

***Elementary and Secondary
Education Act of 1965 (ESEA),
as Amended by the
Every Student Succeeds Act of 2015 (ESSA)
P. L. 114-95***

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

**Individual Application
Guidelines ♦ Instructions ♦ Assurances**

**Application Submission Date:
July 1, 2017**

**ESEA Grant Award Period:
July 1, 2017 – September 30, 2018**

**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 overarching purpose of the grant is to support student achievement under Virginia's Accountability Plan provisions, including the following:

- Supporting student mastery of K-12 college and career ready reading and mathematics standards, and attainment of proficiency or better on corresponding assessments;
- For high schools with a graduating class, supporting student completion of graduation requirements in a timely fashion; and
- Ensuring that students are taught by effective teachers meeting Virginia licensing and professional teaching requirements and providing meaningful professional development and support to promote effective instruction to increase student achievement.

Title I, Part C, funds are to be used to develop instructional programs and projects that:

- Support high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children;
- Ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging state 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 the ability of such children to succeed in school; and
- Help migratory children benefit from State and local systemic reforms.

Application Submission and Approval Deadline

- The application submission date is July 1, 2017. A school division that submits an approvable application by July 1, 2017, will have the 2017-2018 funds available on a reimbursement basis as of July 1, 2017. A school division that submits an approvable application after July 1, 2017, will have the 2017-2018 funds available on a reimbursement basis as of the date the application is received at the Department.

Submission to the Virginia Department of Education

- Applications will be submitted using the Web-based Online Management of Education Grant Awards (OMEGA) system. Instructions for the electronic application completion and submission process are explained on pages 3-4.
- 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 **should not be submitted** to the Virginia Department of Education. **The signed application cover page should be retained at the local level and the online certification by the superintendent will indicate compliance with application assurances.** Additional information on assurances is included in the "General Assurances and Program Specific Assurances" section on page 3.

Revisions and Amendments to Applications

- Revisions are changes that are necessary to the program application, or budget *before* approval can be granted. Revisions to the application are made after the original submission only if the application is denied.
- Amendments are changes that are made to the program application or budget *after* the approval of the application. If the amendment involves only programmatic changes, a budget transfer request is not

required. If the amendment involves programmatic and budget changes, a budget transfer must also be submitted.

- NOTE: Any changes to the program budget should first be reflected in an amended application, followed by a budget transfer within 7 business days of approval of the amended application. Budget transfers are no longer accepted without an approved amended application reflecting budget changes.
- Revisions and amendments should be identified on the first page of the application in the upper right-hand corner. Indicate whether a revision or an amendment is being submitted and include the date. Next, select the “Explain” link. A section will be displayed where details about the changes to the application should be provided. Please be specific.
- All changes, whether submitted in a revision or amendment, should be made to the original or most recently approved version of the application. The file should then be resubmitted using OMEGA in a similar manner as was used for the original submission of the application file. Additional information on revisions or amendments submission is available in the online technical assistance document located at: http://www.doe.virginia.gov/federal_programs/esea/applications/index.shtml.

Release of Federal Funds and Grant Award Period

- At the conclusion of the approval process, Title I, Part C, funds are available to school divisions on a reimbursement basis. The grant award period is July 1, 2017, through September 30, 2018. Under the Tydings Amendment, school divisions have until September 30, 2019, to encumber 2017-2018 funds.
- Final reimbursements must be submitted to the Department by November 15, 2019. Reimbursements are submitted using the OMEGA system.
- If the 2017-2018 allocation amounts are not available to school divisions by the application submission date, the 2016-2017 Title I, Part C, allocation may be used as the estimated amount for budget purposes. When the school division’s final 2017-2018 federal allocations have been received, applicants should follow the electronic revision or amendment process as outlined in the OMEGA modules located at: http://www.doe.virginia.gov/federal_programs/esea/applications/index.shtml.

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 in Appendix A of this document and must be retained at the division level.
- **The superintendent’s/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 in the white cells. Use the “Tab” key to move from cell to cell. **Do not** use the “Enter” key to advance to the next cell.
- The completed application must be saved as an Excel document with the following name: “XXXTitleIPtC17-18.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 “001TitleIPtC17-18.xls” in the electronic files for the school division. **The file name cannot exceed 50 characters.**
- 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). Print copies will not be accepted.

- OMEGA can be accessed through the Virginia Department of Education’s (VDOE’s) Single Sign-on for Web System (SSWS) located at:
<https://plpe.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](#) and in the OMEGA modules at: http://www.doe.virginia.gov/federal_programs/esea/applications/index.shtml. If additional technical support is needed, please e-mail OMEGA.Support@doe.virginia.gov or call (804) 371-0993.

Instructions for Completing the Application

A. Cover Page (Pages 1-2)

1. Complete the school division information section. Select the drop down box that appears in the Applicant (Legal Name of Agency) cell and locate your school division name. Select 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 selected your school division name, on page 2, the 2016-2017 funding allocations will appear in the column labeled 2016-2017 Allocation. Please indicate whether or not you submitted a consolidated application for 2016-2017 by selecting “yes” or “no” from the drop down list in the column marked 2016-2017 Consolidated Application.
5. After completing step 1 above, in the far right column labeled, 2017-2018 Allocation Total, enter your school division’s allocations for Title I, Part C, to be included in the 2017-2018 Individual Application. If you do not know your 2017-2018 allocation, use the 2016-2017 amount.
6. If funds will be transferred under the transferability provision, include the amount in the appropriate cell; otherwise leave “Transferability” blank. Please note that prior approval is required to transfer funds. The transfer request form is provided at http://www.doe.virginia.gov/federal_programs/esea/forms/lea_funds_transfer_request.docx.

B. Program Overview (Pages 3-4)

For the 2017-2018 year, divisions are not required to complete this section if there are no substantive changes from the 2016-2017 application. In the space designated, indicate “No Changes” or describe changes from the 2016-2017 application.

1. Describe how the Migrant Education Program (MEP) identifies new and existing migrant students including birth to age 3, ages 3-5, grades K-12, and out-of-school youth. Include the most common qualifying activities and peak seasons for identification and recruitment.
2. Describe the instructional programs or program services to be developed with the requested federal funds based on the results of the division/regional comprehensive needs assessment. Include the process used by the MEP to identify migrant students with the greatest need as priority for services. Include the targeted population(s). (Examples: ESEA subgroups of students, homeless and migrant students, instructional and administrative staff, paraprofessionals, parents, etc.)
3. Describe how the division/regional MEP will contribute to the achievement of the ESEA goals.

C. Coordination Of Services (Pages 5-6)

For the 2017-2018 year, divisions are not required to complete this section if there are no substantive changes from the 2016-2017 application. In the space designated, indicate “No Changes” or describe changes from the 2016-2017 application.

Describe the program services/activities that will be coordinated between the MEP and other federal, state, and local programs. Describe the collaboration of MEP 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 7-11)

For the 2017-2018 year, divisions are not required to complete this section if there are no substantive changes from the 2016-2017 application. In the space designated, indicate “No Changes” or describe changes from the 2016-2017 application.

1. In the tables on pages 7-10, please address how the Measurable Objectives below will guide the development of the Migrant education program. Measurable objectives may be continued from the previous school year with an adjusted time period.
 - i. By the end of the 2017-2018 school year and each year thereafter, the percentage of migrant students attaining “Passing” level or above in reading/language arts on the Virginia Standards of Learning assessments will increase by 2 percent annually.
 - ii. By the end of the 2017-2018 school year and each year thereafter, 40 percent of migrant parents who participated in parent activities will report an increased ability to support the reading/language arts achievement of their child.
 - iii. By the end of the 2017-2018 school year and each year thereafter, 75 percent of staff who work with migrant students will report that participation in professional development in reading/language arts has improved their delivery of reading/language arts content instruction.
 - iv. By the end of the 2017-2018 school year and each year thereafter, 35 percent of migrant students participating in summer services will show a gain between pre- and post-tests on the reading consortium assessments.
 - v. By the end of the 2017-2018 school year and each year thereafter, the percentage of migrant students attaining “Passing” level or above in mathematics on the Virginia Standards of Learning assessments will increase by 2 percent annually.
 - vi. By the end of the 2017-2018 school year and each year thereafter, 40 percent of migrant parents who participated in parent activities will report an increased ability to support the mathematics achievement of their child.
 - vii. By the end of the 2017-2018 school year and each year thereafter, 75 percent of staff who work with migrant students will report that participation in professional development in mathematics has improved their delivery of mathematics content instruction.
 - viii. By the end of the 2017-2018 school year and each year thereafter, the graduation rate for migrant students will increase.
 - ix. By the end of the 2017-2018 school year and each year thereafter, 25 percent of parents of migrant secondary students who participated in parent activities will report an increased ability to support the education and graduation goals of their child.
 - x. By the end of the 2017-2018 school year and each year there-after, 75 percent of staff who work with migrant secondary students will report that participation in professional development has improved their use of dropout prevention strategies.
2. Then describe the evidence-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 below.

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 2018, students with disabilities will demonstrate a five percent increase in the subgroup's mathematics performance on the Standards of Learning assessment.
2. By the end of the 2017-2018 school year, 19 percent of the limited English proficient students will demonstrate proficiency in acquiring English language proficiency as demonstrated by moving from one English language proficiency level to the next.

Note 1: It is anticipated that 2016-2017 *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 trends that may be used to determine needed activities to improve student achievement.

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 and Licensure Report (IPAL), as outlined in [Superintendent's Memorandum Number 268-16, October 21, 2016](#). The report will give the division data regarding the highly qualified status of teachers and paraprofessionals from the 2016-2017 school year to inform plans for the 2017-2018 school year. These data may be used to determine needed activities to improve teacher quality efforts.

E. Budget Summary (Pages 12-18)

1. Provide the budget summary 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 19)

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 20)

1. Provide the number of projects that are funded in whole or in part with MEP funds. Also, provide the estimated number of migrant children **participating** in the projects. Since children may participate in more than one project, the number of children may include duplicates.
 - ***Migrant Education Project*** – A project is any entity that receives MEP funds either as a subgrantee or from a subgrantee and provides services directly to migrant children in accordance

with the State Service Delivery Plan and State approved subgrant applications. A project's services may be provided in one or more sites.

- **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 Full-time Equivalent (FTE) by job classification of the staff funded by Migrant Program. FTE defined as the amount of time a person performs federal program duties and is paid by the equivalent federal program, as a percentage of a full-time work year for the regular school year, and as a percentage of a full-time summer-school or intersession program for the summer or intersession periods. For example, if a full-time work year is considered 180 days and a teacher works the full regular term for the federal program, that teacher would be reported as 1.00 FTE for the regular term. Another teacher who worked only 18 days during the regular term would be reported as 0.10 FTEs. If that same teacher also taught 30 days during the summer term for the federal program, and 30 days represents a complete summer session, report a 1.00 summer-school FTE for that teacher under the summer column. If the teacher taught for 30 days in summer school, but worked only half days, you would report 0.50 FTEs under the summer column. Record all FTE entries to the nearest hundredth, e.g., 1.00, 0.70, 0.50.

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 works under the supervision of a licensed staff member to: (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide instructional assistance in a computer laboratory; (4) conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional support services under the direct supervision of a teacher. 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 staff:** 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.
- **Administrator:** A professional staff member, including the project director or regional director.

H. Transferability Tab (Page 22)

This section must be completed by divisions transferring funds under the ESSA transferability provision.

Under ESSA, divisions may transfer funds from Title II, Part A, or Title IV, Part A, into: Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; or Title V, Part B. There is no limit to the amount of funding that can be transferred from Title II, Part A, or Title IV, Part A. Please note that prior approval is required to transfer funds. The transfer request form is provided at http://www.doe.virginia.gov/federal_programs/esea/forms/lea_funds_transfer_request.docx.

Excluding Title I, Part D, and Title V, Part B, each program covered by the transferability is subject to the equitable services requirements under Title I or VIII, which may not be waived. Before a division may transfer funds from a program subject to equitable services requirements, it must engage in timely and meaningful consultation with appropriate private school officials. With respect to the transferred funds, the division must provide private school students and teachers equitable services under the program(s) to which, and from which, the funds are transferred, based on the total amount of funds available to each program after the transfer.

To complete the transferability tab, enter the amount being transferred into the applicable program on line 12. Enter the amount budgeted in each object code on lines 15 through 91. A red “Yes” will appear on line 94, “Does Budget Match Amount Transferred to Program?” if entered correctly. Provide an explanation of the uses of transferability funds in the program narrative.

I. General Education Provisions Act (GEPA) Section 427 (Page 23)

Section 427 of the General Education Provisions Act (GEPA) requires applicants for federal funds to include in their applications a description of the steps the applicant will take to ensure equitable access to, and participation in, federally-assisted programs for students, teachers, and other program beneficiaries with special needs. The provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, the applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally-funded project or activity. The description in the application of steps to be taken to overcome these barriers need not be lengthy; the application may provide a clear and succinct description of how the applicant plans to address those barriers that are applicable to their circumstances.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the federal funds awarded to it eliminate barriers it identifies.

In the space provided, describe the steps the division will take to ensure equitable access to, and participation in, grant-funded program for students, teachers, and other program beneficiaries with special needs as required by the *General Education Provisions Act (GEPA) 427*, OMB Control No. 1894-00045, Section 427. You may consider the following examples in your description:

- Ensuring that events are held in accessible facilities; ensuring that materials are appropriate and accessible to all participants

2017-2018 Title I, Part C, Individual Application
Guidelines, Instructions, and Assurances

- Translating documents into other languages as needed
- Conducting outreach or other activities to address gender or race inequities in mathematics, science, or other programs
- Efforts to involve diverse stakeholders in program planning and implementation

Consortium Incentive Grants Tab (Page 24-34)

The Consortium Incentive Grant tab is to be completed upon the release of the grant award amounts by the Virginia Department of Education. For instructions regarding application submission, please reference section *Application Guidelines*.

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	– Supporting Effective Instruction
Title III, Part A	– Language Instruction for English Learners and Immigrant Students
Title V, 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, organization, or Indian tribe, will administer the 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 nonfederal funds;
 4. It is in compliance with the requirements regarding school prayer as specified in P. L. 114-95, Title XIII, Section 8524;
 5. It will comply with the audit requirements for each program;
 6. The federal funds are used to supplement, not supplant regular nonfederal 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 will provide information in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents can understand;
 14. It is in compliance with the requirement regarding equal access to public school facilities as specified in P. L. 114-95, Title XIII, Section 8525;

15. It will comply with the other application requirements outlined in
Section 8501. Private School Children;
Section 8502. Bypass; and
Section 8521. Maintenance of Effort under Title XIII –Other Provisions.
 16. 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.
- V. The division shall comply with Section 22.1-277.07, 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 8561 (Gun-Free Schools Act). 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 303 of the National Assessment of Educational Progress Act.

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 1116 and that the programs and projects are provided in a format and language understandable to the parents;
- III. It will make adequate provision for addressing the unmet educational needs of preschool migratory children and migratory children who have dropped out of school;
- IV. the effectiveness of such programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and local educational agencies under Title I, Part A;
- V. The programs and projects will provide for: (A) 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; (B) professional development programs, including mentoring, for teacher and other program personnel; (C) family literacy programs; (D) the integration of informational technology into educational and related programs; and (E) programs to facilitate the transition of secondary school students to postsecondary education or employment; and
- VI. It will assist the state in determining the number of migrant children under Section 1303(a)(1).