

***No Child Left Behind Act of 2001***  
**(NCLB)**  
**P. L. 107-110**

**Title I, Part C**  
**Education of Migratory Children**

**Individual Application**

**Guidelines ♦ Instructions ♦ Assurances**

**Application Submission Date:**  
**July 1, 2008**

**Grant Award Period:**  
**July 1, 2008 – September 30, 2009**

**Virginia Department of Education**  
**Division of Instruction**  
**Office of Program Administration and Accountability**  
**P. O. Box 2120**  
**Richmond, VA 23218-2120**

## Application Guidelines

### Purpose of Program and General Use of Funds

The purpose of the Local Consolidated Application is to support the five No Child Left Behind (NCLB) goals, which are:

- All students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics by 2013-2014.
- All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.
- By 2005-2006, all students will be taught by highly qualified teachers. (If this goal has not been achieved, please address the plan for attainment of this goal.)
- All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- All students will graduate from high school.

Funds are to be used to develop instructional programs and projects that:

- Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
- 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 state academic content and student academic achievement standards;
- Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
- Ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet;
- Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment; and
- Ensure that migratory children benefit from state and local systemic reforms.

### Application Submission and Approval Deadline

- The application submission date is July 1, 2008.
- A school division that submits an approvable application by July 1, 2008, will have the appropriate 2008-2009 funds available on a reimbursement basis as of July 1, 2008. A school division that submits an approvable application after July 1, 2008, will have the appropriate 2008-2009 funds available on a reimbursement basis as of the date the application is received at the Department.

### Submission to the Department of Education

- Applications will be submitted using the Web-based Online Management of Education Grant Awards (OMEGA) system. See instructions for the electronic application completion and submission process on page 3.
- The signed application cover page **shall not be submitted** to the Virginia Department of Education. The application cover page signed by the division superintendent and the local school board chairperson should be retained and filed at the division level. **THE SIGNED APPLICATION COVER PAGE RETAINED AT THE LOCAL LEVEL AND THE ONLINE CERTIFICATION BY THE SUPERINTENDENT WILL INDICATE COMPLIANCE WITH APPLICATION ASSURANCES.** See additional information on assurances in the “General Assurances and Program Specific Assurances” section on page 3.

### **Revisions and Amendments to Applications**

- Revisions are edits that are necessary to the program, application, or budget *before* approval can be granted. Revisions to the application can be made after the original submission and prior to the receipt of the official grant award notification.
- Amendments are changes that are made to the program, application or budget *after* the receipt of the official grant award notification. Amendments can be made during the entire grant award period. An electronic amendment form must accompany all amendments.
- All changes, whether revisions or amendments, should be made to the original or most current version of the application Microsoft Excel file. The file should then be re-submitted using OMEGA in a similar manner as was used for the original submission of the application file. Additional information on amendment submission is available in the online technical assistance document located at: <http://www.doe.virginia.gov/VDOE/Instruction/OCP/nclb-applications.html>.

### **Release of Federal Funds and Grant Award Period**

- At the conclusion of the approval process, Title I, Part C, funds are released to school divisions on a reimbursement basis. The full grant award period is July 1, 2008, through September 30, 2009.
- If the 2008-2009 allocation amounts are not available to school divisions by the application submission date, the 2007-2008 allocation may be used as the tentative budget amount. When the school division's final 2008-2009 federal allocations have been received, applicants should follow the electronic amendment process outlined in the online technical assistance document located at <http://www.doe.virginia.gov/VDOE/Instruction/OCP/nclb-applications.html>.

### **Appendix A: General Assurances and Program Specific Assurances**

- Assurances represent policies, procedures, and activities that must be developed by the school division to carry out the provisions of the law. The "General Assurances and Program Specific Assurances" are located at the end of this document and must be retained at the division level.
- **THE SUPERINTENDENT/DESIGNEE'S AND BOARD CHAIRPERSON'S SIGNATURES ON THE APPLICATION COVER PAGE CERTIFY THAT THE LOCAL EDUCATIONAL AGENCY WILL IMPLEMENT THE GENERAL AND PROGRAM SPECIFIC ASSURANCES. THE SIGNED ORIGINAL OF THE APPLICATION COVER PAGE MUST BE RETAINED AT THE DIVISION LEVEL.**

### **Instructions for Electronic Completion and Submission of Application**

- The application has been created in a Microsoft Excel format. Users can enter information only in areas of the application in which a white box appears. Use the "Tab" key to move from box to box. **Do not** use the "Enter" key to advance to the next box.
- The completed application must be saved as an Excel document with the following name: "XXXTitleIPtC08-09.xls" (The "XXX" should be replaced by the three-digit LEA/Payee Code for your particular division). For example, Accomack County's Title I, Part C, Application should be saved as "001TitleIPtC08-09.xls" in the electronic files for the school division.
- The completed application should be uploaded to the OMEGA system by selecting the appropriate options to indicate the type of application (individual or consolidated) and then the appropriate federal program(s) in the application(s).
- OMEGA can be accessed through the Virginia Department of Education (VDOE) Single Sign-on for Web System (SSWS) located at: <https://p1pe.doe.virginia.gov/ssws/login.page.do>.
- A log-in ID and password are necessary to access the system.
- Additional information and guidance regarding the submission of the application using OMEGA can be found in the technical assistance document at: <http://www.doe.virginia.gov/VDOE/Instruction/OCP/nclb-applications.html>. If additional

technical support is needed, please e-mail [OMEGA.Support@doe.virginia.gov](mailto:OMEGA.Support@doe.virginia.gov) or call (804) 371-0993.

- All other correspondence should be directed to Megan Moore, educational specialist, at [Megan.Moore@doe.virginia.gov](mailto:Megan.Moore@doe.virginia.gov) or at (804) 786-9935.

## **Instructions for Completing the Application**

### **A. Cover Page (Pages 1-2)**

1. The applicant will complete the school division information section. Click the drop down box that appears at the end of the Applicant (Legal Name of Agency) and locate your school division name. Click on your school division name. This feature will automatically insert your school division name and number throughout the application.
2. The local school board must review and approve the application prior to submission to the Virginia Department of Education.
3. The designated division representative should complete the Local Educational Agency Certification by securing all appropriate signatures and by indicating the date of the school board meeting.
4. Once you have clicked on your school division name, on page 2, the 2007-2008 funding allocations will appear in the boxes in the column labeled 2007-2008 Allocation. A “yes” or “no” will also appear in the column marked 2007-2008 Consolidated Application.
5. In the column to the right labeled, 2008-2009 Allocation Total, enter your school division’s allocations for Title I, Part C, to be included in the 2008-2009 Individual Application. If you do not have your 2008-2009 allocation, use the 2007-2008 amount.

### **B. Program Overview (Pages 3-4)**

1. Describe the instructional programs or program services to be developed with the requested federal funds.
2. Include the targeted population(s). (Examples: NCLB subgroups of students, homeless and migrant students, instructional and administrative staff, paraprofessionals, parents, etc.)
3. Discuss how the division’s programs will contribute to the achievement of the NCLB goals.

### **C. Coordination Of Services (Pages 5-6)**

Describe the partnership within your division between these programs and other federal, state and/or local programs in the delivery of services to the targeted population(s). Describe the collaboration of program staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in the application.

### **D. Measurable Objectives (Pages 7-10)**

1. In the tables on pages 7-10, as needed, state the measurable objectives that will guide the development of the programs to be funded with the requested federal funds. Measurable objectives may be continued/revised from the previous school year with an adjusted time period.
2. Then describe the scientifically-based research services and activities (programs, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.
3. A definition and examples of measurable objectives are listed on the next page.

### **What is a Measurable Objective?**

A measurable objective has four components:

1. Subject (Who is the target or focus?);
2. Behavior (What will be changed/improved?);
3. Specific criteria for assessing improvement, readiness, or achievement; and
4. Time period for performance or assessment.

### **Examples:**

1. In the spring of 2009, 85 percent of the fifth-grade students taking the Standards of Learning writing test will score 400 or higher.
2. By the end of the 2008-2009 school year, 65 percent of the limited English proficient students will demonstrate progress in acquiring English language proficiency as demonstrated by moving from one English language proficiency level to the next.

Note 1: It is anticipated that 2007-2008 *student-level* Standards of Learning (SOL) test results will arrive in the school divisions prior to the application deadline. Though unofficial, schools and school divisions should examine these data for student progress toward the attainment of the adequate yearly progress (AYP) annual measurable objectives in reading (English/language arts) and mathematics.

School divisions that have not received the data in sufficient time to complete certain measurable objectives by the application deadline should still consider submitting the application on time. Upon receipt and analysis of the student-level data, divisions may submit revisions to the application.

Note 2: Measurable objectives related to teacher and paraprofessional quality should be guided by data from the [Instructional Personnel Report, Superintendent's Memorandum Number 45, October 5, 2007](#). The report will give the division data regarding the highly qualified status of teachers and paraprofessionals. These data should be used to determine needed activities to meet the requirements for highly qualified status.

### **E. Budget Summary (Pages 11-17)**

1. Provide the summary budget by program and object code for each program included in the consolidated application.
2. The program budget must reflect resources needed to achieve the measurable objectives.
3. The applicable detail budget breakdown sheets must also be completed.
4. The "Expenditure Accounts Description" provides definitions for the object codes. Please review carefully.

### **F. Regional Program Agreement (Page 18)**

1. A lead regional program school division must be identified and one application must be submitted by the lead school division for all regional program members. All regional program members must be listed on the application. The allocation should be the total for all divisions in the regional program.
2. Participating regional program members must submit the participating school division regional member certification to the lead school division.

### **G. Program Information (Page 19)**

1. Check the type of Migrant Education Program (MEP) the division or Regional Program offers. The definitions are as follows:
  - ***Regular School Year – School Day Only projects:*** Projects where all MEP services are provided during the school day during the regular school year.
  - ***Regular School Year – School Day/Extended Day projects:*** Projects where some or all MEP services are provided during an extended day or week during the regular school year (e.g., some

services are provided during the school day and some outside of the school day; e.g., all services are provided outside of the school day).

- **Summer/Intersession Only projects:** Projects where all MEP services are provided during the summer/intersession term.
- **Year Round projects:** Projects where all MEP services are provided during the regular school year and summer/intersession term.

2. Provide the headcount and FTE by job classification of the staff funded by Migrant Program. The definitions are as follows:

- **Teacher:** A classroom instructor who is licensed and meets any other teaching requirements in the state.
- **Counselor:** A professional staff member who guides individuals, families, groups, and communities by assisting them in problem-solving, decision-making, discovering meaning, and articulating goals related to personal, educational, and career development.
- **Paraprofessional:** An individual who: (1) provides one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assists with classroom management, such as organizing instructional and other materials; (3) provides instructional assistance in a computer laboratory; (4) conducts parental involvement activities; (5) provides support in a library or media center; (6) acts as a translator; or (7) provides instructional support services under the direct supervision of a teacher (Title I, Section 1119(g)(2)). Because a paraprofessional provides instructional support, he/she should not be providing planned direct instruction or introducing to students new skills, concepts, or academic content. Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I.
- **Recruiter:** A staff person responsible for identifying and recruiting children as eligible for the MEP and documenting their eligibility on the Certificate of Eligibility.
- **Record transfer staffer:** An individual who is responsible for entering, retrieving, or sending student records from or to another school or student records system.
- **Qualified paraprofessional:** A qualified paraprofessional must have a secondary school diploma or its recognized equivalent and have (1) completed 2 years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Section 1119(c) and (d) of *ESEA*).

**Appendix A**

# **ASSURANCES**

The assurances should be kept on file in the division.

## GENERAL ASSURANCES

Title I, Part A	– Improving Basic Programs Operated by Local Educational Agencies
Title I, Part C	– Education of Migratory Children
Title I, Part D, Subpart 2	– Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
Title II, Part A	– Teacher and Principal Training and Recruiting Fund
Title II, Part D	– Enhancing Education Through Technology
Title III, Part A	– English Language Acquisition, Language Enhancement and Academic Achievement
Title IV, Part A	– Safe and Drug-Free Schools and Communities
Title VI, Part B, Subpart 2	– Rural and Low-Income School Program

The school division assures:

- I. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- II. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;
- III. The public agency, nonprofit private agency, institution, or organization, or Indian tribe, will administer those funds and property to the extent required by the authorizing statutes;
- IV. It will adopt and use proper methods of administering each program, including—
  - A. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program.
  - B. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation and that:
    1. It will maintain fiscal effort in support of free public education;
    2. It will provide services with state and local funds that are at least comparable to services provided in schools and areas not receiving special federal funds;
    3. The majority of the resources in the school division are derived from non-federal funds;
    4. It is in compliance with the requirements regarding school prayer as specified in P. L. 107-110, Title IX, Section 9524;
    5. It will comply with the audit requirements for each program;
    6. The federal funds are used to supplement, not supplant regular non-federal funds;
    7. It will cooperate in carrying out any evaluation of each program conducted by or for the state educational agency, the Secretary, or other federal officials;
    8. It will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each program;
    9. It will submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary of Education as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under each program;
    10. It will maintain such records for five years, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties;
    11. It consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;
    12. It afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;

13. It is in compliance with the requirement regarding equal access to public school facilities as specified in P. L. 107-110, Title IX, Section 9525;
  14. It will comply with the other application requirements outlined in Section 9501. Private School Children; Section 9502. Bypass; and Section 9521. Maintenance of Effort under Title IX – General Provisions.
  15. It will notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student’s classroom teachers, including, at a minimum, the following:
    - a) whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
    - b) whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
    - c) whether the child is provided services by paraprofessionals and, if so, their qualifications; and
    - d) the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
  16. It will provide information in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents can understand;
  17. It will ensure that funds are expended in accordance with the school division’s approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;
- C. That it will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals.
- D. That it will abide by the School Improvement provisions of Title I, Section 1116, that include among other requirements, the provisions of public school choice and supplemental educational services, as appropriate, for schools identified for Title I School Improvement.
- E. That it will abide by the LEA Improvement provisions of Title I, Section 1116, as appropriate, for divisions that are identified for LEA Improvement.
- V. The division shall comply with Section 22.1-277.01, of the Code of Virginia that requires the expulsion for one year of any student determined to have brought a firearm to school. A description of each incident, the name of the school concerned, the number of students expelled from each school, and the type of firearm used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Section 4141 of Title IV. This agency has a policy that requires referral to the criminal justice or the juvenile delinquency system of any student who brings a firearm or weapon to school;
- VI. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.

## **PROGRAM SPECIFIC ASSURANCES**

### **Title I, Part C – Education of Migrant Children**

Each school division's plan shall provide that:

- I. It will use funds received only for programs and projects, including the education of Priority for Services migrant students and the acquisition of equipment, in accordance with Section 1306;
- II. It will consult with parent advisory councils for migrant education programs of one school year in duration and that all such programs and projects are carried out in a manner that provides for the same parental involvement as is required for programs and projects under section 1118;
- III. It will make adequate provision for addressing the unmet educational needs of preschool migratory children; and
- IV. The programs and projects will provide for: 1) advocacy and outreach activities for migratory children and their families, including informing children and parents of, or helping such children and families gain access to, other education, health, nutrition, and social services; 2) family literacy programs, including such programs that use the models developed under Even Start; 3) the integration of informational technology into educational and related programs; and 4) programs to facilitate the transition of secondary school students to postsecondary education or employment.