Response
<ol style="list-style-type: none"> 1. How will instructional (reading and mathematics) services be provided to students in the region? (e.g., traveling itinerant teacher, one regional site teachers, etc.) 2. What evidence-based strategies will the program implement to ensure students have adequate instructional time to have an impact on reading and mathematics skills? 3. Migratory students must have the same opportunity as all students to attend regular district summer programming, in addition to the migrant education program. How will you ensure the regional migrant education program is supplemental to the regular district summer programming migratory students receive? 	<ol style="list-style-type: none"> 1. Reading and mathematics services meet the needs of migratory students in the region. The program design is described in detail. It is clear how instructional services will be delivered: the applicant has explained the number of sites, whether instruction will be done in a traditional classroom or through an itinerant model, and further details are provided to describe the program. 2. 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. Applicants may include information on program schedules, strategies to address barriers to accessing programming, etc. 3. The applicant demonstrates that migratory students will be able to attend their resident district summer school. Summer migrant programs must be supplemental to district offerings to all students (and therefore not overlap in date and time). The applicant identifies which districts within their region provide district summer school programming and how they will ensure migratory students are receiving supplemental services.

INSTRUCTIONAL SERVICES

Content	Indicators that Demonstrate an Acceptable Response
<p>4. What high-quality instructional materials will be used to provide evidence-based summer reading instruction to students? (If a different curriculum will be used at each site in the region, please specify this.)</p> <p>5. What high-quality instructional materials will be used to provide evidence-based summer mathematics instruction to students? (If a different curriculum will be used at each site in the region, please specify this.)</p> <p>6. How will the program provide school readiness instruction to migratory preschool children, or coordinate with existing community preschool programs to facilitate access to school readiness instruction?</p>	<p>4. The high-quality instructional materials or curriculum are evidence-based. Materials or curriculum are named and described. Providing only the name of the curriculum will not be accepted.</p> <p>5. The high-quality instructional materials or curriculum are evidence-based. Materials or curriculum are named and described. Name only will not be accepted.</p> <p>6. 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. If there is no community-based preschool service provider in your community, describe how you will provide preschool aged children with evidence-based instructional services.</p>

SECONDARY SERVICES

Question	Indicators that Demonstrate an Acceptable Response
<p>7. For secondary students, what academic services will be provided for credit accrual toward graduation?</p> <p>8. How will the program collaborate with service providers or provide academic and support services for out-of-school youth to develop the skills needed to further their education? (e.g., assistance with English or life skills, connecting with local resources regarding General Education Diploma (GED) requirements).</p> <p>9. For secondary students and out-of-school youth, how will opportunities for college or career readiness activities be provided?</p>	<p>7. Services are evidence-based or are a generally accepted practice that will meet the needs of migratory students.</p> <p>8. 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 OSY students if they are present in the region and will include a plan for assessing the needs of these students.</p> <p>9. Program will collaborate with community-based programs or agencies to provide college or career readiness activities or will provide these opportunities as part of instructional services.</p>

SUPPORT SERVICES

Question	Indicators that Demonstrate an Acceptable Response
<p>10. How will the program engage families to build their capacity to support their child’s learning?</p> <p>11. How will the regional program coordinate and/or provide support services for migratory students and families (i.e., health, nutrition, transportation, and social services)? Include any examples of partnerships or resources in your description.</p> <p>12. How will the program provide social-emotional support for students or coordinate with service providers to provide social-emotional support?</p>	<p>10. 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 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.</p> <p>11. The Migrant Education Program focuses on education, but there are many support services a migratory family may need.</p> <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. • Any support services the regional program plans to provide are listed. <p>12. Students are best served by programs that foster social and emotional well-being, positive school culture, and work to eliminate systemic barriers to well-being and success for students. Some ways programs can provide or coordinate social-emotional support include:</p> <ul style="list-style-type: none"> • Infusing the guiding principles of trauma sensitive schools into all aspects of the program • Teaching and practicing social and emotional learning skills • Training staff and students in suicide prevention • Building and promoting student resiliency • Engaging in culturally responsive practices

	Program provides information on how they will meet student's social-emotional needs and/or collaborate with community-based service providers to meet these needs.
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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.