



# Illinois State Board of Education


100 North First Street • Springfield, Illinois 62777-0001  
www.isbe.net

**Darren Reisberg**  
Chairman

**Dr. Carmen I. Ayala**  
State Superintendent of Education

September 15, 2020

**TO:** Eligible Applicants

**FROM:** Dr. Carmen I. Ayala   
State Superintendent of Education

**SUBJECT:** **NOTICE OF FUNDING OPPORTUNITY (NOFO) / REQUEST FOR PROPOSALS (RFP):**  
Fiscal Year 2021 Summer Migrant Education Program

**CSFA Number:** 586-44-2307  
**CSFA Title:** Migrant Education – Basic State Grant Program

**CFDA Number:** 84.011  
**CFDA Title:** Migrant Education – Basic State Grant Program

## Eligibility and Application Information

**Eligible Applicants:** Entities equipped to provide supplemental education services in communities where eligible migratory children and youth reside are eligible to apply. 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 2021 grant. This includes completion of the Grantee Registration and Pre-qualification process through the Illinois GATA Web Portal at <http://www.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 a FY 2021 Fiscal and Administrative Risk Assessment in the form of an Internal Controls Questionnaire (ICQ) available through the GATA Web Portal and a FY 2021 Organizational Risk Assessment through the ISBE Web Application Security (IWAS) system. A FY 2021 Programmatic Risk Assessment will also be required as part of the Grant Agreement for awardees. Grant awards will not be executed until all three requirements 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 <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:** The Illinois State Board of Education (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.pdf](https://www.isbe.net/Documents/Merit_Based_Review_Policy.pdf). Applicants are advised to refer to the policy document.

**Grant Award/Cost Sharing or Matching:** This program is contingent upon federal appropriation. It may have a total appropriation of up to \$1 million for FY 2021 summer programs. Seven grantees received a total of \$933,829 in grants for the summer program in FY 2020.

Allocations are preliminary, and payment under this grant for these programs is subject to passage of a sufficient appropriation by the Illinois General Assembly and sufficient appropriation by the U.S. Congress. Obligations of ISBE will cease immediately without further obligation should the agency fail to receive sufficient federal funds for this program.

Applicants who have received the grant previously are eligible to compete for the FY 2021 summer funding. This NOFO/RFP does not have a cost-matching requirement.

Additional funding information can be found under Funding Information on page 8.

*Proposals that score under 70 points will not be funded.*

**Grant Period:** The grant period will begin no sooner than April 1, 2021, and will extend from the execution date of the grant until August 31, 2021. Successful applicants may reapply via continuing application for up to one additional year(s). Funding in the subsequent years will be contingent upon compliance with federal and state law, state grant-making rules, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. No promise or undertaking made in this NOFO/RFP is an assurance that a grant agreement will be renewed, nor does this NOFO/RFP create any right to or expectation of renewal.

**Submission Dates and Times/Other Submission Requirements:** Proposals can be submitted electronically through the ISBE Attachment Manager no later than November 2, 2020 at 5PM. 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 Beth Robinson from the drop-down menu in Receiver Information. Submit the application using the button at the bottom of the page.

Late proposals will not be accepted

**Grant Award Notice:** It is anticipated that successful applicants will receive a Notice of Award via e-mail approximately 90 days after the application deadline. The award letter is NOT an authorization to begin performance or expenditures. After the Merit Based Appeal timeframe has ended, awardees will receive additional information from the program area that includes the next steps for finalizing the grant. Monies spent prior to programmatic approval are done so at the applicants own risk.

**Technical Assistance Session:** A recorded webinar will be posted at the following address: <https://www.isbe.net/Pages/Migrant-Education-Program.aspx>. Attendance is not required.

**Changes to NOFO/RFP:** ISBE will post any changes made to the NOFO/RFP prior to October 26, 2020, 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 [migrant@isbe.net](mailto:migrant@isbe.net). *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 October 26, 2020. Applicants are advised to check the site before submitting a proposal.*

## Program Description

### **Program Purpose:**

The purpose of the Migrant Education Program (MEP) is 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. To this end, the MEP provides supplemental education and support services to eligible migratory children and youth to reduce the impact of educational disruptions and other barriers specific to migratory students.

### **Program Description:**

This NOFO/RFP solicits applications for 2021 summer projects to provide supplemental education and support services to eligible migratory children and youth. The MEP offers summer school programs for migratory 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. The Service Delivery Plan is updated regularly to reflect changes in federal regulations, migratory 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 migratory children and youth. The Service Delivery Plan includes broad statements of needs, and local projects document the strengths, interests, and needs of the migratory children in their areas to tailor services to the population. All services must be culturally and linguistically appropriate for the migratory student population.

Under Title I, Part C, an eligible migratory 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 must conduct a family interview to document MEP eligibility for each child/youth on a Certificate of Eligibility (COE). Training for recruiters employed by grantees will be offered in May of 2021.

### **Federal Description:**

Under Title I, Part C of ESSA, the MEP provides federal funding to State Education Agencies to improve educational opportunities for migratory 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.

- 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 academic standards.
- Ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic 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 migratory 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 migratory children/youth within the previous one-year period. In Illinois, a “priority for service” migrant must have at least one risk factor, including fail to meet standards on state academic assessments in reading and/or math; be over-age for grade (two or more years older than the typical student in that grade); retained in grade in the previous year; be an English Learner; have a special education need, including an Individualized Education Program or 504 Plan; fail a core course; or be 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 aim to serve all eligible migrants once efforts have been made to serve “priority for service” children/youth first.

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

The Migrant Education Program has operated in Illinois since its establishment in 1966. The program primarily focuses on offering programs during the summer when the largest number of migratory children and youth are in the state. Seven grantees received a total of \$933,829 in grants for the summer program in FY 2020. From September 1, 2018, to August 31, 2019, 1,089 MEP-eligible children and youth ages 3-21 as well as 66 children ages 0-2 were spread across 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 migratory population and the location of recruiters. The proposed recruiter regions for the summer of 2021 are posted at [https://www.isbe.net/Documents/migrant\\_map.pdf](https://www.isbe.net/Documents/migrant_map.pdf). Local MEP project recruiting staff is responsible for performing outreach and identifying migratory children and youth in their assigned region. Successful projects conduct ongoing, active, and effective community outreach to migratory 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 migratory 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 migratory families arrive for agricultural work. However, some areas have migratory 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 migratory children/youth and access to educational opportunities. In past years, a health service provider has received funding to offer dental screenings on site for students enrolled in summer programs.

Migratory 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 migratory children and youth. Local projects use a state database,

the New Generation System (<https://ngsmigrant.com/>), and a national migratory 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, recruiter training, and spring in-service workshop for summer school teachers.

#### Identification and Recruitment

The MEP operates within established recruiting regions. Local MEP project recruiting staff are responsible for completing annual training to obtain certification and performing outreach and identifying migrants in their assigned region under the guidance of the State Identification and Recruitment Coordinator at the Illinois Migrant Education Services – Northern Illinois University (IMES-NIU). The planned recruiting regions for the summer of 2021 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 to document eligibility. Projects implement a quality control plan that includes approval of each COE by a trained reviewer and re-interviewing a sample of migratory families annually to ensure the all eligibility determinations are accurate. The local project submits COEs to the statewide office managed by the IMES-NIU 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.

#### 2021 Summer Program Instruction and Ancillary Services

The MEP offers summer school for migratory children from prekindergarten through high school, including out-of-school youth. Site-based, full-day, comprehensive summer school programs are offered at locations with concentrations of MEP-eligible children. Sites provide transportation for students and coordinate with existing food programs to provide meals for students. Remote or blended instruction may be provided when in-person contact is not possible due to state or local public health restrictions. Locations with fewer eligible children and youth may be served through itinerant teaching, remote instruction, or home visits. To the extent possible, summer school should be of sufficient length and duration to promote students' academic development, typically five-seven weeks if the migratory population remains in the region during this period.

Program design should be flexible to allow for response to unanticipated changes in the number or needs of the migratory population that arrives. Starting and ending dates of the summer school must take into account the times when migratory families are present in the area. Summer programs may have multi-grade classrooms or groupings depending on the distribution of the eligible children. Services should be offered at times and locations that accommodate the schedules of migratory students and families. Services for high school and out-of-school youth who work during the day may be offered in the evening, when the students are available.

Summer school curriculum for preschool through eighth grade incorporates instruction in reading and math as well as science, technology, engineering, arts, and mathematics (STEAM) activities. Programs for high school-age youth focus on their learning objectives and may include earning credits, strengthening skills, STEAM activities, and college and career readiness. Resources for academic programs are provided through the IMES-NIU, including the Project SMART math summer school curriculum for grades K-8, individualized instructional materials for out-of-school youth, and STEAM lessons. To the extent possible, summer programs are expected to utilize these resources. An applicant may propose to offer statewide health services (which may include dental care, school physicals, eye care, etc.) not otherwise available to migratory children and youth during the summer to address barriers to academic success. Services, such as dental exams or school physicals, may be provided in coordination with local MEP projects that offer instruction and employ migrant recruiters and data entry staff. Such statewide services should take into account the resources needed to support the completion of paperwork required of children/youth who receive treatment. Services should be provided at a time and location that accommodates the schedules of migrant families and seek to maximize participation in such services.

### Staffing

Most summer projects include a project administrator, teacher(s), recruiter(s), data entry specialist(s), and parent liaison(s). Programs with 50 students or more may employ a literacy and/or math coach to coordinate assessment and curriculum. Summer 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 summer project staff participate in an annual statewide workshop held in June. The next workshop is scheduled for June of 2021 and will be offered in Central Illinois. The workshop provides training and preparation for all staff, including administrators, teachers, paraprofessionals, literacy/math coaches, recruiters, data specialists, and parent liaisons. IMES-NIU coordinates statewide recruiting efforts and provides a three-day required annual training to certify migrant recruiters each spring in Central Illinois. In addition, local COE reviewers are expected to participate in one-day annual training. Required training for New Generation System (NGS) data entry specialists is conducted at the statewide workshop. Summer school teachers are expected to participate in a one-and-a-half day professional development pre-service activity on the summer reading and math curriculum in the spring in Central Illinois. All professional development will be offered remotely if state public health restrictions on personal contact or travel rule out an in-person meeting.

### 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, 21st Century Community Learning Centers; Summer Foods Service Programs; as well as other service providers, including Migrant and Seasonal Head Start. MEP funds must be used to supplement existing services available to students.

### 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 migratory 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. Migratory student data entered on NGS is uploaded daily to the MSIX database that shares migratory 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, either in person or remotely, that help parents support their children's learning. Some summer migrant projects may also receive funding through a separate grant cycle to provide services during the regular school year. Projects operating both during the summer and throughout the school year must convene a migratory parent advisory council and establish appropriate procedures and schedules that support effective consultation with the council in the planning, operation, and evaluation of the MEP project. Projects may employ a parent liaison to coordinate activities and conduct active outreach to parents and families. Survey results from parents of children in the migrant program are incorporated into the statewide evaluation of the MEP.

### Consultation with Private Schools

MEP grantees must consult with 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.

### Program Objectives:

The program objectives are:

- Identify all eligible migratory children and youth ages 0-21, including out-of-school youth, in the state.

- Help migratory children/youth to enter school prepared to learn, to succeed academically, and to graduate from high school ready for college and career

**Performance Measures:**

- Identify MEP-eligible children and youth.
- Provide supplemental instructional and/or support services to MEP-eligible children and youth.
- Implement program strategies for each proposed service area.
- Provide parent involvement activities for migratory families.

**Targets:**

- Identify the number of MEP-eligible children and youth as projected in the application.
- Provide proposed supplemental and/or support services to the number of MEP-eligible children and youth as projected in the application.
- Implement all program strategies for each proposed service area.
- Offer at least two parent involvement activities.

**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 MEP-eligible children and youth projected to be served, 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.

**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 September 1, 2021.
- Data and information for the annual program evaluation as specified in the NOFO/RFP by September 1, 2021.
- Certificates of Eligibility to the statewide office within 10 working days of completion and review at the grantee level.
- MEP-eligible child and youth data entered into NGS by September 1, 2021.

## **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 \$1 million is allocated to fund supplemental education services for migratory children and youth in the summer.

Grant amounts in FY 2020 ranged from \$47,000 to \$355,000. Grant amounts will be based on:

- The number of migratory 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” migratory 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.

The short duration of the program dictates that funds may not be used to purchase equipment unless a thorough justification is provided, including a plan for how equipment will be used throughout the year to provide supplemental services to MEP-eligible children and youth.

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 “Program Background/History” section beginning on page 5 of this NOFO/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 one subsequent year for the summer of FY 2022 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 migratory 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” migratory 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:**

The federal Uniform Guidance at 2 CFR 200 requires that grantees be provided the opportunity to seek indirect cost reimbursements based on negotiated indirect cost reimbursement rates. Rates are determined and applied as follows.

### **LEAs**

- LEA indirect cost rates are developed in accordance with a delegation of authority agreement between ISBE and USDE. The plan includes both a restricted and unrestricted rate for each individual LEA. Both the restricted and unrestricted LEA rates are published annually on the ISBE website. The FY19 rates are available at: <https://www.isbe.net/Pages/Indirect-Cost-Rate-Plan.aspx>. In the past, only the restricted rate was allowed when budgeting indirect cost reimbursements.

LEAs have the ability to seek indirect cost reimbursement at the published unrestricted rate for any program other than those identified as restricted by USDE.

- Newly organized LEAs, Regional Offices of Education Intermediate Service Centers, area vocational centers, charter schools, university laboratory schools and governmental entities formed by a joint agreement among LEAs utilize either the statewide average of LEA unrestricted or restricted indirect rates as appropriate, depending on program.
- LEAs which jointly administer federal program(s) utilize either the approved unrestricted or restricted indirect cost rates for the administrative district of the joint program as appropriate, depending on program.

### Non-LEAs

- For programs eligible for an unrestricted indirect cost rate, not for profit entities, community/faith-based organizations and other non-LEA, non-university subgrantees utilize rates negotiated through the GOMB centralized process where they will have the option to:
  - o Select the 10% diminimus rate
  - o Submit documentation supporting a rate determined through negotiation with their federal cognizant agency
  - o Negotiate a rate.

Non-LEA, non-university grantees may initiate the unrestricted indirect cost rate negotiation process through the GATA grantee portal at: <https://grants.illinois.gov/portal/>.

- For federal programs requiring the use of a restricted indirect cost rate, not for profit entities, community/faith based organizations and other non-LEA subgrantees shall utilize the 8% default rate described at 34 CFR 76.564.
- Colleges and Universities will be limited to a maximum indirect cost rate of 8% or other indirect cost rate calculated by their cognizant federal agency, whichever is less, for grants administered by ISBE.

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:**

The Migrant Education Program uses a restricted indirect cost rate.

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.

### **Stevens Amendment:**

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 1 million.

## **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 Summer 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 migratory 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.

- 1. Uniform Application for State Grant (Attachment 1):** Include the entity name, address, telephone and fax number, 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. Extra sheets mentioned in the attachments may be Word documents. Incomplete information will result in loss of points in scoring.
- 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 migratory child/youth or family characteristics that demonstrate the need for the proposed services. Complete all sections that apply. Check marks in each section of Part II Migrant Education Program Design and Services identify the strategies that must be implemented. Extra sheets mentioned in the attachments may be Word documents. Incomplete information will result in loss of points in scoring.
- 4. Evaluation Design** Evaluation requirements are described in Exhibit B.
- 5. 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.
- 6. Budget Breakdown (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.
- 7. Certifications and Assurances (Attachments 6 - 13):** 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)
  - D.** Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion (Attachment 8)
  - E.** Certificate Regarding Lobbying (Attachment 9)
  - F.** Disclosure of Lobbying Activities (Attachment 10)
  - G.** General Education Provisions Act (GEPA) 427 Notice and 442 Assurances (Attachments 11 and 12)
  - H.** Federal Funding Accountability and Transparency Act (FFATA) (Attachment 13)

### Selected Grantees

Once funding awards are determined, successful applicants will be required to complete additional budget and assurance information and upload a copy of the paper proposal submitted in an electronic application on eGMS.

## Application Review

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

The selection of the grantees will be based upon the overall quality of the application.

A panel will evaluate proposals. ISBE reserves the right to negotiate budget amounts and program activities based on readers' comments and staff review. ISBE will award grants on the basis of the numbers of migratory children; the needs of migratory children; the statutory priority to first serve children who are failing or who are most at risk of failing to meet the state's challenging academic content standards and who have made a qualifying move during the previous one-year period; and the availability of funds from other federal, state, and local programs.

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.

*Proposals that score under 70 points will not be funded.*

In the event of a tie, the higher number of migratory children to be identified and served as indicated in Attachment 3, Part 1 and verified through the New Generation System will be given priority.

### **Criteria:**

These overall criteria are built into the criteria below. The attachment number in the parentheses 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 are listed at the beginning of each section and the points for each individual criterion are included in the right-hand column.

Following the notification of grant awards, an applicant may request copies of reviewer comments by contacting [migrant@isbe.net](mailto:migrant@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 migratory 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 migratory workers or credible reports of changes in housing for migratory workers in the area. The number of eligible migratory children/youth merits the project services proposed. (Attachment 3)	5
The projected number of migratory children/youth warrants the establishment of supplemental educational services during the summer. (Attachment 3)	5
The number of eligible migratory 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 migratory workers. (Attachment 3)	5
The number of “priority for service” 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 migratory children and youth. (Attachment 3)	5
Needs statements related to the proposed service areas align with the project services proposed. (Attachment 3)	5
Section 2: QUALITY 30 Points	Possible Points
The program description is thorough, contains the necessary program components, and aligns with the state Service Delivery Plan. (Attachment 2 and 3)	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 migratory 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 migratory children 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 migratory 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</b> <b>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 migratory families and programs that serve migratory children in Illinois. (Attachment 2)	5
The project takes into account the availability of other funding sources by planning to coordinate with other existing programs and services and including activities that supplement the local, state and federal programs and services available to all students. (Attachment 2)	5
The project has carried out meaningful consultation with appropriate private schools officials in the design and development of the MEP project. (Attachment 2)	5
<b>Section 4: COST EFFECTIVENESS</b> <b>15 Points</b>	<b>Possible Points</b>
Funding requested is reasonable for the services proposed and is an allowable use of MEP funds. (Attachment 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. (Attachment 4 and 5)	5
Funding requested is proportional to the number of eligible migratory children. (Attachment 4 and 5)	5

## Exhibit A

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

<b>Reading and Mathematics</b>	
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. English language arts (ELA) instruction should include the following:</p> <ul style="list-style-type: none"> <li>• Formative and summative assessment results to guide reading/literacy instruction.</li> <li>• Evidence-based strategies, curricula, and practices (e.g., Balanced Literacy)</li> </ul>	<p><b>1a.</b> By the end of the 2020-21 reporting period, migratory students participating in a summer program for at least 3 weeks will demonstrate a statistically significant gain (at the .05 level) in reading/literacy between pre- and post-test using an appropriate performance-based reading/literacy assessment.</p>
<p><b>1.2</b> Provide instruction through systems designed to provide access to migrant students, including center- and home-based instruction, and individual tutoring in math. Math instruction should include the following:</p> <ul style="list-style-type: none"> <li>• Formative and summative assessment results to guide math instruction.</li> <li>• Evidence-based strategies, curricula, and practices</li> </ul>	<p><b>1c.</b> By the end of the 2020-21 reporting period, migratory students participating in a summer program for at least 3 weeks will demonstrate a statistically significant gain (at the .05 level) in math between pre- and post-test using an appropriate performance-based math assessment.</p>
<p><b>1.3)</b> Incorporate engagement and enrichment activities into programming to encourage student attendance and provide experiences students might not otherwise have.</p> <ul style="list-style-type: none"> <li>• Create activities designed to improve math and ELA skills.</li> <li>• Provide academic field trips.</li> <li>• Incorporate project-based learning with technology.</li> </ul>	<p><b>1e)</b> By the end of the 2020-21 reporting period, the percent of identified migratory children (3-21) who participate in MEP instructional services will increase to 55%.</p>



<b>School Readiness</b>	
Key Strategies	Measurable Program Outcomes
<p><b>2.1a)</b> Provide early literacy development opportunities for migratory children ages 3-5 who have not yet entered kindergarten, including collaborating with other agencies that provide services to migratory children, if available.</p> <p><b>2.1b)</b> Model early reading/literacy teaching and learning strategies for parents in the home- and/or center-based early childhood education programs, including collaborating with other agencies that provide services to migratory children, if available.</p>	<p><b>2a)</b> By the end of the 2020-21 reporting period, 75% of all preschool migratory students participating for at least 3 weeks in summer school programs will show a gain of 3.0 in the combined scores of the Emergent Literacy Skills and Alphabet subtests of the New York MEP Early Childhood Education (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, including collaborating with other agencies that provide services to migratory children, if available.</p>	<p><b>2b)</b> By the end of the 2020-21 reporting period, 75% of all preschool migratory students participating for at least 3 weeks in summer school programs will show a gain of 3.0 on the Counting subtest of the New York MEP ECE Assessment.</p>
<b>High School Graduation and Services to Secondary-aged Youth</b>	
Key Strategies	Measurable Program Outcomes
<p><b>3.1)</b> Provide differentiated learning opportunities in the summer to improve attendance, academic achievement, and college and career readiness for secondary-aged students. Examples of activities include credit accrual, academic skill building, English as a second language instruction, life skills instruction, high school equivalency preparation, and enrichment strategies</p>	<p><b>3a)</b> By the end of summer 2021, 41% of 9th-11th grade students who are migrant-eligible will participate in summer programs.</p> <p><b>3b)</b> By the end of summer 2021, 70% of secondary-aged migratory students (both those attending a field-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>
<p><b>3.2)</b> Provide differentiated learning opportunities to improve attendance, academic achievement, and college and career readiness for out-of-school youth (OSY). Examples of activities include credit accrual, academic skill building, bilingual support, life skills instruction, high school equivalency preparation, enrichment strategies, or other materials from osymigrant.org.</p>	<p><b>3c)</b> By the end of summer 2021, 70% of OSY and secondary-aged students who completed osymigrant.org lessons will gain 5% on a curriculum-based assessment or score 80% or higher on the post-test.</p>
<b>Ancillary and Support Services</b>	
Key Strategies	Measurable Program Outcomes
<p><b>4.1.)</b> Coordinate and collaborate with public and private agencies to provide needed support services (medical, dental, mental health, disability services, and vision services) and build trust with migratory families.</p>	<p><b>4a)</b> As a result of MEP coordination/collaboration activities provided in 2020-21, 90% of summer MEP staff and migratory parents will report that migratory families received information about support and academic services (e.g., health, nutrition, transportation, other support services) to promote the health,</p>

<p>Provide services for the health/well-being of migratory children and youth designed to increase student and family knowledge of support services and community resources.</p>	<p>well-being, and knowledge of support services and community resources of migratory children and youth.  <b>4b)</b> By the end of the 2020-21 reporting period, the percent of identified migratory children (ages 3-21) who receive needs-based support services will increase to 61%.</p>
<p><b>4.2.)</b> 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. Establish communication and follow up with migratory families during the summer and regular school year to build trust and to communicate about the importance of education and benefits of programming.</p>	<p><b>4c)</b> As a result of MEP-sponsored parent engagement activities provided in 2020-21, 90% of migratory parents surveyed will report satisfactory 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 engagement survey.</p>
<p><b>4.3.)</b> Provide MEP-sponsored professional development, learning activities, and learning resources, supplies, and materials on instructional strategies in the ELA/math, school readiness, and graduation goal areas to more effectively support high-quality instruction in grades PK-12 and for OSY.</p>	<p><b>4d)</b> As a result of MEP-sponsored professional development provided in 2020-21, 90% of MEP staff who provide instruction in PK-12 and for 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.</p>

## Exhibit B

### Statewide MEP Evaluation

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

<b>MPO</b>	<b>How collected</b>	<b>Who collects</b>	<b>Timeline</b>
<b>English Language Arts and Mathematics</b>			
<b>1a.</b> By the end of the 2020-21 reporting period, migratory students participating in a summer program for at least 3 weeks will demonstrate a statistically significant gain (at the .05 level) in reading/literacy between pre- and post-test using an appropriate performance-based reading/literacy assessment.	Literacy Results Spreadsheet	Teachers and administrators	End of summer projects annually
<b>1c.</b> By the end of the 2020-21 reporting period, migratory students participating in a summer program for at least 3 weeks will demonstrate a statistically significant gain (at the .05 level) in math between pre- and post-test using an appropriate performance-based math assessment.	Student Roster and Assessment Scores Form	Teachers and administrators	End of summer projects annually
<b>1e)</b> By the end of the 2020-21 reporting period, the percent of identified migratory children (3-21) who participate in MEP instructional services will increase to 55%.	New Generation System (NGS)	Data entry staff and administrators	End of regular term and summer projects annually
<b>School Readiness</b>			
<b>2a)</b> By the end of the 2020-21 reporting period, 75% of all preschool migratory students participating for at least 3 weeks in summer school programs will show a gain of 3.0 in the combined scores of the Emergent Literacy Skills and Alphabet subtests of the New York MEP Early Childhood Education (ECE) Assessment.	Early childhood assessment	Teachers and administrators	End of summer projects annually
<b>2b)</b> By the end of the 2020-21 reporting period, 75% of all preschool migratory students participating for at least 3 weeks in summer school programs will show a gain of 3.0 on the Counting subtest of the New York MEP ECE Assessment.	Early childhood assessment	Teachers and administrators	End of summer projects annually
<b>High School Graduation and OSY Achievement</b>			
<b>3a)</b> By the end of summer 2021, 41% of 9th-11th grade students who are migrant-eligible will participate in summer programs.	NGS	Data entry staff and administrators	End of summer projects annually

<b>MPO</b>	<b>How collected</b>	<b>Who collects</b>	<b>Timeline</b>
<b>3b)</b> By the end of summer 2021, 70% of secondary-aged migratory students (both those attending a field-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.	Secondary Student Services Plan	Teachers and administrators	End of summer projects annually
<b>3c)</b> By the end of summer 2021, 70% of OSY and secondary-aged students who completed osymigrant.org lessons will gain 5% on a curriculum-based assessment or score 80% or higher on the post-test.	Student Assessment Score Sheet	Teachers and administrators	End of summer projects annually
<b>Ancillary and Support Services</b>			
<b>4a)</b> As a result of MEP coordination/collaboration activities provided in 2020-21, 90% of summer MEP staff and migratory parents will report that migratory families received information about support and academic services (e.g., health, nutrition, transportation, other support services) to promote the health, well-being, and knowledge of support services and community resources of migratory children and youth.	Parent Survey and Staff Survey	MEP staff and administrators	End of summer term projects annually
<b>4b)</b> By the end of the 2020-21 reporting period, the percent of identified migratory children (ages 3-21) who receive needs-based support services will increase to 61%.	NGS	Data entry staff and administrators	End of summer projects annually
<b>4c)</b> As a result of MEP-sponsored parent engagement activities provided in 2020-21, 90% of migratory parents surveyed will report satisfactory 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 engagement survey.	Parent Survey	MEP staff and administrators	Following each parent engagement activity
<b>4d)</b> As a result of MEP-sponsored professional development provided in 2020-21, 90% of MEP staff who provide instruction in PK-12 and for 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.	Staff Survey	MEP staff and administrators	End of summer term projects annually