



Illinois State Board of Education

100 W. Randolph, Suite 14-300
Chicago, Illinois 60601

FY 2018 REGULAR YEAR INTENT TO APPLY FOR GRANT TO MEET THE EDUCATIONAL NEEDS OF MIGRATORY CHILDREN

ENGLISH LANGUAGE LEARNING DIVISION TITLE I - MIGRANT EDUCATION PROGRAM

PART I

INSTRUCTIONS: Submit the original completed intent to apply to the address listed above and ALSO e-mail one copy to dell@isbe.net with "Migrant" in the subject line. Retain one copy for your files. The application deadline for submission is **August 21, 2017**.

ISBE will review all submissions to determine applicants' eligibility and level of funding based on the number of migrant children and youth identified and to be served, the number of priority for services migrant children and youth identified, the needs of the population identified and the availability of other sources of funding. Applicants will receive notification of the results of the Intent to Apply review and may be asked to make adjustments as needed. Once notified, applicants must submit a complete application on IWAS to be eligible to receive funding.

Please contact Beth Robinson at berobins@isbe.net or (312) 814-3850 with questions about this grant.

NOTE: Applicants must register for pre-qualification on the State of Illinois GATA Web Portal before being awarded a FY18 grant. The portal will be accessed at www.grants.illinois.gov.

NAME OF SUPERINTENDENT/EXECUTIVE		REGION, COUNTY, DISTRICT, TYPE CODE		COUNTY
SIGNATURE OF SUPERINTENDENT OR EXECUTIVE		PROGRAM CONTACT		
DISTRICT NAME AND NUMBER/APPLICANT		TITLE OF PROGRAM CONTACT		
ADDRESS (Street, City, State, Zip Code)		ADDRESS (Street, City, State, Zip Code)		
TELEPHONE (Include Area Code)	FAX (Include Area Code)	TELEPHONE (Include Area Code)	FAX (Include Area Code)	

TYPE OF APPLICANT

LEA PRIVATE NON-PROFIT ROE PUBLIC UNIVERSITY

FUNDING REQUESTED

Migrant Education Program \$ _____ Program Type: Fall Year-round

PART II

1. List school district(s) and addresses of school(s) in which project will operate.

2. Summarize the key elements of the proposed project including recruiting, academic and support services.



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TITLE I - MIGRANT EDUCATION PROGRAM**

PART III - NUMBER OF MIGRANT STUDENTS

1. The number of eligible migrant children identified and the number who will participate in instructional and/or supportive services in a center-based school setting or a non-school setting by grade level.

	AGES		GRADES														TOTAL	
	0-2	3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un-graded		Out-of-School
Total Eligible																		
To be served in school setting																		
To be served in non-school setting																		

A migrant or migratory child is one whose eligibility for the federal Migrant Education Program is documented on a Certificate of Eligibility complete by a trained recruiter. A child is a "migratory child" if the following conditions are met:

1. The child is not older than 21 years of age; and
2.
 - a. The child is entitled to a free public education (through grade 12) under State law, or
 - b. The child is not yet at a grade level at which the LEA provides a free public education, and
3. The child made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with, or to join a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher; and
4. With regard to the qualifying move identified in paragraph 3, above, the child moved due to economic necessity from one residence to another residence, and—
 - a. From one school district to another; or
 - b. In a State that is comprised of a single school district, has moved from one administrative area to another within such district; or
 - c. Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence.

2. Based on the actual number of priority for service students* served during the previous year, estimate the number of priority for service students to be provided supportive and/or academic programs.

PRIORITY FOR SERVICE (PFS) MIGRANTS

Total # PFS Migrants	# Secondary PFS Migrants	#PFS Migrants by Time Since Last Move		
		0-12 Months	13-24 Months	25+ Months

* Priority for services students are eligible migrant children: (1) who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and (2) have made a qualifying move within the previous 1-year period.

PART IV - MIGRANT EDUCATION PROGRAM DESIGN AND SERVICES

A. Days of project activities includes pre-services and non-instructional days to prepare project.

		DAYS OF PROJECT ACTIVITY		DAYS OF INSTRUCTION		HOURS
		First Day (Date)	Last Day (Date)	First Day (Date)	Last Day (Date)	
REGULAR TERM	Program and Administrative Staff					
	Students					

B. EDUCATION AND SUPPORT SERVICES

1. READING/LANGUAGE ARTS

Check if providing these services

Number of Students To Be Served: _____

Local Reading/Language Arts Needs Assessment Data:

- Example: 12 of the 20 MEP students are behind in reading on informal assessments.

Measureable Program Outcome Objective:

1. Migrant students participating in the MEP regular year reading/literacy instructional services for a least 3 months will demonstrate a statistically significant gain (at the .05 level) in reading/literacy skills as measured by a classroom teacher survey that considers classroom performance, grades, and other indicators of reading/literacy achievement.

Strategies/Activities to Meet Objectives

- ✓ 1-1 Provide instruction through systems designed to provide access to migrant students including center-based, home-based instruction, and individual tutoring in reading/literacy
- ✓ 1-2 Use formative and summative assessment results to guide reading/literacy instruction
- ✓ 1-3 Provide reading/literacy instruction using research-based strategies, curricular, and practices (e.g., Balanced Literacy)

2. MATHEMATICS

Check if providing these services

Number of Students To Be Served _____

Local Mathematics Needs Assessment Data

Measurable Program Outcomes (Objectives):

- 2. Migrant students participating in the MEP regular year mathematics instructional services for a least 3 months will demonstrate a statistically significant gain (at the .05 level) in mathematics skills as measured by a classroom teacher survey that considers classroom performance, grades, and other indicators of mathematics achievement.

Strategies/Activities to Meet Objectives

- ✓ 2-1 Provide instruction through systems designed to provide access to migrant students including center-based, home-based instruction, and individual tutoring in math
- ✓ 2-2 Use formative and summative assessment results to guide math instruction
- ✓ 2-3 Provide math instruction using research-based strategies, curricular, and practices

3. SCHOOL READINESS

Check if providing these services

Number of Students To Be Served: _____

Local School Readiness Needs Assessment Data:

Measurable Program Outcomes (Objectives):

- 3. 75% of migrant children ages 3-5 participating in MEP Family Literacy for at least six months will show a significant learning gain (i.e., standard score increase of 25 or more points between pre- and post-assessment on the New York MEP Early Childhood Education (ECE) Assessment.

Strategies/Activities to Meet Objective: (Check all that apply. **NOTE:** Required activities have already been checked.)

- ✓ 3-1 Provide early literacy/math development opportunities for three to five year old migrant children who have not yet entered kindergarten
- ✓ 3-2 Model early literacy/math teaching and learning strategies for parents in home- and/or center-based ECE programs
- 3-3 Provide Family Literacy services to migrant children and parents

PART IV - MIGRANT EDUCATION PROGRAM DESIGN AND SERVICES (continued)

4. HIGH SCHOOL GRADUATION/SERVICES TO SECONDARY-AGED YOUTH

Check if providing these services

Number of Students To Be Served _____

Local Secondary-Aged Youth Needs Assessment Data:

Measureable Program Outcomes (Objectives):

- 4a. 30% of migrant-eligible OSY will participate in instructional services.
- 4b. 75% of migrant high school students enrolled in schools with MEP projects for at least 3 months during the regular school year will work with migrant project staff to complete or update and sign their secondary graduation completion plan.

Strategies/Activities to Meet Objectives

(Check all that apply. **NOTE:** Required activities have already been checked.)

- 4-1 Provide learning opportunities for migrant out-of-school youth (e.g., academic, ESL, life skills instruction)
- 4-2 During the regular school year, establish a collaboration among the school guidance counselor, MEP staff, and the migrant student to develop and monitor a graduation plan that is revisited at least annually to provide support and help ensure that students are on track for graduation

PART IV - MIGRANT EDUCATION PROGRAM DESIGN AND SERVICES (continued)

5. IDENTIFICATION & RECRUITMENT

Check if providing these services

Performance Target: The State is responsible for the identification and recruitment (ID&R) of all migrant children in the state.

List Communities within Recruitment Area

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Copy of Local Quality Control Plan is attached.

Measureable Program Outcomes (Objectives):

- 5a. At least 80% of migrant recruiters and reviewers will report on a survey that MEP-sponsored ID&R training has helped them to more effectively identify and recruit eligible children, make appropriate eligibility determinations and properly document them.
- 5b. The results of the re-interview processes included in the State and Local Quality Control Plans will confirm the eligibility determinations made for all migrant children sampled.

Strategies/Activities to Meet Objectives (Check all that apply. **NOTE:** Required activities already have been checked.)

- 5-1 Conduct identification and recruitment activities including residency verification, recertification and eligibility determination as needed
- 5-2 Maintain current information on the recruitment area's agricultural and fishing activities and determine locations and months of migrant labor
- 5-3 Document and maintain an updated ID&R referral network of employers, schools, churches, Farm Bureaus, community and state agencies, housing and local sites frequented by migrant families
- 5-4 Utilize New Generation System reports and other available data sources to assist in the identification of eligible children and to track their eligibility
- 5-5 Share information about locations of eligible children through intra/interstate coordination
- 5-6 Require that all recruiters complete annual state migrant recruiter training and receive a copy of the State Identification and Recruitment Manual and attend relevant ID&R sessions at the annual Statewide MEP Workshop
- 5-7 Implement a local quality control plan approved by ISBE to put in place controls to ensure that accurate and complete eligibility determinations are made
- 5-8 Follow state procedures and requirements for identifying migrant children, documenting their eligibility on the Certificate of Eligibility (COE) and entering eligibility information in the New Generation System (NGS) or providing eligibility information for entry into NGS. (Refer to Requirements and Timelines: New Generation System and ID&R Data Flow)
- 5-9 Utilize only COE reviewers who have completed state training
- 5-10 Maintain regular communication with the State ID&R Coordinator regarding migrant arrivals, departures, eligibility determinations, quality control and other ID&R components
- 5-11 Other: _____
- 5-12 Other: _____

PART IV - MIGRANT EDUCATION PROGRAM DESIGN AND SERVICES (continued)

6. ANCILLARY AND SUPPORT SERVICES

Check if providing these services

Performance Target: Provide support services through referrals, coordination with existing resources or through direct provision if resources are not otherwise available to remove barriers to school success for migrant children.

Number of Children to Be Served: _____

Local Ancillary Services Needs Assessment Data for Migrant Students and Families:

Measureable Program Outcomes (Objectives):

- 6a. As a result of MEP-sponsored professional development, 90% of migrant staff who provide instruction in PK-12 and OSY will report sufficient ability to support high quality instruction as measured by a rating of 3 or 4 on a 4-point scale, using the professional development survey.

Strategies/Activities to Meet Objectives

- ✓ 6-1 Provide MEP-sponsored professional development opportunities on strategies in school readiness, reading/literacy and/or math to more effectively support high quality instruction in grades PK-12 and OSY

Measureable Program Outcomes Objectives

- 6b. As a result of MEP-sponsored parent development, 90% of migrant parents will report sufficient ability to support their child's success in school as measured by a rating of 3 or 4 on a 4-point scale, using the parent development survey.

Strategies/Activities to Meet Objectives

- ✓ 6-2 Provide MEP-sponsored parent development on how to help support their child's school readiness, reading/literacy and math success in school, high school graduation, GED, post-secondary opportunities, and/or career goals

Measureable Program Outcomes Objectives

- 6c. As a result of MEP coordination/networking activities, 90% of summer MEP staff and migrant parents will report that migrant students received information about support services to promote the health well being and knowledge of support services and community resources of migrant children and youth.

Strategies/Activities to Meet Objectives

- ✓ 6-3 Coordinate/network with public and private agencies to support MEP services to promote the health and well-being of migrant children and youth.

C. OTHER PROGRAM COMPONENTS

1. Professional Development

State-sponsored and local professional development play an important role in each Title I migrant project. Attendance at a professional development workshop is required for migrant teachers. In addition, all recruiters and local Certificate of Eligibility (COE) reviewers must attend annual state training as required.

2. Participation in the Maintenance and Exchange of Student Education and Health Records

Funded projects will participate in the New Generation System centralized information system. Local projects will be responsible for enrolling all participating children, providing all required information on student eligibility, demographics and service provision and updating records on the New Generation System in accordance with State timelines. Data will be entered or sent to the office designated by the State Migrant Education Program for transmittal. Migrant student data entered on the New Generation System is uploaded regularly to the federal Migrant Student Information Exchange (MSIX) database, used to share migrant student records with other states.

3. Parent Involvement

Funded projects will ensure effective parent involvement in migrant education programs as required under Title I, Part A, Subtitle 1, Section 1118. Programs that operate during a complete school year must consult a Parent Advisory Council in planning and operating the program.

Applicant will operate a Migrant Education Program during a complete school year and will convene a migrant parent advisory committee.

Applicant will operate a Migrant Education Program during only part of the school year (e.g., fall only).

4. Availability of Funding

Indicate funding available for supplemental school programs in the district.

Title I, Part A

Title III (LIPLEPS/Immigrant Program)

Other: _____

Other: _____

**FY 2018 Regular Year
Migrant Education Program
Allowable Budget Functions and Objects**

Use the allowable budget functions and objects listed below to develop your proposed Migrant Education Program budget on page 10

Omit dollar signs, commas, and decimal places, e.g. 2535.

Function		Salaries	Employee Benefits	Purchased Services	Supplies and Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment
1000	Instruction							
2110	Attendance and Social Work							
2120	Guidance							
2130	Health Services							
2210	Improvement of Instruction Services							
2220	Educational Media Services							
2230	Assessment and Testing							
2300	General Administration							
2520	Fiscal Services							
2540	Operation & Maintenance of Plant Services							
2550	Pupil Transportation Services							
2560	Food Services							
2640	Staff Services							
2900	Other Support Services							
3000	Community Services							
4000	Payments to Other Governmental Units							
INDIRECT COSTS (Direct Cost X _____ %)								

PART V - TITLE I MIGRANT EDUCATION PROGRAM FISCAL YEAR PROPOSED BUDGET

A. PROPOSED BUDGET

Total funding request: _____

Itemize and explain each expenditure amount corresponding to an allowable function/object. Use additional pages as needed.

FUNCTION NUMBER	OBJECT NUMBER	ITEMIZATION	TOTAL
(1)	(2)	(3)	(4)

PART V - TITLE I MIGRANT EDUCATION PROGRAM FISCAL YEAR BUDGET BREAKDOWN

B. PROGRAM STAFF		STAFF ASSIGNMENTS INCLUDED IN TITLE I MIGRANT BUDGET	
		REGULAR TERM	
		TOTAL NUMBER OF PERSONNEL (2)	FULL-TIME EQUIVALENT (3)
(1)			
1.	Teachers - Preschool		
2.	Teachers - Kindergarten		
3.	Teachers - Elementary		
4.	Teachers - Secondary		
5.	Administrators (non-clerical)		
6.	Highly Qualified Paraprofessionals		
7.	Paraprofessionals (not Highly Qualified)		
8.	Staff providing support services (clerical)		
9.	Recruiters		
10.	Data Entry Specialist (Records Clerks)		
11.	Counselors		
12.	Parent Liaisons		
13.	Other (specify): _____		
14.	TOTALS		