


December, 24 2024

TO: Eligible Applicants

FROM: Dr. Tony Sanders 
State Superintendent of Education

SUBJECT: **NOTICE OF FUNDING OPPORTUNITY (NOFO) / REQUEST FOR PROPOSALS (RFP):**
Fiscal Year 2025 Summer Migrant Education Program

CSFA Number: 586-44-2307
CSFA Title: Title I – Migrant Education – Summer Migrant Education Program

CFDA Number: 84.011
CFDA Title: Migrant Education State Grant Program

Program Overview

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 (ROE), Intermediate Service Center (ISC), or state agency.

Only one application may be submitted.

NOTE: The State of Illinois Grant Accountability and Transparency Act (GATA) requires applicants to complete prequalification requirements before applying for any grant. This includes completion of the Grantee Registration and prequalification process through the [Illinois GATA Web Portal](#). Grant applications must be submitted by the application deadline indicated in this NOFO/RFP. Applicants are advised to complete the prequalification requirements well in advance of the NOFO/RFP deadline

Successful grant applicants will be required to complete an FY 2025 Fiscal and Administrative Risk Assessment in the form of an Internal Controls Questionnaire (ICQ) available through the GATA Web Portal, an FY 2025 Organizational Risk Assessment through the ISBE Web Application Security (IWAS) system, and the FY 2025 Programmatic Risk Assessment that is found within the electronic Grant Management System budget. Grant awards will not be executed until the FY 2025 ICQ, Organizational Risk Assessment, and Programmatic Risk Assessment are completed.

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;

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

[Code of Federal Regulations / Title 2 - Grants and Agreements / Vol. 1 / 2014-01-01192](#)

This grant is subject to the provisions of:

- [Grant Accountability and Transparency Act, 30 ILCS 708/1 et seq.](#)
- [Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000](#)

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. Applicants are advised to refer to the [ISBE Merit-Based Review Policy](#).

Grant Award/Cost Sharing or Matching: This program is contingent upon federal appropriation. It may have a total appropriation of up to \$700,000 for FY 2025 summer programs to concentrate solely on summer supplemental services. Three grantees received a total of \$886,227 in grants for the summer program in FY 2024 that included recruiting and services.

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 that have received the grant previously are eligible to compete for the FY 2025 summer funding. This NOFO/RFP does not have a cost-matching requirement.

Funding Information is on page 9.

Proposals that score under 70 points will not be funded.

Grant Period: The grant period will begin no sooner than April 1, 2025, and will extend from the execution date of the grant until August 31, 2025.

Submission Dates and Times/Other Submission Requirements: Proposals can be submitted electronically through the ISBE Attachment Manager or emailed no later than 5 p. m. on February 7, 2025. Directions for each submission method are found below.

Electronic Submission: Completed proposals sent electronically should be scanned into PDF with all supporting documents and required signatures and submitted via the [ISBE Attachment Manager](#). Choose Trevor Cottle from the drop-down menu in Receiver Information. Submit the application using the button at the bottom of the page.

Email: The proposal may be emailed to migrant@isbe.net.

Late proposals will not be accepted.

Grant Award Notice: It is anticipated that successful applicants will receive a Notice of Award via email 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 applicant's own risk.

Technical Assistance Session: A [recorded webinar](#). See registration information. Attendance is not required.

Changes to NOFO/RFP: ISBE will post any changes made to the NOFO/RFP prior to January 31, 2025 on the ISBE [Funding Opportunities webpage](#). 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. All questions asked concerning this NOFO/RFP will be responded to in a [Frequently Asked Questions](#) document so all respondents can see all questions and the responses to the questions. Changes to the FAQ will not be made after January 31, 2025. Applicants are advised to check the site before submitting a proposal.

General Information

Program Background and 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 2025 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](#) and the [Illinois Every Student Succeeds Act \(ESSA\) State Plan](#) set the parameters for local projects. The measurable program outcomes and strategies contained in the current Service Delivery Plan are listed in Exhibit A, which begins on page 15 of this document. 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.

Title I, Part C specifies that an eligible migratory child must meet 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). *A reminder that identification and recruitment of migrant families by the grantee is no longer a part of the NOFO/RFP. Recruiting will be funded, coordinated, and supervised at the state level as a part of the state migrant services contract. Grantees and regional/state recruiters will be in consistent and constant communication through recruiter plans and direct correspondence (phone, email, text) to ensure migratory families are located and identified. If grantees want to continue having local recruiters, the grantee will need to utilize their specific funding allotment. However, all*

recruiters and their COEs, even those who are locally funded, will be supervised, directed, reviewed, and evaluated by the state recruiting coordinator and state recruiter.

Federal Description:

Title I, Part C of ESSA specifies that 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](#) 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”. Migratory children who qualify for “priority for service” must meet the following two criteria as determined by the [Illinois Migrant Education Program Service Delivery Plan](#) :

(1) They are failing or most at risk of failing to meet the state’s academic content standards or have dropped out of school. In Illinois, a “priority for service” migrant must have at least one risk factor below to meet this criterion:

- 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);
- Be in grade in the previous year;
- Be an English learner;
- Have a special education need, including an Individualized Education Program;
- Fail a core course;
- Qualify as homeless as determined by McKinney-Vento criteria 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).

(2) They have made a move that qualifies them as eligible migratory children/youth within the period between September 1 of the previous year and August 31 of the current reporting period.

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 1966. The program primarily focuses on offering programs during the summer, when the largest number of migratory children and youth are in the state. Three grantees received a total of \$886,227 in grants for the summer program in FY 2024. A total of 1,199 MEP-eligible children and youth ages 3-21, as well as 74 children ages 0-2, were spread across multiple counties in Illinois, with larger concentrations in Central Illinois, from September 1, 2023, to August 31, 2024.

The state is divided into service regions that are modified periodically to account for changes in the migratory population. The proposed [service regions](#) for 2024-25 are posted. Some service regions may experience a limited number of children in some areas within the region. Every effort must be made to ensure that identified migratory children have access to supplemental services by the project. State MEP recruiting staff are responsible for performing outreach and identifying migratory children and youth. 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. Many migratory workers speak English and/or Spanish. Other languages spoken include French, Chuukese, Haitian-Creole, Burmese, and Lingala. Migratory families arrive for agricultural work and are most active in the spring and summer. However, in some areas migratory arrivals occur throughout the year. Programs will regularly communicate with state recruiters to ensure that all eligible migratory children and youth are identified.

Projects typically incorporate supplemental instruction, parent education, and ancillary services. Students may participate in multi-age/grade groups. Instructional services that address 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.

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, MIS 2000, and a national migratory student database, the [Migrant Student Information Exchange](#) (MSIX), 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, should a local program decide to have a part-time recruiter on staff.

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. This is typically for five-seven weeks if the migratory population remains in the region during this period.

To meet them where they are at, 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. This may require providing services in the evenings and on weekends, outside of a typical center-based or summer school schedule. 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. Staff may be employed part-time or take on multiple roles in the project. For example, the data entry specialist in a small program also may be a teacher.

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. Ancillary services that address the unique needs of migratory children and are not otherwise available may be included in conjunction with instructional programs. These services should be provided at a time and location that accommodate the schedules of migrant families and seek to maximize participation in such services.

Staffing

Most summer projects include a project administrator, teacher(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.

Professional Development

All migrant summer project staff participate in an annual statewide workshop held in June. The next workshop is scheduled for June of 2025 and will be offered in Central Illinois. The workshop provides training and preparation for all staff, including administrators, teachers, paraprofessionals, literacy/math coaches, data specialists, and parent liaisons. IMES-NIU coordinates statewide recruiting efforts and provides a one-day in-person training with on-site follow-up and additional training at the statewide workshop. This is required annual training to certify migrant recruiters each spring. Required training for MIS2000 data entry specialists is conducted at the statewide workshop. Summer school teachers are expected to participate in a one-day professional development pre-service activity on the summer reading and math curriculum in the spring on site of the grantee or virtually.

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 MSIX, which is the federal 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 MIS2000 in accordance with state and federal timelines. Migratory student data entered on MIS2000 is uploaded daily to the MSIX database, which shares migratory student records with other states. MSIX provides local projects with information about newly identified migratory children who have moved to Illinois from other states. Projects employ an MIS2000 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. Parents from all projects participate in the state Migrant Program Parent Advisory Group. 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:

- Aid in the identification through the state recruiting office all eligible migratory children and youth ages 0-21, including out-of-school youth, in the Illinois.
- Help migratory children/youth to enter school prepared to learn, to succeed academically, and to graduate from high school ready for college and career.

Policy Requirements:

All grantee activities must align with federal requirements under Title I, Part C of ESSA and the federal guidance issued by the Office of Migrant Education. Any changes in requirements or directives received from the Office of Migrant Education will be communicated to grantees.

Performance Measures:

- 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:

- Serve at least 60% 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% of the performance strategies for the proposed service areas listed in Exhibit A. Provide at least 50% 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, 2025.
- Data and information for the annual program evaluation as specified in the NOFO/RFP by September 1, 2025.
- Certificates of Eligibility to the statewide office within five working days of completion and review at the grantee level. (Only if a grantee chooses to fund a part-time recruiter,)
- MEP-eligible child and youth data to MIS 2000 by September 1, 2025.

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 \$700,000 is allocated to fund supplemental education services for migratory children and youth in the summer for the entire state.

Grant amounts in FY 2024 ranged from \$85,425 to \$474,178. 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](#), and [23 Illinois Administrative Code 100](#) (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing). 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.

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 FY22 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% De Minimis 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, not supplant, funds that would otherwise be used for authorized activities. Funds may be used only for programs and services that address the unique needs of eligible migratory children and are not otherwise available through other sources of funding.

Stevens Amendment:

For purposes of compliance with Section 511 of Public Law 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 \$700,000.

Reporting Requirements

Periodic financial reporting should be completed at a minimum of quarterly via the IWAS system. Programmatic reporting should be completed annually 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 MIS2000.
- Submission of all data for the MEP Evaluation as listed in Exhibit A.
- 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 Assistance (Attachment 1):** Include the name, address, telephone, and fax numbers of the entity; email, name, and telephone number of the contact person; Federal Employer Identification number; UEI number; SAM CAGE Code; and all other listed information. The Application page must be signed by the official authorized to submit proposals. First time applicants without a Region-County-District-Type (RCDT) code must call or email the agency contact to obtain an RCDT code **before** submitting an application.
- 4. **Program Narrative (Attachment 2)** It is important to complete each category when completing the Program Narrative. Incomplete information will result in loss of points in scoring.
- 5. **Objectives and Activities (Attachment 3)** Use this form 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 in Part I and Part II. Checkmarks in each section of Part II -- Migrant Education Program Design and Services identify the strategies that must be implemented. Incomplete information will result in loss of points in scoring.
- 6. **Proposal Evaluation Design** Evaluation requirements are described in Exhibit A on page 15 of this document.
- 7. **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 an authorized official sign the form
- 8. **Budget Summary Breakdown (Attachment 5):** The Budget Summary Breakdown **MUST** include descriptions of the anticipated expenditures, correlated to the line items set forth on the Federal Budget Summary and Payment Schedule. The Budget Summary Breakdown should also include subcontract information, if applicable.

Review Criteria

Application 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.

Proposals that score under 70 points will not be funded.

Tiebreaker

In the event of a tie, the applicant with the with the higher number of migratory children to be identified and served will be given priority.

Evaluation Criteria

These overall criteria are built into the rubric 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 section as well as the individual criteria are also included in the rubric.

Following the notification of grant awards, an applicant may request copies of reviewer scores and comments by contacting Trevor Cottle at 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 Eligible population. 25 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. (Attachment 3)	5
The projected number of migratory children/youth is sufficient to warrant the establishment of supplemental educational services during the regular term. (Attachment 3)	5
The number of eligible migratory children/youth merits the scope and nature of the project services proposed, including staffing. (Attachments 3 and 5A and 5B)	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 migratory children/youth merits the scope and nature of the project services proposed, including staffing. (Attachment 3)	5
Section 2: NEED Documented needs of population 10 Points	Possible Points
Needs statements related to the proposed service areas sufficiently document quantified academic and support needs of migratory children and youth and align with the project services proposed. (Attachment 3)	5
The number of children to be served is sufficient to warrant the service. (Attachment 3)	5
Section 3: QUALITY Program design 30 Points	Possible Points
The program description is thorough; contains the necessary program components, including instruction and parent outreach; and aligns with the state Service Delivery Plan. (Attachments 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 service region and outreach strategies indicate that the applicant plans to support ongoing, effective recruiting by the central recruiting office. (Attachment 2)	5
Applicant has a proposed plan to coordinate with the central recruiting office that clearly is described to ensure that only eligible migratory children will be served. If applicant chose to hire a part-time recruiter, they 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, including the use of MSIX, and to ensure that student data is collected and entered accurately in MIS 2000 in a timely manner. (Attachment 2)	5
Section 4: CAPACITY Ability to execute grant according to grant requirements 20 Points	Possible Points
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
Section 5: COST EFFECTIVENESS Meeting needs and program outcomes within a proposed budget 15 Points	
Funding requested is reasonable for the services proposed and is an allowable use of MEP funds. (Attachments 4 and 5A)	5
The budget includes adequate resources to implement all aspects of the proposed program, that is focused on instruction and staffing is proportionate to the size of the proposed project. (Attachments 4, 5A, and 5B)	5
Funding requested is proportional to the number of eligible migratory children and the number to be served. (Attachments 4 and 5A)	5

Exhibit A

Statewide MEP Evaluation

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

English Language Arts and Mathematics			
Measurable Program Outcomes (MPO)	How collected	Who collects	Timeline
1A) By the end of the reporting period, migratory students in grades K-8 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 annually
1C) By the end of the 2023-24 reporting period, migratory students in grades K-8 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 annually
1E) By the end of the reporting period, the percentage of identified migratory children in Grades K-12 who participate in MEP instructional services will increase to 44%.	MIS 2000	Data entry staff and administrators	End of regular term and summer annually
School Readiness			
MPO	How collected	Who collects	Timeline
2A) By the end of the 2023-24 reporting period, 75% of preschool migratory children participating for at least 3 weeks in summer school programs will show a gain of 3.0 points in the combined scores of the Emergent Literacy Skills and Alphabet subtests of the Illinois MEP Early Childhood Education (ECE) Assessment.	Preschool report	Administrators, MEP staff	End of summer term projects

2B) By the end of the reporting period, 75% of all preschool migratory children participating for at least 3 weeks in summer school programs will show a gain of 3.0 points on the Counting subtest of the Illinois MEP ECE Assessment.	Early childhood assessment	Teachers and administrators	End of summer annually
High School Graduation and OSY Achievement			
MPO	How collected	Who collects	Timeline
3A) By the end of summer 2024, the percentage of eligible migratory students in grades 9-11 who participate in summer programs will increase to 35%.	MIS2000	Data entry staff and administrators	End of summer annually
3B) By the end of summer, 75% of secondary-aged migratory students (those attending a field-based program and those in a center-based program for a sufficient amount of time to show progress [about 3 weeks in summer programs or 3 months in the regular term]) will make progress toward instructional/learning goals identified on their Secondary Student Services Plan.	Secondary Student Services Plan	Teachers and administrators	End of regular term and summer annually
OSY Achievement			
MPO	How collected	Who collects	Timeline
4A) By the end of summer, 70% of migratory OSY engaged in instructional services for a sufficient amount of time to show progress (typically 3 weeks) will make measurable progress toward the instructional/learning goals identified on their Secondary Student Service Plan.	Secondary Student Services Plan	Teachers and administrators	End of regular term and summer annually
4B) By the end of summer, 70% of the migratory OSY who completed OSY lessons during the regular year or summer will gain 5% on curriculum-based lesson assessments.	Local OSY Data Collection Tool	Teachers and administrators	End of summer annually
4C) By the end of the reporting period, the percentage of migratory OSY identified who participate in instructional services will increase to 50%.	MIS2000	Data entry staff and administrators	End of regular term and summer annually
Ancillary and Support Services			
MPO	How collected	Who collects	Timeline

<p>5A) As a result of MEP coordination/collaboration activities provided in the summer, 80% of migratory parents who engage in parent activities and complete the Parent Survey will report that they 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 for their children.</p>	<p>Parent Survey and Staff Survey</p>	<p>MEP staff and administrators</p>	<p>End of summer term projects annually</p>
<p>5B) As a result of MEP-sponsored parent engagement activities provided in the summer, 80% of migratory parents participating in the activities will report satisfactory ability to support their child's success in school as measured on the Parent Engagement Survey.</p>	<p>Parent Survey</p>	<p>MEP staff and administrators</p>	<p>Following each parent engagement activity</p>
<p>5C) By the end of the reporting period, the percentage of identified migratory children (ages 3-21) who receive needs-based support services will increase to 62%.</p>	<p>MIS 2000</p>	<p>Data entry staff and administrators</p>	<p>End of summer term project</p>