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| ***Elementary and Secondary***  ***Education Act of 1965* (ESEA),**  as Amended by the  ***Every Student Succeeds Act of 2015* (ESSA)**  **Title I, Part C** Education of Migratory Children  |  | | --- | | Individual Application **Guidelines Instructions Assurances** |   **Application Submission Date:**  **July 1, 2024**  **ESEA Grant Award Period:**  **July 1, 2024 – September 30, 2025** Virginia Department of EducationDivision of Teaching and LearningOffice of ESEA Programs **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, 2024. A school division that submits an approvable application by July 1, 2024, will have the 2024-2025 funds available on a reimbursement basis as of July 1, 2024. A school division that submits an approvable application after July 1, 2024, will have the 2024-2025 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 not 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.

**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, 2024, through September 30, 2025.  Under the Tydings Amendment, school divisions have until September 30, 2026, to encumber 2024-2025 funds.
* Final reimbursements must be submitted to the Department by mid-November 2026. Reimbursements are submitted using the OMEGA system.
* If the 2024-2025 allocation amounts are not available to school divisions by the application submission date, the 2023-2024 Title I, Part C, allocation may be used as the estimated amount for budget purposes. When the eligible school division’s final 2024-2025 Title I, Part C, federal allocations have been received, program applications must be revised or amended to reflect the final award amount.

**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 the application and in Appendix A of this document.
* **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: “XXXTitleIPtC24-25.xlsm” (The “XXX” should be replaced by the three-digit LEA/Payee Code for your division). For example, Accomack County’s Title I, Part C, Application should be saved as “001TitleIPtC24-25.xlsm” 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://p1pe.doe.virginia.gov/ssws/login_page.do>.
* A log-in ID and password are necessary to access the system which is requested through an [OP1 form](https://www.doe.virginia.gov/home/showpublisheddocument/38654/638063893856770000).
  + If additional technical support is needed, please e-mail [OMEGA.Support@doe.virginia.gov](mailto:OMEGA.Support@doe.virginia.gov) or call (804) 750-8101.
  + All other correspondence should be directed to Sarah Gallagher, Title I Specialist, at [Sarah.Gallagher@doe.virginia.gov](mailto:Sarah.Gallagher@doe.virginia.gov) or (804) 750-8151.

###### Instructions for Completing the Application

**Main Page Tab**

Select the school division from the drop-down box in cell F13. This feature will automatically insert your school division name and number throughout the application.

**Application Directory**

By clicking the buttons in this directory, you can navigate to specific sections of the application. To return to the directory, choose the “Back to Main Page” button in any section.

**Budget Check Tab**

This section is designed to warn you if there are errors in the alignment of budgets. If column D is blank after the Budget Summary and Transferability tabs have been updated, then the budgets are balanced. If there are error messages in column D, then please make the necessary corrections.

**A. Cover Page (Narrative Tab, Pages 1-3)**

1. Complete the school division information section.
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 2023-2024 funding allocations will appear in the column labeled *2023-2024 Allocation*. Please indicate whether you submitted a consolidated application for 2023-2024 by selecting “yes” or “no” from the drop-down list in the column marked *2023-2024 Consolidated Application.*
5. After completing step 1 above, in the far-right column labeled *2024-2025 Allocation Total*, enter your school division’s allocations for Title I, Part C, to be included in the 2024-2025 Individual Application. If you do not know your 2024-2025 allocation, use the 2023-2024 amount.
6. Transferability (p. 2)
   * If the division does not intend to transfer funds between qualifying program, the “Transferability” section should be left blank.
   * Complete the Transferability section and the [transferability form](https://www.doe.virginia.gov/programs-services/federal-programs/essa/esea-transferability), if funds will be transferred into the Title I, Part C, program. PRIOR APPROVAL IS REQUIRED.

**B. Program Overview (Narrative Tab, Pages 4-5)**

1. How many migrant students does your program currently serve?
2. 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.
3. Describe the needs assessment process including identifying the multiple data sources relevant to the purpose of Title I, Part C, a brief analysis of student achievement data, and the process used to identify migrant students with the greatest need as priority for services.
4. Describe the instructional programs or program services to be developed with the requested federal funds. Explain how the instructional program is supported through evidence-based practices and how it aligns with the needs assessment and measurable objectives as well as agency priorities (set high expectations for student performance; ensure every K-12 student has a high quality, licensed teacher; create innovative pathways for every learner; invest in safe and healthy schools and centers; and promote parents as partners).
5. Discuss how the division/regional MEP will contribute to the attainment of the ESEA goals below.
6. Supporting student mastery of K-12 college-and-career ready reading and mathematics standards, and attainment of proficiency or better on corresponding assessments;
7. For high schools with a graduating class, supporting student completion of graduation requirements in a timely fashion; and
8. 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.
9. Describe the results of prior activities funded with Title I, Part C and how the MEP will use data to continually update and improve activities supported with Title I, Part C funds. Describe progress made toward meeting measurable objectives from the 2023 application.

**C. Coordination of Services (Narrative Tab, Pages 6-7)**

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 (Narrative Tab, Pages 8-13)**

In the tables on pages 8-13, 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.

1. By the end of the school year and each year thereafter, proficiency in phonemic awareness skills in reading will increase by an average of 4 percent for migrant students targeted as below proficient in beginning reading skills as measured by state assessment results, teacher ratings and/or other assessments of student performance.
2. By the end of the school year and each year thereafter, proficiency in writing will increase by an average of 4 percent for all migrant students as measured by state assessment results, teacher ratings and/or other assessments of student performance.
3. By the end of the school year and each year thereafter, proficiency in reading vocabulary skills will increase by an average of 4 percent for migrant students targeted for reading instruction as measured by state assessment results, teacher ratings and/or other assessments of student performance.
4. By the end of the school year and each year thereafter, proficiency in algebra readiness skills (patterns, functions, and algebra) will increase by an average of 3 percent for migrant students targeted for mathematics instruction as measured by state assessment results, teacher ratings and/or other assessments of student performance.
5. By the end of the school year and each year thereafter, proficiency in number sense and computation will increase by an average of 3 percent for migrant students targeted for mathematics instruction as measured by state assessment results, teacher ratings and/or other assessments of student performance.
6. By the end of the school year and each year thereafter, proficiency in the Virginia SOL process goals and standards (problem solving, communication, reasoning, connections, and representations) will increase by an average of 3 percent for migrant students targeted for mathematics instruction as measured by state assessment results or teacher ratings and/or other assessments of student performance.
7. By the end of the school year and each year thereafter, proficiency in reading comprehension skills will increase by an average of 5 percent for secondary migrant students identified as less than proficient in reading as measured by state assessment results, teacher ratings and/or other assessments of student performance.
8. By the end of the school year and each year thereafter, 75 percent of secondary migrant students and parents who participate in MEP sponsored family engagement activities targeting the importance of graduation will report increased understanding of the importance of school completion as measured by student and parent surveys.
9. By the end of the school year and each year thereafter, 75 percent of staff who participate in trainings provided by the MEP program on how to assist migrant students with credit accrual and records transfer will report an increased ability to effectively assist students overcome these barriers to graduation as measured by staff surveys.
10. By the end of the school year and each year thereafter, 100 percent of dropout students will receive information about educational services specific to their situation as measured by agendas and communication logs.
11. By the end of the school year and each year thereafter, 75 percent of preschool migrant parents who participate in MEP sponsored family engagement activities targeting the importance of school readiness will report an increased awareness of community resources to help them support the school readiness of their children as measured by parent surveys.
12. By the end of the school year and each year thereafter, proficiency in school readiness skills will increase by an average of 3 percent for migrant students who participated in preschool as measured by state assessment results, teacher ratings and/or other assessments of student performance.

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.

For the purposes of establishing measureable objectives, a division may use 2023-2024 SOL results, the results of the Virginia Remote Student Progress Tests, or other measures such as MAP testing or benchmark testing as applicable.

**E. Regional Program Agreement (Narrative Tab, Page 14)**

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.

**F. Budget Tab (Page 15)**

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.

G. Detailed Budget Breakdown (Budget Tab, Pages 16-22)

Indicate a detailed budget breakdown of each category for Object Codes 1000-6000 and 8000.

**H. Transferability Tab (Page 23)**

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 and instructions are on the [transferability webpage](https://www.doe.virginia.gov/programs-services/federal-programs/essa/esea-transferability).

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 and complete the affirmation of consultation

for transferability to be submitted with the [transfer request form](https://www.doe.virginia.gov/programs-services/federal-programs/essa/esea-transferability). 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.

### Enter the amount budgeted in each object code on lines 11 through 37. A green “Yes” will appear on line 40, “Does the total Budget Match Amount Transferred into Program?” if entered correctly. Provide an explanation of the uses of transferability funds in the program narrative.

I. Detailed Budget Breakdown (Transferability Tab, Pages 24-30)

Indicate a detailed budget breakdown of each category for Object Codes 1000-6000 and 8000.

### J. General Education Provisions Act (GEPA) Section 427 (Page 31)

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 programs 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
* 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 32-44)**

The Consortium Incentive Grant tab is to be completed with the initial application using the 23-24 CIG allocation. For instructions regarding application submission, please reference section Application Guidelines on page 2.

Expenditure Account Descriptions (Pages 45-47)

Provides definitions for the object codes. Please review carefully.

Appendix A

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| **ASSURANCES**  The assurances should be kept on file in the division. |

**GENERAL ASSURANCES**

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| 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 IV, Part A  Title V, Part B, Subpart 2 | –  – | Student Support and Academic Enrichment Grants  Rural and Low-Income School Program |

The school division/grantee assures:

1. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. 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;
3. 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;
4. It will adopt and use proper methods of administering each program, including⎯
   1. 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 in Title VIII, Section 8524 and has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools;
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 Title VIII, Section 8525;
15. It is in compliance with the requirement regarding the prohibition on aiding and abetting sexual abuse as specified in Title VIII, Section 8546;
16. 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 VIII –Other Provisions.

1. 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. It will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals.

D. It will adhere to the provisions of the [Federal Funding Transparency and Accountability Act (FFATA),](https://www.doe.virginia.gov/home/showpublisheddocument/38045/638060894498870000) and will obtain a valid DUNS number prior to applying for funds;

E. It will comply with the provisions of 2 CFR part 200 section 200.116, which prohibits the purchase of certain telecommunications and video surveillance services or equipment as described in Public Law 115-232, section 889.

1. It will 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;
2. 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 Migratory Children**

The school division/grantee assures:

1. 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;
2. 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;
3. It will make adequate provision for addressing the unmet educational needs of preschool migratory children and migratory children who have dropped out of school;
4. The effectiveness of 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;
5. 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
6. It will assist the state in determining the number of migrant children under Section 1303(a)(1).