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| **Name of Grant Program:** Massachusetts Migrant Education Program | **Fund Code:** 308 |

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| **PART III – REQUIRED PROGRAM INFORMATION** |

With the passage of the Every Student Succeeds Act (ESSA) and with the completion of year one of the three year grant cycle, provide the requested information for the following areas listed below.

Please respond to the questions shaded in gray using the white space below each question, unless a table is provided, and then respond in the table. ***Maximum of 25 pages for Part III – not counting the budget narrative page (p. 18).***

1. **STAFFING**

*All information provided in section I should match Part II – Budget Pages and the Budget Narrative.*

**Administration and Support Staff (office):**

1. Given that migrants are located in various regions of the state, complete the following organizational chart, identifying the roles of individuals involved with the day-to-day administration and operation of the Massachusetts Migrant Education Program (MMEP) that would ensure compliance with all state and federal laws and regulations for the Fiscal Year 2018 (FY18) grant. Be sure to indicate any changes in staffing that occurred during FY17 and/or will occur in FY18 by completing the italicized items. (If cost sharing salaries with other grants, please indicate in Full Time Equivalent (FTE) column the amount covered by this grant and the Fund Code 308 Carryover grant.

| **NAME**  ***(Write VACANT if no staff)*** | **TITLE** | **FTE** | **SALARY** | ***CHECK (✓) if NEW Position*** | ***CHECK(✓) if will remain VACANT*** |
| --- | --- | --- | --- | --- | --- |
|  | State Educational Program Director |  |  |  |  |
|  | State Identification and Recruitment Director (ID&R) |  |  |  |  |
|  | State Data Manager |  |  |  |  |
|  | Eastern Regional Director |  |  |  |  |
|  | Western Regional Director |  |  |  |  |
|  | Eastern Regional Service Coordinator |  |  |  |  |
|  | Western Regional Service Coordinator |  |  |  |  |
|  | Western Regional Secretary |  |  |  |  |
|  | Eastern Regional Secretary |  |  |  |  |
|  | Community Liaison |  |  |  |  |
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1. Briefly describe strategies and supports to be implemented to limit turnover in staffing; especially staff involved in the identification and recruitment of migratory students.

**Program Services Staff (instructors of Migrant students):**

Complete the following organizational chart for program services staff for FY18. Be sure to indicate any changes in staffing that will occur from FY17 to FY18 by completing the italicized items.

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| **NAME**  **(Write VACANT if no staff)** | **TITLE** | **NUMBER OF STAFF** | **FTE** | **PAY RATE** | **CHECK*(✓) if NEW Position*** | **CHECK*(✓) if will remain VACANT*** |
|  | Site Coordinator |  |  |  |  |  |
|  | Teacher |  |  |  |  |  |
|  | Tutor |  |  |  |  |  |
|  | Educational Aide |  |  |  |  |  |
|  | Nurse |  |  |  |  |  |
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**New Positions**

If new position(s) are identified for either Administrative or Program Services staff please complete the following chart.

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| **New Job Position:** | **Brief List of Job Duties:** |
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1. **IDENTIFICATION AND RECRUITMENT OF MIGRATORY STUDENTS**
2. Briefly describe the roles and responsibilities of the staff (including the ID&R Director, Educational Program Director, Recruiters, Data Manager, and others) who will be involved in the identification and recruitment of migratory students, including preschool children and drop out students.
3. Briefly describe collaboration and coordination with other entities in the identification and recruitment of migrant students, including preschool children and drop out students.
4. Briefly describe the tools and/or techniques used in the identification and recruitment process (e.g. databases, manuals, forms, etc.) Briefly describe how they are used by staff, and if applicable by migrant students/families.
5. Briefly describe training opportunities for staff, including how staff will be trained on the new ESSA definitions and timeframes for eligibility, as well as the resulting new National Certificate of Eligibility (COE).
6. Briefly describe the process for answering eligibility questions from recruiters that arise during identification and recruitment, especially with the new ESSA definitions and timeframes.
7. **ELIGIBILITY AND QUALITY CONTROL PROCESSES**

**Verification and Documentation Process for Eligibility**

1. Complete the following chart for FY18.

Provide the following information:

* Indicate by staff title who will assume each role in the process
* Provide any revised information needed for each role and the corresponding responsibilities, if a change will occur
* Indicate where necessary how the electronic COE will be utilized in this process

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| **FY17 (current practice\*)** |  | **FY18 (proposed practice)** | |
| \*taken from FY17 application |  |  | **Staff Title** |
| 1. Initial Screening: |  | Initial Screening: | *Recruiter* |
| Screen worker/family to see if there is a possibility of qualifying |  | *Remain the Same.* | |

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| **FY17 (current practice\*)** |  | **FY18 (proposed practice)** | |
| \*taken from FY17 application |  |  | **Staff Title** |
| 1. The Interview: |  | The Interview: |  |
|  |  |  | |
| Information is collected and documented on a COE during a face-to-face interview. Preliminary eligibility determination is made. Checks employer database and initials COE for “Existing/New Employer.” COE is signed by MMEP staff and parent/youth. COE and supporting documents are submitted to MMEP Regional Office within 3 days of interview. |  |  | |
| 1. The Checker: |  | The Checker: |  |
| Reviews the COE and supporting documents, ensuring accuracy and completeness. Conducts a search on the Migrant Student Information Exchange (MSIX) to establish/verify prior migratory history in Massachusetts or another state. Verifies school enrollment for all K-12 students. Initials and dates COE, documents receipt, and submits to MMEP Regional Verifier for Final Check. |  |  | |
| 1. The Verifier: |  | The Verifier: |  |
| Reviews the COE using the COE Tracker Form to confirm validity and signs it. Initials and dates the COE for any changes. Searches MSIX and MMEP Databases for potential student/family matches. Forwards COE packet, including School Enrollment Verification form and permission slip copies to MMEP office within 5 days of initial submission by the interviewer. |  |  | |
| 1. Data Manager: |  | Data Manager: |  |
| Receives completed COEs and tracks all forms. Conducts family/student search within databases and MSIX for matches. Checks COE for accuracy. Initials and dates COE, then forwards packet for validation. |  |  | |
| 1. Validator: (ID&R Director) |  | Validator: |  |
| Reviews the COE for completion, accuracy and supporting documentation. Determines if eligible or ineligible. If the COE requires additional information or clarification for validation, the COE is returned with the MMEP Returned/Incomplete form for needed information or changes. |  |  | |

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| **FY17 (current practice\*)** |  | **FY18 (proposed practice)** | |
| \*taken from FY17 application |  |  | **Staff Title** |
| 1. Auditor: (ID&R Director) |  | Auditor: |  |
| Confirms employer information, physical location contact, eligible activities and operating status via database. Conducts face-to-face or phone audit on all COE submissions (100%), recording information on COE Audit form. Initials and dates COE with attached Audit form. |  |  | |

**Eligibility Determination Process**

1. Complete the following chart for FY18.

Provide the following information:

* Indicate the staff title that will make the eligibility determination
* Provide any revised information needed for the two determinations (How the electronic COE will be utilized in this process, especially with changes to National COE).

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| **FY17** | |  | **FY18** | |
| **Determination** by ID&R Director | |  | **Determination** by: |  |
| **Ineligible** | **Eligible** |  | **Ineligible** | **Eligible** |
| A copy of the COE and supporting documentation will be returned to the MMEP staff with a “Failure to Validate” form explaining the decision. The original COE and supporting documents will be kept on file with the ID&R Director. Staff may appeal a “Failure to Validate” form with the ID&R Director. If conclusion cannot be met with staff and ID&R Director, then the MMEP Leadership Team will discuss eligibility issue with all involved, may follow up with family/student, and then make a decision based on findings. | COE is validated and returned with supporting documentation to the Data Manager. MMEP Data Manager assigns unique family/student numbers, inputs family/student information into databases, and files COE and documentation. |  |  |  |

1. Briefly describe the re-interviewing process and any available results that were conducted for FY17.
2. **FISCAL MANAGEMENT**
3. Briefly describe any changes that will occur fiscally as a result of new funding formula with the passage of ESSA (e.g. organizational restructuring – staffing, offices – locations; programming, etc.).
4. **PARENT ENGAGEMENT**
5. Briefly describe the strategies that will be implemented in FY18 to support parent/school, parent/child (e.g. family literacy), and parent/community connections.
6. Briefly describe the strategies that will be implemented in FY18 to assist parents/students in identifying and gaining access to other resources in their community (e.g. health, nutrition, social services, educational programs, etc.)
7. **SERVICES**
8. Briefly describe the process for prioritizing for services (PFS) those migrant students who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet challenging state academic standards, or have dropped out of school

* Include the measures and sources of data utilized to identify PFS status.

1. Provide the following information from the developed service delivery plan (SDP) which will be implemented in FY18 to ensure that migrant students are provided full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet; including preschool children, drop out students, and especially PFS students

* Goal Areas Identified
* Concern Statements Developed
* Measurable Program Outcomes (MPOs) Developed
* Evaluation Outcomes *(To be completed in FY19)*

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| **Goal Area 1:** |  |
| Concern Statement: |  |
| MPO: |  |
| Evaluation Outcomes: *(To be completed FY19)* |  |
| **Goal Area 2:** |  |
| Concern Statement: |  |
| MPO |  |
| Evaluation Outcomes: *(To be completed FY19)* |  |
| **Goal Area 3:** |  |
| Concern Statement: |  |
| MPO |  |
| Evaluation Outcomes: *(To be completed FY19)* |  |
| **Goal Area 4:** |  |
| Concern Statement: |  |
| MPO |  |
| Evaluation Outcomes: *(To be completed FY19)* |  |

1. Briefly describe the status of the SDP process and SDP report.
2. Briefly describe the parent involvement in the development of the SDP
3. Briefly describe the relation of MPOs to the [Government Performance And Results Act Measures (GPRA's 1-4)](http://www2.ed.gov/programs/mep/performance.html) and the [State Consolidated Grant Performance Goals (p.3)](https://www2.ed.gov/admins/lead/account/consolidated/sy14-15part1/ma.pdf)
4. Briefly describe the evaluation plan ([Office of Migrant Education Evaluation Checklist](https://results-assets.s3.amazonaws.com/tools/MEP_Evaluation_Checklist.pdf)), included in the SDP, which specifies data related to the implementation of MMEP activities and services, as well as the performance results, to be collected

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1. Complete the following program (direct and indirect) services chart for FY18 for each of the following student groups K-12, preschool children, out-of-school youth and/or drop out students, secondary students transitioning to post- secondary education or employment, and especially PFS students.

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| **Student Group** | **Service Type** | **Location(s)** | **Timeline (e.g. school year, summer, etc)** | **Program Design** | **Curriculum** | **Assessment Tool(s)** | **Partners** |
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| **Student Group** | **Service Type** | **Location(s)** | **Timeline (e.g. school year, summer, etc)** | **Program Design** | **Curriculum** | **Assessment Tool(s)** | **Partners** |
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| **Student Group** | **Service Type** | **Location(s)** | **Timeline (e.g. school year, summer, etc)** | **Program Design** | **Curriculum** | **Assessment Tool(s)** | **Partners** |
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| **Student Group** | **Service Type** | **Location(s)** | **Timeline (e.g. school year, summer, etc)** | **Program Design** | **Curriculum** | **Assessment Tool(s)** | **Partners** |
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| **Student Group** | **Service Type** | **Location(s)** | **Timeline (e.g. school year, summer, etc)** | **Program Design** | **Curriculum** | **Assessment Tool(s)** | **Partners** |
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| **Student Group** | **Service Type** | **Location(s)** | **Timeline (e.g. school year, summer, etc)** | **Program Design** | **Curriculum** | **Assessment Tool(s)** | **Partners** |
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| **Student Group** | **Service Type** | **Location(s)** | **Timeline (e.g. school year, summer, etc)** | **Program Design** | **Curriculum** | **Assessment Tool(s)** | **Partners** |
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1. **DATA COLLECTION - Child Counts**
2. Briefly describe any changes in procedures for the Consolidated State Performance Report (CSPR) that may occur for FY18 to ensure that the child counts reported will be accurate and reflect only eligible migrant children.

**DATA COLLECTION - Student Data**

1. Briefly describe any changes to the timely transfer of pertinent school/health records to provide for educational continuity in regards to MSIX data submissions timeframe regulations and OMEs move to a Cloud Platform for FY18 to promote the interstate and intrastate coordination of services for migratory students.
2. Briefly describe any changes to the method used to transfer student data electronically between states (e.g. data system; data entry; notification; etc.)
3. Briefly describe any changes to obtaining the following data from local school districts; other states; and other entities
   * + - Immunization/health records; academic history; eligibility for other educational services
       - Status under the State Consolidated Performance Goals 2 and 5 - [State Consolidated Grant Performance Goals (p. 3)](https://www2.ed.gov/admins/lead/account/consolidated/sy14-15part1/ma.pdf)
   * Status under GPRAs - [Government Performance And Results Act Measures (GPRA's 1-4)](http://www2.ed.gov/programs/mep/performance.html)
4. Briefly describe any changes relative to MSIX database usage by staff (include changes in roles).
5. Briefly describe plans for collecting the MSIX Minimum Data Elements 12, 13, and 14 (Birth Country, Birth State and Birth City) since these elements are now considered optional.
6. Briefly describe the plans to respond to additional federal and state requests for information related to the MMEP, especially with respect to revising/updating the Interconnection Security Agreement and Memorandum of Understanding.

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| **Name of Grant Program:** Massachusetts Migrant Education Grant | **Fund Code:** 308 |

Budget Narrative Form

Provide a budget narrative that explains how program expenditures relate to the proposed activities. Briefly describe the purpose and explain each expenditure by line item. In addition, be sure to identify the activity that the Line Item addresses.

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| **Line Item** | **Line Total** | Budget Purpose and Explanation |
| Line 1 – Administrators |  |  |
| Line 2 – Instructional/  Professional Staff |  |  |
| Line 3 – Support Staff |  |  |
| Line 4 - Stipends |  |  |
| Line 5 – 4-a MTRS  4-b Other |  |  |
| Line 6 – Contractual Services |  |  |
| Line 7 – Supplies and Materials |  |  |
| Line 8 –Travel |  |  |
| Line 9 –Other Costs |  |  |
| Line 10 –Indirect Cost |  | [Appendix P Indirect Cost Calculation Worksheet](http://www.doe.mass.edu/grants/procedure/default.html) |
| Line 11 –Equipment |  |  |