



# Illinois State Board of Education

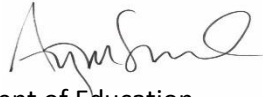
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James T. Meeks  
Chairman

Tony Smith, Ph.D.  
State Superintendent of Education

August 15, 2018

**TO:** Eligible Applicants

**FROM:** Tony Smith, Ph.D.   
State Superintendent of Education

**SUBJECT:** **NOTICE OF FUNDING OPPORTUNITY (NOFO) / REQUEST FOR PROPOSALS (RFP):**  
Fiscal Year 2019 Regular Year Grant to Meet the Educational Needs of Migratory Children

**CSFA Number:** 586-44-0415

**CSFA Title:** Migrant Education – State Grant Program

**CFDA Number:** 84.011A

**CFDA Title:** Migrant Education State Grant Program

## Eligibility and Application Information

**Eligible Applicants:** Entities equipped to provide supplemental education services in communities where eligible migrant children and youth reside. Such entities include public school districts; not-for-profit organizations subject to 26 U.S.C. 501(c)(3) of the tax code ([26 U.S.C. 501\(c\)\(3\)](#)); public institutions of higher education; public university laboratory schools approved by the Illinois State Board of Education (ISBE); charter schools, cooperatives, and other joint agreements with a governing body or board of control (e.g., area vocational centers, special education cooperatives); and schools operated by a Regional Office of Education, Intermediate Service Center, or state agency.

**NOTE:** The State of Illinois Grant Accountability and Transparency Act (GATA) requires applicants to complete pre-qualification requirements before applying for an FY 2019 grant. This includes completion of the Grantee Registration and Pre-qualification process through the Illinois GATA Web Portal at <https://www2.illinois.gov/sites/GATA/grantee/pages/default.aspx>. Grant applications must be submitted by the application deadline indicated in this NOFO/RFP.

Grant applicants are required to complete an FY 2019 Fiscal and Administrative Risk Assessment in the form of an Internal Controls Questionnaire (ICQ) available through the GATA Web Portal and an FY 2019 Programmatic Risk Assessment through the ISBE Web Application Security (IWAS) system. Grant awards will not be executed until the FY 2019 ICQ and Programmatic Risk Assessments are completed.

**Dun and Bradstreet Universal Numbering System (DUNS) Number and System for Award Management (SAM):** Each applicant (unless the applicant is an individual or federal or state awarding agency that is exempt from those requirements under 2 CFR § 25.110(b) or (c), or has an exception approved by the federal or state awarding agency under 2 CFR § 25.110(d)) is required to:

- (i) Be registered in SAM before submitting its application. If you are not registered in SAM, you may do so at [www.sam.gov](http://www.sam.gov);
- (ii) Provide a valid DUNS number in its application at <https://fedgov.dnb.com/webform>; and

- (iii) Continue to maintain an active SAM registration with current information at all times during which it has an active federal, federal pass-through or state award or an application or plan under consideration by a federal or state awarding agency. ISBE may not consider an application for a federal pass-through or state award to an applicant until the applicant has complied with all applicable DUNS and SAM requirements.

**Code of Federal Regulations / Title 2 - Grants and Agreements / Vol. 1 / 2014-01-01192:** Guidance is found at <https://www.gpo.gov/fdsys/pkg/CFR-2013-title2-vol1/pdf/CFR-2013-title2-vol1.pdf>

**This grant is subject to the provisions of:**

- Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq. <http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>
- Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000 <ftp://www.ilga.gov/JCAR/AdminCode/044/04407000sections.html>

**Merit-Based Review and Selection Process for Competitive Grants:** ISBE is required to design and execute a merit-based review and selection process for applications. This process is incorporated by reference in all applicable funding opportunities. The full text of the ISBE merit-based review policy can be found at [https://www.isbe.net/Documents/Merit\\_Based\\_Review\\_Policy\\_after-May1.pdf](https://www.isbe.net/Documents/Merit_Based_Review_Policy_after-May1.pdf). Applicants are advised to refer to the policy document. Proposals must receive a score of 70 points or higher to be considered for funding.

**Grant Award/Cost Sharing or Matching:** Contingent upon federal appropriation, the program may have a total appropriation of up to \$400,000 for FY 2019 regular year programs. Additional funding information can be found under Funding Information on page 10. Cost sharing or matching is not required.

**Grant Period:** The grants awarded for this RFP will be offered for three years. The grant period will begin no sooner than September 14, 2018 and will extend from the execution date of the grant until June 30, 2019. Funding in two subsequent years will be the regular year of FY 2020 and of FY 2021. Funding in subsequent years will be contingent upon state grant-making rules, a sufficient appropriation for the program, satisfactory progress in the preceding grant period, the number of migrant children/youth, number of priority for service migrant children/youth, needs of the identified population, and availability of other funding for services.

**Submission Dates and Times/Other Submission Requirements:** Proposals can be submitted electronically through the ISBE Attachment Manager, mailed, or hand delivered no later than **September 14, 2018 at 4:00 p.m.** Directions for each submission method are found below.

**Electronic Submission:** Completed proposals submitted electronically should be scanned into PDF with all supporting documents and required signatures. The ISBE Attachment Manager is found at <https://sec1.isbe.net/attachmgr/default.aspx>. Choose ROBINSON, BETH from the drop-down menu in Receiver Information. Submit the application using the button at the bottom of the page.

**Mailed Proposals:** Mail an electronic copy of the proposal on a USB flash drive to Beth Robinson, Principal Consultant, Illinois State Board of Education, 100 W. Randolph Street, Suite 14-300, Chicago, Illinois 60601 to ensure the NOFO/RFP response is in the ISBE offices no later than September 14, 2018 at 4 p.m. It is advised to use certified mail with guaranteed delivery date and a return receipt requested.

**Hand Delivered:** Proposals may be hand-delivered to the following location:

Chicago Office  
Reception Area  
Suite 14-300  
100 West Randolph Street

Late proposals will not be accepted

**Grant Award Notice:** It is anticipated that successful applicants will receive a Notice of State Award (NOSA) from the State Superintendent via email or the U.S. Postal Service approximately 90 days after the application deadline. The NOSA is NOT an authorization to begin performance or expenditures. Applicants must sign and return a copy of the NOSA to confirm acceptance of the terms of the award. Once the signed NOSA is received by ISBE, a Uniform Grant Agreement will be prepared and sent to the applicant. Awardees will receive additional information from the programmatic contact approximately one week later via the U.S. Postal Service or email. This information will include important programmatic dates. Monies spent prior to programmatic approval are done so at the applicant's own risk.

**Technical Assistance Session:** A recorded webinar will be posted at: <https://www.isbe.net/Pages/Migrant-Education-Program.aspx>.

**Changes to NOFO/RFP:** ISBE will post any changes made to the NOFO/RFP prior to September 7, 2018 at <https://www.isbe.net/Pages/Request-for-Proposals.aspx>. Applicants are advised to check the site before submitting a proposal.

**Agency Contact/Contact to Request Application Package:** For more information on this NOFO/RFP, contact Beth Robinson at (312)814-3850, or [MEP@isbe.net](mailto:MEP@isbe.net). This email address will be available for posting questions during the application period. All questions asked concerning this NOFO/RFP will be responded to in a Frequently Asked Questions document found at <https://www.isbe.net/Pages/Migrant-Education-Program.aspx> so all respondents can see all questions and the responses to the questions. Changes to the FAQ will not be made after September 7, 2018. Applicants are advised to check the site before submitting a proposal.

## Program Description

### Program Purpose:

To develop and provide supplemental educational services to migrant children through the age of 21 who have not graduated from high school or received their High School Equivalency Diploma. This program provides interventions that are appropriate for at-risk migrant students in order to increase the percentage of these students meeting learning standards, with an emphasis on reading and mathematics.

Funds are generally used for summer school and supplemental regular-term services for students and families, support of professional development for teachers and other program staff, coordinating services in resource projects, interstate coordination, student identification, and student recruitment.

### Program Description:

The purpose of the Migrant Education Program (MEP) is to ensure that migrant children and youth have access to the same free public education provided to other children and are afforded access to educational opportunities to build on their strengths and interests and support the unique needs of migrant students in a coordinated and efficient manner. To this end, the MEP provides supplemental education and support services to eligible migrant children and youth to reduce the impact of educational disruptions and other barriers specific to migrant students.

This NOFO/RFP solicits applications for 2019 regular year projects to provide supplemental education and support services to eligible migrant children and youth. The MEP offers supplemental educational support programs for migrant children from prekindergarten through high school and out-of-school youth. Educational support services fall into the following areas: reading and mathematics; school readiness; high school graduation and services to secondary-aged youth, including dropouts and out-of-school youth; and ancillary and support services.

The Illinois Migrant Education Program Service Delivery Plan (found at [https://www.isbe.net/Documents/migrant\\_service\\_plan.pdf](https://www.isbe.net/Documents/migrant_service_plan.pdf)) and the Illinois Every Student Succeeds Act (ESSA) State Plan (found at <https://www.isbe.net/Documents/ESSAStatePlanforIllinois.pdf>) set the parameters for local projects. The measurable program outcomes and strategies contained in the Service Delivery Plan are listed in Exhibit A beginning on page 19. Per requirements of the administration of the MEP the Service Delivery Plan is updated regularly by ISBE to reflect changes in federal regulations, migrant population needs, and program evaluation results as part of a cycle of continuous improvement.

Funded projects must carry out activities that align with the state Service Delivery Plan to address identified needs of migrant children and youth. The Service Delivery Plan includes broad statements of needs, and local projects document the strengths, interests and needs of the migrant children in their areas to tailor services to the population. All services must be culturally and linguistically appropriate for the migrant student population.

Under Title I, Part C, an eligible migrant child meets the following requirements:

- Younger than the age of 22;
- Has not earned a high school diploma or an equivalent degree;
- Has moved on his/her own as a migratory worker\* or with/to join/to precede a parent, spouse or guardian who is a migratory worker; and
- The child's move was
  - within the preceding 36 months,
  - due to economic necessity,
  - from one school district to another, and
  - from one residence to another.

\*A migratory worker is defined as someone who has moved within the past 36 months due to economic necessity from one residence to another and from one school district to another and engaged in qualifying seasonal or temporary work in agriculture or fishing soon after the move or, under certain circumstances, unsuccessfully sought qualifying work.

A recruiter who has successfully completed the annual state training will conduct a family interview to document MEP eligibility for each child/youth on a Certificate of Eligibility (COE) ([https://www.isbe.net/Documents/20-81\\_migrant\\_coe.pdf](https://www.isbe.net/Documents/20-81_migrant_coe.pdf)). Training for recruiters employed by grantees was offered in May of 2018. Additional training opportunities may be available for recruiters hired after this date.

### **Federal Description:**

Under Title I, Part C of ESSA, the MEP provides federal funding to State Education Agencies to improve educational opportunities for migrant children to help them succeed in school, meet state academic standards, and graduate from high school. The statutory purposes of the MEP are 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.
- Ensure that migratory children who move{ XE “Move” } among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and challenging state academic standards{ XE “Standards” }.
- Ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards{ XE “Standards” } that all children are expected to meet.
- Help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to succeed in school.
- Help migratory children benefit from state and local systemic reforms.

The Office of Migrant Education (<https://www2.ed.gov/programs/mep/index.html>) administers the program at the federal level.

### **Priority for Service:**

Local migrant projects must first serve migrant children and youth who are identified as “priority for service” because they (1) are failing or most at risk of failing to meet the state’s academic content standards or have dropped out of school; and (2) have made a move that qualifies them as eligible migrant children/youth within the previous one-year period.

A “priority for service” migrant in Illinois must have at least one risk factor, including failing to meet standards on state academic assessments in reading and/or math; being over-age for grade (two or more years older than the typical student in that grade); being retained in grade in the previous year; being an English learner; having a special education need including an Individualized Education Program or 504 Plan; failing a core course; or being an out-of-school youth (does not have a high school diploma or equivalent, and does not enroll in school during the regular school year). The majority of eligible migrants in Illinois are **not** “priority for service”. Local projects must attempt to serve this group of children/youth first and aim to serve all eligible migrants .

### **Program Background/History:**

The federally funded Title I, Part C MEP, has provided services to eligible migrant children and youth in Illinois since its establishment in 1966. The program primarily focuses on offering programs during the summer when the largest number of migrant children and youth are in the state. More limited supplemental education and support services are funded during the regular school year. Six grantees received a total of \$373,878 in grants for the regular school year program in FY 2018. From September 1, 2016, to August 31, 2017, 1,284 MEP-eligible children and youth ages 3-21 were present in multiple counties in Illinois, with larger concentrations in Central Illinois.

The state is divided into recruiting regions that are modified periodically to account for changes in the migrant population and the location of recruiters. The current recruiter regions are posted at [https://www.isbe.net/Documents/migrant\\_map.pdf](https://www.isbe.net/Documents/migrant_map.pdf) and included in Exhibit C on page 24. Local MEP project recruiting staff is responsible for performing outreach and identifying migrant children and youth in their assigned region. Successful projects conduct ongoing, active, and effective community outreach to migrant populations that may be marginalized to identify highly mobile MEP-eligible children and youth. Trained bilingual recruiters have the flexibility to respond quickly when new families move into the community and to interview families where and when they are available. Many migrant workers speak English and/or Spanish. Other languages spoken include French and Lingala. Recruiters in most communities are most active in the spring and summer, when migrant families arrive for agricultural work. However, some areas have migrant arrivals throughout the year.

Projects typically incorporate recruiting, supplemental instruction, parent education, and ancillary services. Staff may fill multiple roles in smaller projects and students may participate in multi-age/grade groups. Instructional services addressing the educational needs of the identified population include school readiness for preschool age children; elementary, middle, and high school academic support; high school credit accrual; postsecondary and career preparation; individualized instruction in English as a second language; life skills; and High School Equivalency preparation for out-of-school youth. Ancillary services focus on the well-being of migrant children/youth and access to educational opportunities. Migrant program services must supplement and not supplant existing programs and services.

Migrant children and youth are highly mobile, so local projects provide supports that address the barriers that arise from disrupted schooling and the migratory lifestyle. Coordination with other districts throughout the country is essential to creating continuity of education for migrant children and youth. Local projects use a state database, the New Generation System (<https://ngsmigrant.com/>), and a national migrant student database, the Migrant Student Information Exchange (<https://msix.ed.gov/msix/#/resources>), to share information with other migrant program sites.

Professional development plays a key role in the program. Program staff participate in workshop and training opportunities each year, including a migrant statewide workshop and recruiter training.

### **ISBE Board Goals:**

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

### **Program Objectives:**

The program objectives are:

- Identify all eligible migrant children and youth ages 0-21, including out-of-school youth and dropouts, in the state
- Help migrant children/youth to enter school prepared to learn, to succeed academically, and to graduate from high school ready for college and career

### **Policy Requirements:**

#### **Identification and Recruitment**

The MEP operates within established recruiting regions. Local MEP project recruiting staff are responsible for performing outreach and identifying migrants in their assigned region under the guidance of the State Identification and Recruitment Coordinator at the Illinois Migrant Council. Current recruiting regions are posted at [https://www.isbe.net/Documents/migrant\\_map.pdf](https://www.isbe.net/Documents/migrant_map.pdf). The recruiter conducts personal family interviews and completes a COE (included in Exhibit D on pages 25 and 26 and found online at [https://www.isbe.net/Documents/20-81\\_migrant\\_coe.pdf](https://www.isbe.net/Documents/20-81_migrant_coe.pdf)) to document eligibility. Projects implement a quality control plan that includes re-interviewing a sample of migrant families to ensure the all eligibility determinations are accurate. The local project submits COEs to the statewide office managed by the Illinois Migrant Council for review and approval following specified timelines. The local project is responsible for gathering any additional information needed to complete the COE or verify the information.

#### **2018-19 Regular School Year Program Services**

MEP services supplement required services that are provided to all students during the regular school year through local, state, and federal programs. Most commonly funded MEP services include after-school or other extended day programming, tutoring, family literacy, parent involvement and outreach, and education for out-of-school youth and dropouts. A regional advocate may be funded in recruiting areas with concentrations of migrant families to identify eligible migrants, assist them in enrolling in local schools, coordinate with local schools and community services to ensure that migrant students receive needed supports, and reach out to parents to address issues that affect children's schooling.

Regular year projects are responsible for working with school counselors and secondary-age migrants to review and update their graduation plans. Projects also coordinate with participating migrant children's teachers to trace the child's academic progress during the school year.

Services should be offered at times and locations that accommodate the schedules of migrant students and families. Starting and ending dates of the program must take into account the times when migrant families are present in the area. Program design should be flexible to allow for response to unanticipated changes in the number or needs of the migrant population that arrives. To the extent possible, supplemental instructional services should be of sufficient length and duration to promote students' academic development if the migrant population remains in the region during this period.

Staff may be employed part time or take on multiple roles in the project. For example, the data entry specialist in a small program may also be trained as a recruiter.

#### **Professional Development**

All migrant project staff are invited to participate in an annual statewide workshop. The workshop provides training and preparation for all staff, including administrators, teachers, paraprofessionals, literacy/math coaches, recruiters, data specialists, and parent liaisons.

Recruiters must participate in a three-day required annual training to certify migrant recruiters each spring in Central Illinois.

Required training for New Generation System (NGS) data specialists is conducted at the statewide workshop. Individual training may be provided to staff hired after the statewide workshop.

#### Local Project Coordination

Local migrant projects coordinate with other programs funded under ESSA, including Title I, Part A; Title III; the McKinney-Vento Homeless Assistance Act; Title IV, Part B, 21<sup>st</sup> Century Community Learning Centers, as well as other service providers, including Migrant and Seasonal Head Start.

#### Interstate and Intrastate Coordination

Local projects coordinate, as needed, with the student's home school district in Illinois or another state to ensure continuity of instruction.

Federal regulations require the state MEP to share migrant child information with other funded MEP projects in Illinois and in other states through the federal Migrant Student Information Exchange (MSIX), a national database. Local projects are responsible for enrolling all participating children; entering all required information on student eligibility, demographics, and service provision; and updating records on NGS in accordance with state and federal timelines. Migrant student data entered on NGS is uploaded daily to the MSIX database that shares migrant student records with other states. Projects employ an NGS data entry specialist or arrange for data to be entered through a collaborative relationship.

#### Parent Involvement

MEP projects are required to offer at least two parent activities per grant period that help parents support their children's learning. Projects operating throughout the school year must convene a migrant parent advisory council and establish appropriate procedures and schedules that support effective consultation with the council{ XE "PAC" } in the planning, operation, and evaluation{ XE "Evaluation" } of the MEP project. Survey results from parents of children in the migrant program are incorporated into the statewide evaluation of the MEP.

#### Private School Consultation

MEP grantees must consult with private school{ XE "Private School" } officials before making any decision that affects the opportunities of eligible private school children to participate in a MEP project. Consultation must cover all phases of the design, development, and implementation of the MEP project.

#### **Performance Measures:**

Program indicators (Measurable Program Outcomes) listed in Exhibit A include measures of early childhood, elementary and middle school student progress in reading and mathematics, secondary student credit accrual and progress toward educational goals, out-of-school youth participation in instructional programs, professional development impact on teachers, availability of ancillary services, and parents' evaluations of parent activities. Each year, ISBE conducts an evaluation of the MEP to determine whether the program met the Measurable Program Outcomes included in the Services Delivery Plan.

Local projects must provide the data required to complete the Statewide MEP Evaluation. The MEP grantee is responsible for providing data for each component implemented as listed in Exhibit B.

The Illinois State Board of Education publishes an evaluation report each year. Evaluation results are compiled for the state and by funded project.



**Targets:**

Targets (Measurable Program Outcomes) are established in the state Service Delivery Plan and listed in Exhibit A.

**Performance Standards:**

Grantees not completing these minimum requirements may be moved into remediation:

- Identify at least 60 percent of the projected MEP-eligible children and youth.
- Serve at least 60 percent of the projected MEP-eligible children and youth, giving priority to those identified as “priority for service.”
- Carry out at least 70 percent of the performance strategies for the proposed service areas listed in Exhibit A.
- Provide at least 50 percent of the projected parent involvement activities focused on supporting their children’s learning during the grant period.

In addition, ISBE will use the results of the annual evaluation that measures outcomes of the implemented programs in the areas of reading, mathematics, early childhood, secondary and out-of-school youth, professional development and ancillary services.

**Deliverables and Milestones:**

Grantees must implement the key strategies indicated for the service areas to be provided, as indicated in Exhibit A.

Grantees must submit:

- A final report of activities by June 30, 2019.
- Data and information for the annual program evaluation as specified in the RFP by June 30, 2019.
- Certificates of Eligibility to the statewide office within 10 working days of completion and review at the grantee level.

## Funding Information

### **Introduction:**

The state receives formula funding under Title I, Part C of the Every Student Succeeds Act to implement a Migrant Education Program in Illinois. Up to \$400,000 is allocated to fund supplemental education services for migrant children and youth in the regular school year .

All grant funds disbursed for Migrant Education Program services must be handled in accordance with the authorizing legislation, the corresponding federal guidance, the State and Federal Grant Administration Policy, Fiscal Requirements and Procedures handbook ([https://www.isbe.net/Documents/fiscal\\_procedure\\_handbk.pdf](https://www.isbe.net/Documents/fiscal_procedure_handbk.pdf)) and 23 Illinois Administrative Code 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing) (<https://www.isbe.net/Documents/100ARK.pdf>). Grant funds may be used to provide the types of programs and activities explained in the “Policy Requirements” section beginning on page 7 of this RFP. Funds are paid on a reimbursement basis through a submission of an expenditure report.

Successful applicants will receive funding as reimbursement for the cumulative cash basis expenditures that they report in the Electronic Expenditure Reporting System via IWAS.

### **Continuation**

Funding in two subsequent years of FY20 and FY21 – will be contingent upon a sufficient appropriation for the program and satisfactory performance with regard to the program deliverables, indicators, and measures in the preceding grant period as well as:

- The number of migrant children/youth who will reside in the areas to be served and are expected to be served by the local project;
- Number of “priority for service” migrant children/youth who will reside in the areas to be served and are expected to be served by the local project;
- Needs of the identified population; and
- Availability of other funding from other state, federal, and local programs.

Successful applicants will be required to submit documentation of the four funding criteria above as well as satisfactory performance in the previous grant period to be considered for grant continuation.

### **Cost Sharing or Matching:**

Cost sharing or matching is not required.

### **Indirect Cost Rate:**

In accordance with a Delegation Agreement between the U.S. Department of Education and ISBE, and pursuant to its authority under GATA and administrative rules, the Governor’s Office of Management and Budget has granted ISBE an exception to the federal Uniform Guidance and GATA regarding the determination of indirect cost rates that may be utilized by all grantees that receive a state award or federal pass-through award for grant programs administered by ISBE. The agreement may be found at <https://www.isbe.net/Pages/Indirect-Cost-Rate-Plan.aspx>.

Local Education Agencies (LEAs) may utilize either the indirect cost rate the LEA negotiates annually with ISBE (school districts) or the statewide average indirect cost rate calculated by ISBE (Regional Offices of Education, Intermediate Service Centers, special education cooperatives, area vocational centers, charter schools, and university laboratory schools approved by ISBE). These LEAs will also utilize the ISBE-established indirect cost rates for state and federally funded grant programs administered by other state agencies.

Not-for-profit agencies, community/faith-based organizations, and for-profit entities may utilize the statewide average indirect cost rate calculated by ISBE for all state and federal grant programs administered by ISBE. Colleges and universities will be restricted to a maximum indirect cost rate of 8 percent or other indirect cost rate calculated by their cognizant federal agency, whichever is less, for state and federal grants administered by ISBE. These non-LEA entities may choose to negotiate a separate indirect cost rate to utilize for state and federally funded grant programs administered by other state agencies.

Costs associated with Fiscal Support Services (2520), Internal Support Services (2570), Staff Support Services (2640), Data Processing Services (2660) and Direction of Business Support Services (2510) charged to the Educational Fund are properly budgeted as indirect costs.

**Funding Restrictions:**

Funds received under this program must be used to supplement, and not supplant, funds that would otherwise be used for authorized activities. Funds may be used only for programs and services for children and youth who have a COE on file that documents their eligibility for the MEP.

For purposes of compliance with Section 511 of P.L. 101-166 (the “Stevens Amendment”), applicants are advised that 100 percent of the funds for this program are derived from federal sources. The total amount of federal funding involved is \$400,000.

## **Reporting Requirements**

Periodic financial reporting should be completed at a minimum of quarterly via the IWAS system. Programmatic reporting should be completed at a minimum of quarterly via the IWAS system. Additional reporting requirements are listed below.

Final reporting for Regular Year Programs includes:

- Entry of all student demographic and service delivery information on NGS
- Submission of all data for the MEP Evaluation as listed in Exhibit B
- Submission of complete and accurate COEs for migrant children and youth identified
- Submission of final report of activities carried out for parent involvement, secondary age and out-of-school youth, interstate and intrastate coordination, and professional development participation.

## Content and Form of Application Submission

**Instructions:** Each application must be submitted in the format outlined below to be considered complete. A complete application will include all required components (the numbered items below) and signatures when mentioned. Please use the checkboxes in front of the numbers as a checklist when assembling your completed application. It is advised to attach a copy of the completed checklist with the application.

Some sections of the Program Narrative and Objectives and Activities sections allow applicants to submit additional pages in their response. Additional pages must meet the following criteria:

- Pages must be 8.5" x 11" with print on one side only and 1" margins on the top, bottom, and both sides of the paper;
- Text in the proposal narrative must be typed and double spaced;
- Font must be 12 points;
- Pages must be consecutively numbered;
- Page headers that identify the bidder (i.e., name of institution/firm and date of submission) on the proposal narratives and appendices must be included;
- Proposals submitted with spiral binding or in binders will not be accepted. Binder clips are accepted; and
- Supplementary materials to the proposal, such as videotapes, CD-ROMs, files on disks, publications, press clippings, testimonial letters, and newsletters (other than information requested in this RFP), are prohibited and will not be reviewed.

- 1. Uniform Application for State Grant Assistance (Attachment 1):** Include the name, address, and telephone and fax numbers of the entity; email, name, and telephone number of the contact person; Federal Employer Identification number; DUNS number; SAM CAGE Code; and all other listed information. The Application page must be signed by the official authorized to submit proposals.
- 2. Program Narrative (Attachment 2):**  
Provide the information requested in the Program Narrative. It is important to complete each category. Incomplete information will result in loss of points in scoring. Please follow the page limitations stipulated within Section 2.
- 3. Objectives and Activities (Attachment 3):**  
Use the form provided to list the projected population to be served, the objectives and activities of the proposed project, and the statement of need for each proposed service area. Each statement of need should reference migrant child/youth or family characteristics that demonstrate the need for the proposed services. Complete all sections that apply. Please follow the page limitations stipulated within Section 3.
- 4. Budget Summary (Attachment 4):** The budget MUST be submitted on this form. No other budget form will be accepted. District budgets MUST be signed by the district superintendent. Other applicants should have the official authorized sign the form. .
- 5. Budget Breakdown (or Narrative) (Attachment 5):** The Budget Breakdown MUST include descriptions of the anticipated expenditures, correlated to the line items set forth on the Budget Summary. The Budget Breakdown should also include subcontract information, if applicable.

- 6. **Certifications and Assurances:** Each applicant, ***including each entity that is participating in a joint application***, is required to submit the forms below. These must be signed by the official legally authorized to submit the proposal and to bind the applicant to its contents.
- A. Program-Specific Terms of the Grant (Attachment 6)
  - B. Grant Application Certifications and Assurances (Attachment 7)
  - C. Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion (Attachment 8)
  - D. Certificate Regarding Lobbying (Attachment 9)
  - E. Disclosure of Lobbying Activities (Attachment 10)
  - F. General Education Provisions Act (GEPA) 427 Notice and 442 Assurances (Attachments 11 and 12)
  - G. Federal Funding Accountability and Transparency Act (Attachment 13)

## Application Review

### **Review and Selection Process:**

The selection of the grantees will be based upon the overall quality of the application. The scoring is based upon the following criteria:

- Need is defined as the identification of stakeholders, facts, and evidence that demonstrate the proposal supports the grant program purpose;
- Capacity is defined as the ability of an entity to execute the grant project according to the project requirements;
- Quality is defined as the totality of features and characteristics of a service, project, or product that indicate its ability to satisfy the requirements of the grant program;
- Cost effectiveness is defined as the degree to which the proposed project demonstrates its ability to be effective in meeting the identified needs and attaining program outcomes in relation to the proposed budget

### **Criteria:**

These overall criteria are built into the criteria below. The attachment number in the parenthesis following the criteria lists the portion of the proposal that will be used to determine if the criteria has been met. The points for each criterion section as well as the individual criteria will also be listed. The maximum score possible is 100 points. Proposals must receive a score of 70 points or higher to be considered for funding.

Following the notification of grant awards, an applicant may request copies of reviewer comments by contacting [Beth Robinson](mailto:berobins@isbe.net) at [berobins@isbe.net](mailto:berobins@isbe.net).

### **Selection criteria and point values are as follows:**

Not Provided	Very Limited	Somewhat Limited	Moderate	Strong	Very Strong
0	1	2	3	4	5
Proposal requirements are absent.	Proposal provides very few details to meet the project outcomes.	Proposal is unclear and lacks enough evidence to meet project outcomes.	Proposal provides moderate detail and conveys potential to meet project outcomes.	Proposal provides good detail and strong evidence to meet project outcomes.	Proposal exceeds expectations and provides a solid plan to meet project outcomes.

Section 1: NEED 35 Points	Possible Points
The projected number of migrant children/youth is consistent with state data or is clearly justified by additional documentation, such as credible reports of changes in agricultural work in the area, that will create additional demand for migrant workers with families or credible reports of changes in housing for migrant workers in the area. (Attachment 3)	5

The projected number of migrant children/youth warrants the establishment of supplemental educational services during the regular school year. (Attachment 3)	5
The number of eligible migrant children/youth merits the scope and nature of the project services proposed. (Attachment 3)	5
The projected number of priority for service children/youth is consistent with state data or is clearly justified by additional documentation, such as credible reports of changes in agricultural work in the area, that will create additional demand for migrant workers with families. (Attachment 3)	5
The number of priority for service migrant children/youth merits the project services proposed. (Attachment 3)	5
Needs statements related to the proposed service areas sufficiently document quantified academic and support needs of migrant children. (Attachment 3)	5
Needs statements related to the proposed service areas align with the project services proposed. (Attachment 3)	5
<b>Section 2: QUALITY 30 Points</b>	<b>Possible Points</b>
The program description is thorough, contains the necessary program components, and aligns with the state Service Delivery Plan. (Attachment 2)	5
Services proposed are of sufficient duration and intensity to achieve measurable outcomes included in the state Service Delivery Plan. Proposed activities address the needs of migrant students. (Attachment 2)	5
The proposed recruiting region and outreach strategies indicate that the applicant plans to carry out ongoing, effective recruiting. For applicants who do not propose to include a recruiter: The proposed plan to coordinate with other migrant projects with trained recruiters is clearly described and likely to ensure that only eligible migrants will be served. (Attachment 2)	5
The applicant will implement effective quality control measures to ensure the accuracy of eligibility determinations. (Attachment 2)	5
At least two parent education activities focused on supporting student learning are scheduled for each grant period. Applicants with year-round programs have plans to convene a migrant parent advisory group that will contribute to the planning and operation of the program. (Attachment 2)	5
Interstate and Intrastate coordination plans are sufficient to facilitate the transfer of student records and to ensure that student data is collected and entered accurately on NGS in a timely manner. (Attachment 2)	5
<b>Section 3: Capacity 20 Points</b>	<b>Possible Points</b>



The applicant demonstrates the capacity to implement the MEP effectively and in line with state and federal requirements, including the experience and background of key staff;; and resources available to implement proposed programs. (Attachment 2)	5
The applicant demonstrates knowledge of and/or experience with migrant families and programs that serve migrant children in Illinois.	5
The project takes into account the availability of other funding sources and includes activities that supplement programs and services available to all students. (Attachment 2)	5
The project includes plans for coordination with other existing programs and services, including other local, state, and federal programs to effectively address the identified needs of migrant students. (Attachment 2)	5
<b>Section 4: Cost Effectiveness 15 Points</b>	<b>Possible Points</b>
Funding requested is reasonable for the services proposed, and is an allowable use of MEP funds. (Attachments 4 and 5)	5
The budget includes adequate resources to implement all aspects of the proposed program and staffing is proportionate to the size of the proposed project. (Attachments 4 and 5)	5
Funding requested is proportional to the number of eligible migrant children. (Attachments 4 and 5)	5

Exhibit A

## MEP Program Deliverables (Strategies) and Performance Measures (Measurable Program Outcomes)

Reading and Mathematics	
Key Strategies	Measurable Program Outcomes
<p><b>1.1</b> Provide instruction through systems designed to provide access to migrant students, including center- and home-based instruction and individual tutoring in reading/literacy.</p> <p><b>1.2</b> Use formative and summative assessment results to guide reading/literacy instruction.</p> <p><b>1.3</b> Provide reading/literacy instruction using research-based strategies, curricula, and practices (e.g., Balanced Literacy).</p>	<p><b>1b:</b> Migrant students participating in the MEP regular year reading/literacy instructional services for at 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.</p>
<p><b>1.4</b> Provide instruction through systems designed to provide access to migrant students including center-and home-based instruction, and individual tutoring in math.</p> <p><b>1.5</b> Use formative and summative assessment results to guide math instruction.</p> <p><b>1.6</b> Provide math instruction using research-based strategies, curricula, and practices.</p>	<p><b>1d:</b> Migrant students participating in the MEP regular year math instructional services for at least 3 months will demonstrate a statistically significant gain (at the .05 level) in math skills as measured by a classroom teacher survey that considers classroom performance, grades, and other indicators of math achievement.</p>
School Readiness	
Key Strategies	Measurable Program Outcomes
<p><b>2.1</b> Provide early literacy development opportunities for 3- through 5-year-old migrant children not yet in kindergarten.</p> <p><b>2.2</b> Model early literacy teaching and learning strategies for parents in home- and/or center-based Early Childhood Education (ECE) programs.</p>	<p><b>2c:</b> 75% of migrant children ages 3-5 participating in MEP Family Literacy for at least six months will show a standard score increase of 25 or more points between pre- and post-assessment on the New York MEP ECE Assessment.</p>
<p><b>2.3</b> Provide early math development opportunities for 3 to 5 year-old migrant children who have not yet entered kindergarten.</p>	
<p><b>2.4</b> Model early math teaching and learning strategies for parents in home- and/or center-based ECE programs.</p>	

<p><b>2.5</b> Provide Family Literacy services to migrant children and parents.</p>	
<p><b>2.6</b> Model early reading/literacy teaching and learning strategies for parents in home- and/or center-based ECE programs.</p>	
<b>High School Graduation and Services to Secondary-aged Youth</b>	
Key Strategies	Measurable Program Outcomes
<p><b>3.1</b> Establish a collaboration during the regular school year among the school guidance counselor, MEP staff, and the migrant student and his/her parents 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.</p>	<p><b>3b:</b> 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.</p>
<p><b>3.3</b> Provide learning opportunities for migrant out-of-school youth (e.g., academic, ESL, life skills instruction, high school equivalency).</p>	<p><b>3c:</b> 60% of migrant-eligible out-of-school youth will participate in instructional services.</p>
<p><b>3.4</b> Raise student awareness about learning goals and local community and college/university outreach programs through visits to postsecondary institutions, peer mentoring, career shadowing, dual credit classes, and other strategies.</p>	<p><b>3c:</b> 70% of secondary-aged migrant students (both those attending a home-based program and those in a center-based program for at least 3 weeks during the summer) will make progress toward the instructional/learning goals identified on their Secondary Student Services Plan.</p>
<b>Ancillary and Support Services</b>	
Key Strategies	Measurable Program Outcomes
<p><b>4.1</b> Provide MEP-sponsored professional development and learning activities, as well as learning resources, supplies, and materials (e.g., school readiness, reading/literacy, math, instruction to promote high school graduation, success in post-secondary and the workplace), on strategies in school readiness, reading/literacy and/or math to more effectively support high-quality instruction in grades PK-12 and for out-of-school youth.</p>	<p><b>4a:</b> As a result of MEP-sponsored professional development, 90% of migrant staff who provide instruction in PK-12 and for out-of-school youth 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.</p>
<p><b>4.2</b> Coordinate/network with public and private agencies to support MEP services to promote the health/well-being of migrant children and youth and their parents' knowledge of support services and community resources.</p>	<p><b>4b:</b> 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 (e.g., health, nutrition, transportation, other support services) to promote the health, well-being, and knowledge of support services and community resources of migrant children and youth.</p>

**4.3** 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, postsecondary opportunities, and/or career goals and provide educational resources, materials and supplies, and appropriate activities that promote educational support at home.

**4c:** 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 involvement survey.

## STATEWIDE MEP EVALUATION

Successful applicants will submit the following information for each component implemented for the purposes of program review and the statewide evaluation.

### Regular School Year

1. Classroom teacher survey completed to document student gains based on classroom performance, grades and other factors.
2. Secondary student graduation plan updated to document meeting with school counselor, student and MEP staff.
3. Credit reporting form completed for students who earned credits through alternative methods.
4. Migrant child/youth demographic and services information entered in the New Generation System (NGS).

### Out-of-School Youth

1. Out-of-school youth (OSY) student profiles (One-page survey documents study interests).
2. OSY services tracking form.
3. OSY student assessment score sheet to document lesson results.
4. OSY local project survey.

### Identification and Recruitment

- Complete eligibility information for every migrant child/youth identified and recorded on a Certificate of Eligibility and entered in the NGS.
- Recruiter logs to document outreach activities.

The state evaluation will analyze the following data:

### **Academic Supports - Regular Year**

#### Reading

- Number and percentage of students receiving supplemental services in reading/language arts in the school year
- State assessment results of migrant students enrolled in the district during state assessment windows
- Number and percentage of migrant students participating in reading literacy instruction services for at least three months who demonstrate a gain in reading/literacy skills as measured by a classroom teacher survey that considers classroom performance, grades, and other indicators of reading/literacy achievement
- Number and percentage of migrants who are priority for service

#### Mathematics

- Number and percentage of students receiving supplemental services in mathematics in the school year
- State assessment results of migrant students enrolled in the district during state assessment windows
- Number and percentage of migrant students participating in math instructional services for at least three months who demonstrate a gain in math skills as measured by a classroom teacher survey that considers classroom performance, grades and other indicators of math achievement
- Number and percentage of migrants who are “priority for service”

#### School Readiness

- Number and percentage of migrant children participating in supplemental migrant school readiness services
- Number of migrant children who showed gains and the measure of gains in language/literacy and mathematics on New York MEP Early Childhood Education Assessment
- Number and percentage of migrants who are “priority for service”

#### Graduation and Services to Secondary Aged Youth

- Number and percentage of migrant high-school-aged students who participate in supplemental migrant services, including services for high school students and out-of-school youth
- State assessment results of migrant students enrolled in the district during state assessment windows
- Number of migrant students who graduate from high school
- Number and percentage of migrant students enrolled in MEP services for at least three months who complete or update and sign their secondary graduation completion plan
- Number and percentage of migrants who are “priority for service”
- Number and percentage of out-of-school youth identified who participate in instructional services

#### Ancillary and Support Services

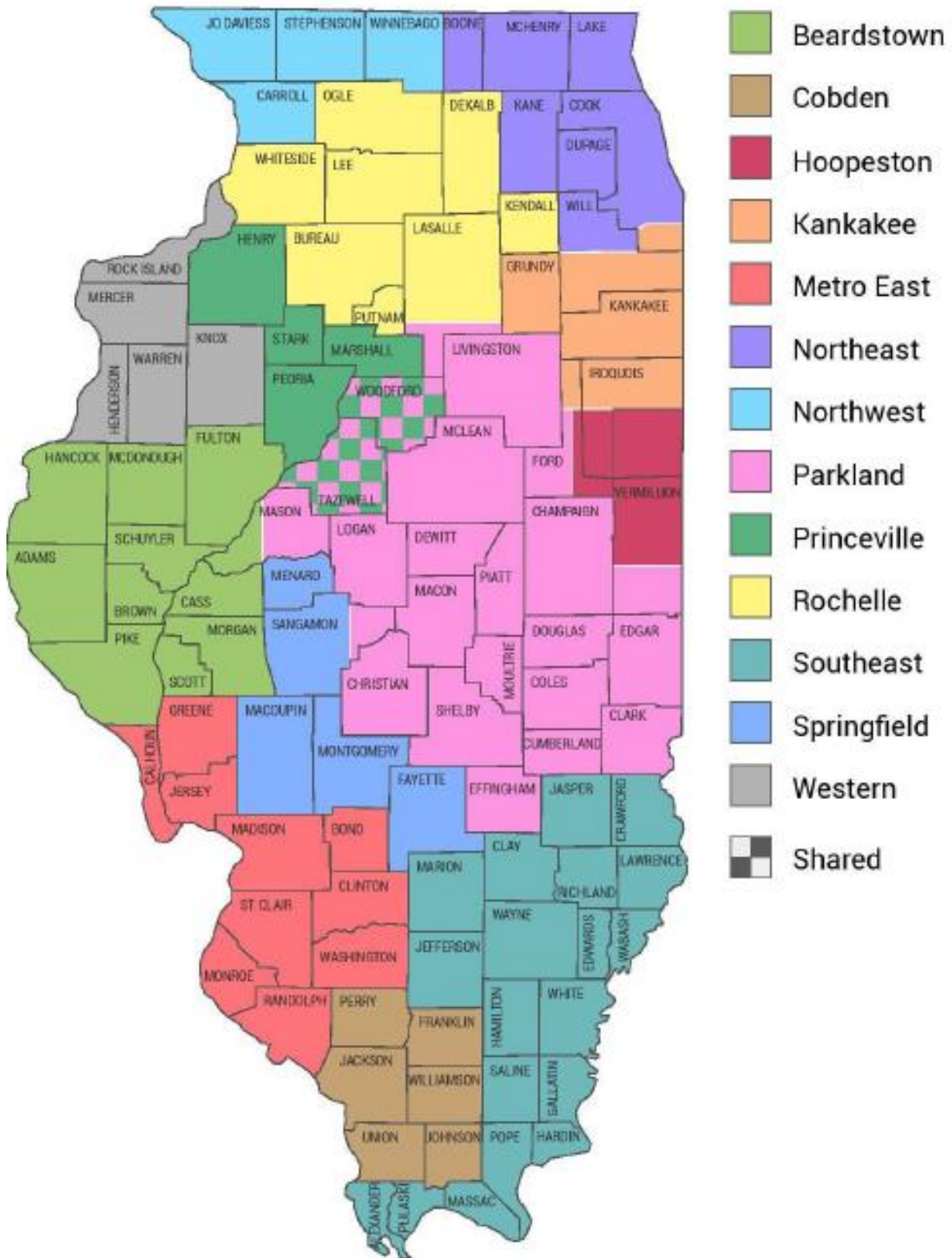
- Number of migrant children who received supplemental support services and the type of support services provided
- Number of migrant children who received a referred service and the type of service received
- Number and percentage of migrant program staff reporting sufficient ability to support/provide high-quality instruction as a result of MEP-sponsored professional development
- Number and percentage of migrant parents who report sufficient ability to support their child's success and school as a result of MEP-sponsored parent development

#### Parents

- Number and percentage of migrant parents reporting sufficient ability to support their child's success in school as measured on the parent involvement survey

Exhibit C

2016-17 Illinois MEP Identification and Recruitment Regions  
[https://www.isbe.net/Documents/migrant\\_map.pdf](https://www.isbe.net/Documents/migrant_map.pdf)



ILLINOIS STATE BOARD OF EDUCATION MIGRANT EDUCATION PROGRAM CERTIFICATE OF ELIGIBILITY  
 (https://www.isbe.net/Documents/20-81\_migrant\_coe.pdf)

DISTRICT NAME AND NUMBERS/AGENCY	SHORT SCHOOL ID	FAMILY ID #	HOME BASE DISTRICT/STATE	RESIDENCY DATE
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**A. QUALIFYING MOVES & WORK**

1. The child(ren) listed on this form moved due to economic necessity from a residence in \_\_\_\_\_ to a residence in \_\_\_\_\_.

SCHOOL DISTRICT CITY STATE COUNTRY      SCHOOL DISTRICT CITY STATE COUNTRY

2. The child(ren) moved (complete both a. and b.):

a.  as the worker, OR  with the worker, OR  to join or precede the worker.

b. The worker, \_\_\_\_\_ FIRST NAME AND LAST NAME OF WORKER is  the child or the child's  parent/guardian  spouse.

i. (Complete if "to join or precede" is checked in 2a.) The child(ren) moved on \_\_\_\_\_ IMMEDIACY.

The worker moved on \_\_\_\_\_ IMMEDIACY. (provide comment)

3. The Qualifying Arrival Date was \_\_\_\_\_ IMMEDIACY.

4. The worker moved due to economic necessity on \_\_\_\_\_ IMMEDIACY, from a residence in \_\_\_\_\_ to a residence in \_\_\_\_\_.

SCHOOL DISTRICT CITY STATE COUNTRY      SCHOOL DISTRICT CITY STATE COUNTRY

a.  engaged in new qualifying work soon after the move (provide comment if worker engaged more than 60 days after the move), OR

b.  actively sought new qualifying work AND has a recent history of moves for qualifying work (provide comment)

5. The qualifying work, \* \_\_\_\_\_ DESCRIBE AGRICULTURAL OR FISHING WORK was (make a selection in both a. and b.):

a.  seasonal OR  temporary employment  if applicable, check:

agricultural OR  fishing work  personal subsistence (provide comment)

6. (Complete if "temporary" is checked in #5a.) The work was determined to be temporary employment based on:

a.  worker's statement (provide comment), OR

b.  employer's statement (provide comment), OR

c.  State documentation for \_\_\_\_\_ EMPLOYER

**B. COMMENTS: (Check applicable boxes)**  
 Must include 2bi, 4a, 4b, 5, 6a, and 6b of the Qualifying Moves & Work Section, if applicable.

2bi  4a  4b  5  6a  6b  Other

**C. FAMILY DATA**

1. Parent/Guardian (1) (Last Name, First Name)	3. Legal Parent/Guardian (1) (Last Name, First Name)	5. Current Address (Street, City, State, Zip)
2. Parent/Guardian (2) (Last Name, First Name)	4. Legal Parent/Guardian (2) (Last Name, First Name)	6. Telephone (Home and Cell) (Include Area Code)

**D. CHILD/SCHOOL DATA (List all eligible children/youth)**

1. Last Name (Last Name 2)	2. First Name	3. Middle Name	4. SSN#	5. NGSID	6. Sex	7. Birth Date	8. Code	9. MB	10. Birthplace (City, State, Country)	11. SSID	12. Enroll Date	13. GR	14. Type



**ILLINOIS STATE BOARD OF EDUCATION MIGRANT EDUCATION PROGRAM CERTIFICATE OF ELIGIBILITY**  
 School Year 20\_\_\_\_ - 20\_\_\_\_

DISTRICT NAME AND NUMBER/AGENCY \_\_\_\_\_

**E. INTERVIEWER SIGNATURE**

*I understand the purpose of this form is to help the State determine if the child(ren)/youth listed on this form is/are eligible for the Title I, Part C Migrant Education Program. To the best of my knowledge, all of the information I provided to the interviewer is true.*

Signature \_\_\_\_\_ Relationship to the Child(ren) \_\_\_\_\_ Date (MM/DD/YY) \_\_\_\_\_

Language Used to Explain the Contents of this Document  ENGLISH  SPANISH  OTHER (specify): \_\_\_\_\_

**F. PROGRAM PARTICIPATION AND RELEASE OF RECORDS**

- I give permission for my child(ren) to participate in the Migrant Education Program.
- Release of Records: The rules for migrant eligibility, services, student record transfer, and the Family Educational Rights and Privacy Act (FERPA) have been explained to me. I hereby authorize this school district or local Migrant Education Program (MEP), the Illinois State Board of Education (ISBE), and the New Generation System (NGS) to release, redisclose, transfer, and/or receive my child's educational and health records, including immunization records and standardized test results, to/from other schools, educational agencies and other pertinent agencies. I know that my child's records will be available for me to see and obtain if I so desire. In order to potentially qualify for more education, health or social services, I further consent that student/family information, otherwise confidential under the provisions of FERPA, may be shared or redisclosed to organizations that provide services under the aegis of the following: projects of the ISBE MEP, Illinois Migrant Council (IMC), College Assistance Migrant Program (CAMP), High School Equivalency Program (HEP), Community Health Partnership of Illinois (CHP), Migrant Seasonal Head Start (MSHS), and child nutrition programs.

Signature \_\_\_\_\_ Relationship to the Child(ren) \_\_\_\_\_ Date (MM/DD/YY) \_\_\_\_\_

**G. ELIGIBILITY DATA CERTIFICATION**

I certify that based on the information provided to me, which in all relevant aspects is reflected above, I am satisfied that these children are migratory children as defined in 20 U.S.C. 6399 and implementing regulations, and thus eligible as such for MEP services. I hereby certify that, to the best of my knowledge, the information is true, reliable, and valid and I understand that any false statement provided herein that I have made is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.

Signature of Interviewer \_\_\_\_\_ Recruiter ID \_\_\_\_\_ Date (mm/dd/yy) \_\_\_\_\_ Signature of Designated SEA Reviewer \_\_\_\_\_ Date (mm/dd/yy) \_\_\_\_\_

Signature of LEA Reviewer \_\_\_\_\_ Date (mm/dd/yy) \_\_\_\_\_

**H. CHILD'S ETHNICITY/RACE**

CHILD'S NAME (First and Last)	ETHNICITY 1- Hispanic/Latino (Y/N)	RACE (Check one or more, regardless of ethnicity status selected.)			
		1-American Indian or Alaska Native	2-Asian	3- Black or African American	4- Native Hawaiian or Other Pacific Islander
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**I. CONTINUED RESIDENCY VERIFICATION (September 1 - August 31)**

School Year	Residency Verification Date	Person Interviewed	Relationship	Source of Verification	Signature of Person Verifying	Date (MM/DD/YY)