



**Request for Application for
Regional Service Centers
KY Migrant Education Program
Title I, Part C**

**Education and Workforce Development Cabinet
Kentucky Department of Education**



Deadline to Submit Application: April 20, 2018 4:00 pm EDT	Issued By: Kentucky Migrant Education Program
Email all Questions to: KDERFP inbox: kderfp@education.ky.gov Questions deadline March 9, 2018	Submit Applications to: KDERFP inbox: kderfp@education.ky.gov

Introduction

As authorized under Title I, Part C of the Every Student Succeeds Act, the Office of Continuous Improvement and Support, Division of Consolidated Plans and Audits, is issuing a Request for Application (RFA) from local educational agencies or public universities/colleges to develop and implement technical assistance and professional learning programs that facilitate the educational and support services needed for identified migrant children and their families.

Funding

The Kentucky Department of Education (KDE) anticipates funding up to four migrant regional center programs at up to \$325,000 per year per regional center. KDE reserves the right to negotiate annually the amount based on regional center's sub-contracts with LEAs and/or any identified unanticipated needs within the region. Any LEA funded as a regional center will not have a standalone program allocation (or part of a consortium's allocation) but be served under the regional center. The funds generated by the LEA will be included in the negotiation for the regional center.

Once negotiated, the regional center will need to complete an annual budget for review and approval by KDE Migrant Education Program (MEP) staff. Funds will be disbursed on a reimbursement basis and will be subject to submission of invoices/quarterly expenditure reports , the KDE expense report form and migrant staff personal activity reports.

The initial award period will be from July 1, 2018, through September 30th, 2020. First year funds will be available from July 1, 2018, and must be spent by September 30th, 2019. Second year funds will be available from July 1, 2019, and must be spent by September 30th, 2020. The dates are tentative and submit changes based on the release of funds from the U.S. Department of Education.

Upon expiration of the initial term, at KDE's discretion, the contract may be renewed for up to 2 additional 1 year periods if it is in the best interest of the Kentucky Migrant Education Program and its eligible students to do so. Each renewal period shall be subject to prior approval from the Secretary of the Finance and Administration Cabinet, prior review by the Government Contract Review Committee, and contingent upon available funding.

Funds for this project will be used to ensure that all eligible migratory students (through comprehensive identification and recruitment efforts) have a fair, equitable, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Additionally, funds will be used to ensure migratory students and eligible out-of-school youths have access to the appropriate support services to facilitate their continued education (e.g., food banks, health and nutrition services, educational supplies).

The SEA will formally evaluate each awarded migrant regional center program prior to the end of the first year of funding. For programs found not in compliance with Migrant Education Program requirements, the SEA reserves the right to discontinue funding for the second and third year of the contract. The SEA will conduct reviews with the regional center coordinator twice annually.

Any awarded sub grantee must provide a closeout plan within 90 days of the end of the initial term to the Kentucky Department of Education. The plan must adhere to the applicable

requirements from §200.313 of *The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) as follows:

§200.313 Equipment

(a) *Title.* Subject to the obligations and conditions set forth in this section, title to equipment acquired under a Federal award will vest upon acquisition in the non-Federal entity. Unless a statute specifically authorizes the Federal agency to vest title in the non-Federal entity without further obligation to the Federal Government, and the Federal agency elects to do so, the title must be a conditional title. Title must vest in the non-Federal entity subject to the following conditions:

- (1) Use the equipment for the authorized purposes of the project during the period of performance, or until the property is no longer needed for the purposes of the project.
- (2) Not encumber the property without approval of the Federal awarding agency or pass-through entity.
- (3) Use and dispose of the property in accordance with paragraphs (b), (c) and (e) of this section.

(b) A state must use, manage and dispose of equipment acquired under a Federal award by the state in accordance with state laws and procedures. Other non-Federal entities must follow paragraphs (c) through (e) of this section.

(c) *Use.* (1) Equipment must be used by the non-Federal entity in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by the Federal award, and the non-Federal entity must not encumber the property without prior approval of the Federal awarding agency. When no longer needed for the original program or project, the equipment may be used in other activities supported by the Federal awarding agency, in the following order of priority:

- (i) Activities under a Federal award from the Federal awarding agency which funded the original program or project, then
- (ii) Activities under Federal awards from other Federal awarding agencies. This includes consolidated equipment for information technology systems.

(2) During the time that equipment is used on the project or program for which it was acquired, the non-Federal entity must also make equipment available for use on other projects or programs currently or previously supported by the Federal Government, provided that such use will not interfere with the work on the projects or program for which it was originally acquired. First preference for other use must be given to other programs or projects supported by Federal awarding agency that financed the equipment and second preference must be given to programs or projects under Federal awards from other Federal awarding agencies. Use for non-federally-funded programs or projects is also permissible. User fees should be considered if appropriate.

(3) Notwithstanding the encouragement in §200.307 Program income to earn program income, the non-Federal entity must not use equipment acquired with the Federal award to provide services for a fee that is less than private companies charge for equivalent services unless specifically authorized by Federal statute for as long as the Federal Government retains an interest in the equipment.

(4) When acquiring replacement equipment, the non-Federal entity may use the equipment to be replaced as a trade-in or sell the property and use the proceeds to offset the cost of the replacement property.

(d) *Management requirements.* Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a Federal award, until disposition takes place will, as a minimum, meet the following requirements:

(1) Property records must be maintained that include a description of the property, a serial number or other identification number, the source of funding for the property (including the FAIN), who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the project costs for the Federal award under which the property was acquired, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.

(2) A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.

(3) A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.

(4) Adequate maintenance procedures must be developed to keep the property in good condition.

(5) If the non-Federal entity is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

(e) *Disposition.* When original or replacement equipment acquired under a Federal award is no longer needed for the original project or program or for other activities currently or previously supported by a Federal awarding agency, except as otherwise provided in Federal statutes, regulations, or Federal awarding agency disposition instructions, the non-Federal entity must request disposition instructions from the Federal awarding agency if required by the terms and conditions of the Federal award. Disposition of the equipment will be made as follows, in accordance with Federal awarding agency disposition instructions:

(1) Items of equipment with a current per unit fair market value of \$5,000 or less may be retained, sold or otherwise disposed of with no further obligation to the Federal awarding agency.

(2) Except as provided in §200.312 Federally-owned and exempt property, paragraph (b), or if the Federal awarding agency fails to provide requested disposition instructions within 120 days, items of equipment with a current per-unit fair-market value in excess of \$5,000 may be retained by the non-Federal entity or sold. The Federal awarding agency is entitled to an amount calculated by multiplying the current market value or proceeds from sale by the Federal awarding agency's percentage of participation in the cost of the original purchase. If the equipment is sold, the Federal awarding agency may permit the non-Federal entity to deduct and retain from the Federal share \$500 or ten percent of the proceeds, whichever is less, for its selling and handling expenses.

(3) The non-Federal entity may transfer title to the property to the Federal Government or to an eligible third party provided that, in such cases, the non-Federal entity must be entitled to compensation for its attributable percentage of the current fair market value of the property.

(4) In cases where a non-Federal entity fails to take appropriate disposition actions, the Federal awarding agency may direct the non-Federal entity to take disposition actions.

Indirect Costs

The Migrant Education Program is a supplement-non-supplant grant. Indirect costs may not exceed 8 percent for restricted rate grant programs that have a statutory requirement containing the supplement-not-supplant provisions or the grantee shall use a restricted indirect cost rate computed under 34 CFR 76.564 through 76.569. ([EDGAR §76.563 and 76.564\(c\)\(2\)](#)).

Regional Center Program Requirements

The Following are minimum requirements to be eligible:

1. Must be a local education agency (LEA), Educational Co-op, or a public university/college within one of the identified regions (map on page 12).
2. Must have knowledge of migrant worker lifestyle as defined under Every Student Succeeds Act.
3. Must demonstrate the ability to sub-contract with local education agencies that have an identified migrant population but do not have an individual standalone or consortium program of their own (either by choice, by not meeting the minimum allocation amount for a program or by being a first year start-up program).
4. Must have policies and procedures in place to address student safety to include but not limited to: transportation policies, student pick up policies, background checks for volunteers, etc. These should be made available upon KDE request.
5. Must have a Data Universal Numbering System (DUNS) number.
6. Must be registered in the System for Award Management at <https://www.sam.gov>.

Fiscal Agents will be responsible for accountability and quality control of regional center offices including:

1. Maintaining regular communications with the SEA, the LEAs with and without a program within the region, other education agencies, and other educational programs.
2. Managing regional center budget including payroll, expenditure and personal activity reports. Fiscal agent must provide office space within the property of the organization for the program; however, prorated cost may be charged to the program. Indirect costs may not exceed the restricted rate for the fiscal agent, which is 8%. However, if indirect costs are charged to the program, no office rental or utilities may be charged to the program.
3. Collaborating with the SEA on the regional center staff job descriptions. Salaries must be consistent with certified and classified staff within the organization (based on rank and/or years' experience). Salaries for certified and classified staff must be based on the

salary schedules of the organization or an LEA closest to the organization. All migrant staff must be evaluated annually using the fiscal agent's evaluation process. These evaluations must be made available to appropriate SEA MEP staff upon request.

4. Monitoring and approving travel across the region (including the equitable recruitment across the region), within the state or to national meetings. Provide the ability for flexible scheduling including nights, weekends and holidays.
5. Maintaining accurate records and data collection/entry in various software applications (e.g. Microsoft Office®, MIS2000, Infinite Campus, etc.). Technology in the regional center must be the most current available including hardware, software and broadband capacity.

Each fiscal agent will be responsible for collaborating with the SEA in reviewing the job descriptions. These staff include, and is not limited to, a regional coordinator, a regional recruiter, a regional clerk and a regional advocate. Each region must have a full-time clerk and coordinator. Full-time positions are no less than 210 days annually. The position descriptions of the Advocate and Recruiter may overlap (i.e. Advocate/Recruiter). All recruiters *should* be bilingual in English and Spanish, Advocates are encouraged to be bilingual in English and Spanish. Additional staff, including part-time summer school staff, will be determined through the annual budget process.

Regional Center staff will be responsible for accountability and quality control of migrant educational programs within local LEAs or consortiums, those LEAs with sub-contracts and across the region as a whole. This includes:

1. Monitoring all local education agencies with standalone or consortium migrant education programs as allocated by the SEA; or LEAs in which the regional center has sub-contracted services within the regional boundaries. The regional center will uniformly use a monitoring tool developed and adopted by the SEA. Then send each district an actions needed form developed and adopted by the SEA. Participate, as requested, in SEA monitoring of standalone and or/consortium migrant programs. All supporting documentation for the district monitoring visits shall be submitted the KYMEP.
2. Providing annual regional professional learning on the KYMEP Service Delivery Plan (SDP) (2016) to all districts with identifiable migrant populations, both those with standalone or consortium programs and those that are sub-contracted under the regional center. Provide technical assistance to standalone or consortium programs in the completion of the annual grant application and the SDP data collection tool. Participate and serve, as requested, on SEA Comprehensive Needs Assessment and/or Service Delivery Plan Committees.
3. Providing continued professional learning on recruitment techniques and strategies to recruitment staff within all districts with identifiable migrant populations, both those with standalone or consortium programs and those that are sub-contracted under the regional center. Coordinate with SEA on training new recruiters within the region and ensuring that they complete the SEAs MEP New Recruiter training

session and assessment. Assisting with the training of the electronic certificate of eligibility (ECOIE) that must be used by each LEA and regional recruiter. Train and guide LEA and regional recruiters on how to identify and recruit migrant children and how to make appropriate eligibility determinations.

4. Implement a formal process using Google maps to map all areas within the region (non-standalone districts). These maps should include current and formal migrant addresses and other collaborative partners that may be needed that will be submitted to KDE.
5. Develop a regional identification and recruitment (ID&R) plan with procedures to effectively identify and recruit all eligible migrant children in the region. Submit to KDE annually.
6. Evaluate the implementation of the ID&R plan and submit the results to KYMEP.
7. Provide technical assistance to standalone or consortium programs in the development, implementation, and evaluation of individual district or consortium identification and recruitment (ID&R) plans.
8. Deploy recruiters to carry out regional identification and recruitment efforts, or as requested by SEA, statewide identification and recruitment efforts and monitor their efforts.
9. Implement quality control procedures designed to ensure the accuracy of recruiter's eligibility determinations and written eligibility documentation.
10. Participating annually in the SEA re-interview process. Follow-up and report to the SEA data generated from regional re-interviews. Participate in any SEA organized recruitment blitz, as requested.
11. Assisting LEAs in providing parent engagement activities for families with migrant students. Assist in the establishment of a Parent Advisory Council (PAC) in each LEA (or consortium) and in each sub-contracted LEA that meets at least three times annually. Establish a regional PAC that meets at least **twice** annually.
12. Respond to requests from LEA and SEA in a timely following SEA established protocols.
13. Developing and implementing a summer program for secondary students focused on academic achievement and college-career readiness. Consult and collaborate with each LEA in the implementation of *704 KAR 3:292 (or its successor) Chapter 1, Section 2 (2) Summer extended academic services shall be required of all local migrant projects for a duration of four (4) to six (6) weeks and no less than three (3) times per week for eligible students who are the most academically in need.* Summer program must include programs for preschool, elementary-age, and secondary students; and where applicable, out-of-school youth (OSY).
14. Developing and implementing learning programs for out-of-school youth (OSY) within the region. Collect and report OSY data as requested to the SEA. Provide, as requested, a staff person to be trained and certified as a Graduation and Outcomes for Success for Out-of-School Youth (GOSOSY) trainer.
15. Participate in various consortium projects, such as GOSOSY, as requested by the SEA.
16. Attend quarterly SEA facilitated meetings or others as requested. Participate in the planning and implementing of any statewide professional learning activities; including, but not limited to, the annual Migrant Education Fall Academy.

Allowable Uses of Funds

Allowable activities must meet the requirements of section 1306(b) of the MEP statute, with the cost principles of the Office of Management and Budget (OMB) Uniform Guidance 2 C.F.R.200, and meet the applicable requirements of EDGAR, particularly Part 76. Migrant Education Program (MEP) funds must be used for identification and recruitment (ID&R) of eligible students, instructional services, support services, professional learning, Parent Advisory Council meetings, coordination of activities with other state and national agencies including the transfer of student records, to fulfill requirement of the comprehensive needs assessment and service delivery plan activities, and program evaluation. MEP funds must be used only to supplement, not supplant, the level of funds that would, in the absence of MEP funds, be made available from non-federal sources for the education of students and out-of-school youths participating in MEP projects.

Contract Award

Migrant Education Regional Centers will receive preliminary notice of award on or around May 21st, 2018.

At the conclusion of the RFA process, Memorandums of Agreement (MOA) will be developed with all successful applicants. **Activities and expenditures prior to the effective date of the MOA are not allowable charges.**

Application Components

Each component shall be clearly labeled within the application. Failure to include any of the components below may deem your application non-responsive.

1. Cover page (must use attached form)
2. Table of Contents (not to exceed 1 page)
3. Background and knowledge of migrant lifestyle (not to exceed 2 pages)
 - Within section, identify region applying to serve and verification of the ability to sub-contract
4. Identification and Recruitment (not to exceed 3 pages)
 - Summarize the tentative plan and how the plan will be evaluated for identification and recruitment of migrant students across all parts of the region including a timeline.
5. Service Delivery Plan (not to exceed 7 pages)
 - Explain current understanding of the MEP Service Delivery Plan (revised in 2016) and how the goals align with your organization's programming.
 - Explain how the organization would ensure that each goal within the Service Delivery Plan would be monitored demonstrating a clear connection between program activities and desired results.
6. Summer plan (not to exceed 3 pages)
 - Summarize a tentative plan for summer programming for secondary-age students that focuses on academic achievement and college/career readiness skills; plan may include pre-packaged purchased materials and curriculum.
7. Preschool plan (not to exceed 3 pages)
 - Explain how the organization would identify, recruit and serve students ages birth to five (not in kindergarten).
8. OSY plan (not to exceed 3 pages)
 - Explain how the organization would identify, recruit and serve out-of-school youth.
9. Partnerships and Parents (not to exceed 3 pages)
 - Identify federal, state and/or local collaborative partners. Include the type of program and primary target groups.
 - Explain how the organization will support parent projects within the region including implementing Parent Advisory Council.
10. Budget Narrative (not to exceed 4 pages)
 - Create a tentative general budget detailing how the allocated funds would be distributed across the needs of the center. Budget structure may vary; however, example begins on the next page.
 - Explain how grant funds will be used efficiently to address all necessary program expenditures.
 - Explain how additional non-grant funds could be used to implement the migrant program.
 - Explain how the organization will monitor budget expenditures.

Format Requirements

Failure to follow the formatting requirements may deem your application non-responsive.

1. All pages must be single-sided. Pages should have side, top, and bottom margins of one-inch.
2. Pages must be double-spaced.
3. Text must be 12-point font, in Arial or similar typeface. Please do not use a condensed or narrow typeface.
4. Pages must be numbered consecutively with the Table of Contents as page one. (please do not number the application cover page)
5. Headings must be included for each part of the application. Headings should align with application components on page 7.
6. Total application, excluding cover page and tentative budget, should not exceed 30 pages.
7. Any pages submitted beyond the required “not to exceed” limits will not be reviewed.

Migrant Education Regional Center Operating Budget Summary

Each Regional Center, once negotiated, will need to complete a budget for review and approval by KDE Migrant Education Program (MEP) staff. Initial distributions will not exceed 25% of the annual award amount. Further distributions will be on a reimbursement basis and will be subject to submission of quarterly expenditure reports and migrant staff personal activity reports.

Migrant tentative budget must include salary and benefits cost, welfare spending and applicable travel costs. The following is a sample; *however*, applicant may use any format or style desired.

** Please create your tentative budget not to exceed \$325,000.

<i>Sample Migrant Tentative Regional Budget</i>		
Staffing Cost (Salary and benefits)		
Regional Coordinator/Advocate	\$	
Regional Clerk	\$	
Regional Recruiter	\$	
Regional Advocate (100 days)	\$	
Total Salary and Benefits		\$
Travel Costs (e.g., mileage, airfare, hotel, food, registration)		
Out-of-state (NASDME and ID&R Forum)	\$	
In-state meetings and Fall Conference	\$	
ID &R regional	\$	
	\$	
Total Travel		\$
Other Expenses		
Welfare Spending	\$	
Office Supplies	\$	
Copier Rental	\$	
Technology (hardware and software)	\$	
Parent Involvement and PAC	\$	
Cell Phones and Internet Cards	\$	
Postage and Printing	\$	
Summer School (including instructional field trips)	\$	
Total Other Expenses		\$
Indirect costs (if applicable)	\$	
Total Allocation		\$

Any start-up new migrant centers may receive an additional, one time only, \$10,000 to open the center.

Request to Attend Applicant Technical Review and Intent to Submit

The KDE will host a Skype technical review session for applicants on February 26, 2018 from 2:00pm-4:00pm (EST). If you wish to attend it will be held at the State Board Room at 300 Sower Blvd. Frankfort, Ky. To sign up for technical review session, please send an email to KDERFP@education.ky.gov. This request to attend must be sent to the listed address by 4:00pm ES on February 11, 2018. This email request also serves as your intent to apply, which aids the KDE in gauging the number of needed reviewers. This intent is for planning purposes only and does not obligate you to submit an application.

Submission Questions

All questions, including those pertaining to the budget, must be submitted via email to KDERFP@education.ky.gov by 4:00pm (EST), March 9, 2018. Responses to all questions will be posted on the KDE web site on or around March 16, 2018. It is the responsibility of the applicant to periodically review the Frequently Asked Questions (FAQ) for further clarification of requirements.

Submission of Application

The KDE MUST receive applications by 4:00pm (EDT), April 20, 2018, via email.

Applications received after this time and date will be deemed non-responsive and will not be reviewed.

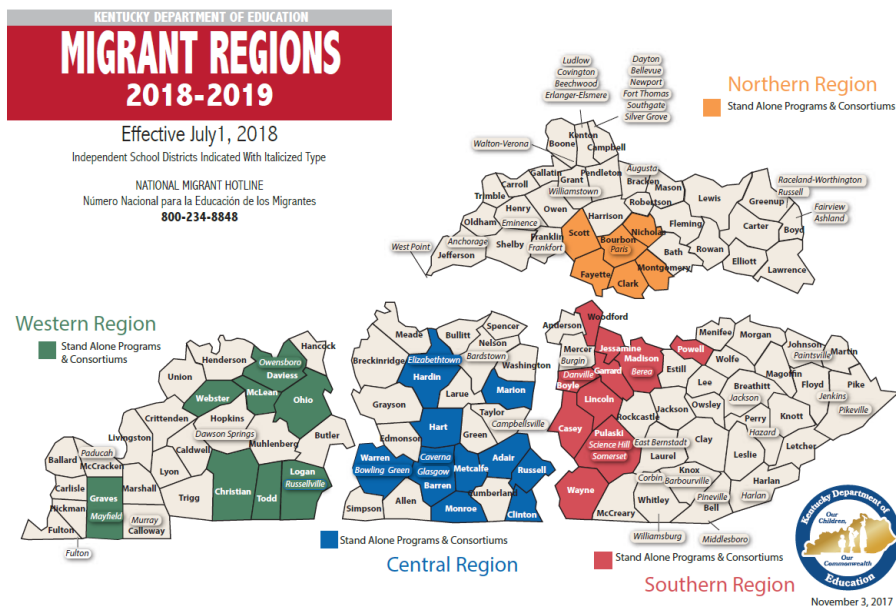
A blind copy of the Narrative section of the application shall also be submitted. The blind copy should not contain identifying words or names of people, districts, counties, or schools.

1. Scan the completed application in its entirety, including all signatures, to PDF format.
2. Name your complete application as follows *MEP2018. District name*. Original.
3. Scan a blind copy of the Narrative section of the application in its entirety to PDF format.
4. Name your blind copy of the Narrative as follows: *MEP2018. District name*. Blind
5. Email the complete application and the blind copy of the Narrative to KDERFP@education.ky.gov. On the subject line of the email, type *MEP2018/name of district*
6. If possible, send both attachments in the same email.
7. **The date/time stamp on the received email must be on or before 4:00pm (EDT), April 20, 2018.**

Keep in mind that email coming in to the KDE is routed for security purposes through multiple networks and servers. Allow ample time for this and the possibility that email doesn't always send on the first try.

The applicant may request, also via the above email, a confirmation that the application was received by KDE. Note that this confirmation will relate only to the receipt of the application and will not confirm that the application is complete with all required components.

Migrant Regional Center Service Area



** The italicized districts below are the current stand-alone or consortium districts in the KYMEP.

Western	Central	Northern	Southern
Fulton	<i>Hardin</i>	Jefferson	Anderson
Fullton	<i>Russell</i>	Greenup	Morgan
Hickman	Grayson	Raceland	Wolfe
<i>Mayfield</i>	Edmonson	Ashland	Magoffin
Ballard	<i>Warren</i>	Boyd	Johnson
Paducah	<i>Bowling Green</i>	Elliott	Paintsville
McCracken	Allen	Lawrence	Martin
Marshall	<i>Monroe</i>	Anchorage	<i>Woodford</i>
Lyon	Cumberland	Fairview	Floyd
Crittenden	<i>Barren</i>	Oldham	<i>Jessamine</i>
Union	<i>Glasgow</i>	Shelby	
Henderson	<i>Hart</i>	Franklin	<i>Danville/Boyle</i>
<i>Daviess/Owensboro</i>	Larue	Frankfort	Mercer
	Bardstown	Henry	<i>Lincoln</i>
Hancock	Nelson	Trimble	<i>Pulaski/Somerset/Science Hill</i>
Muhlenburg	Bullitt	Owen	
<i>Graves</i>	Spencer	Carroll	
Carlisle	<i>Marion</i>	<i>Fayette</i>	<i>Wayne</i>
<i>Ohio/Mclean</i>	Taylor	<i>Clark</i>	Pike
Butler	Green	Gallatin	Pikeville
	<i>Metcalf</i>	Boone	McCreary
Livingston	Breckinridge	Walton-Verona	Whitley
<i>Webster</i>	<i>Clinton</i>	Kenton	Williamsburg
Dawson Spring	<i>Adair</i>	Ludlow	Corbin
Hopkins	Meade	Erlanger	<i>Garrard</i>
Caldwell	Washington	Covington	Rockcastle
Trigg	Simpson	Beechwood	<i>Powell</i>
<i>Christian</i>	Caverna	Campbell	Hazard
<i>Todd</i>		Bellevue	<i>Casey</i>
<i>Logan/Russellville</i>		Dayton	<i>Madison/Berea</i>
		Fort Thomas	Estill
Calloway		Newport	Lee
		Silver Grove	Jackson
		Southgate	Laurel
		Pendleton	Knox
		Harrison	Belle
		<i>Scott</i>	Clay
		Grant	Owsley
		Williamstown	Breathitt
		Bracken	East Bernstadt
		<i>Bourbon</i>	Barbourville
		<i>Nicholas</i>	Pineville
		Robertson	Harlan

		Mason	Harlan
		Fleming	Leslie
		Bath	Perry
		<i>Montgomery</i>	Knot
		Rowan	Letcher
		Lewis	Jenkins
		Carter	Jackson
		Augusta	

Evaluation of Application

Independent reviewers will be trained and will evaluate applications using the criteria established in the RFA below.

Migrant Education Regional Center Application **Evaluation Criteria**

Each application will be reviewed by a cross-agency team at the Kentucky Department of Education. Each application will be read and scored twice based on the extent to which the application addresses the specified evaluation criteria. KDE reserves the right to consider demographic and programmatic diversity as factors in the selection of funded applications.

** You must get a score of at least 70 to be considered. **

Background and Knowledge of Migrant Lifestyle		Maximum Points Possible	10
0-1 points No previous background working with migrant; no knowledge of migrant lifestyle; confusion between migrants and immigrants.	2-5 points Limited experience working with migrants; minimal to limited understanding of migrant lifestyle but shows ability to learn.	6-8 points Extensive experience working with migrants; extensive understanding of the migrant lifestyle; willingness and ability to provide expertise.	
0 points Region to serve is not identified (i.e., Southern, Northern, Central or Western).	1 point Region to serve is identified (i.e., Southern, Northern, Central, or Western).		
0 points Did not verify ability to subcontract within the organization.	1 point Verified ability to subcontract within the organization.	Background and Knowledge of Migrant Lifestyle	
		Total Points _____	

Identification and Recruitment		Maximum Points Possible	10
0-2 points Minimally discusses recruitment of students; recruitment plan is limited to student populations in large standalone or consortium programs. There was no explanation of the evaluation of the ID&R plan.	3-5 points Discusses the plan to recruit students in standalone and consortium programs and in sub-contracted programs; plan includes a minimal discussion in low incident areas. Partially discusses an evaluation of the ID&R plan but, doesn't include time line.	6-10 points Fully understands and discusses the plan to recruit across the region as a whole regardless of district or residency. Fully Discusses an evaluation of the ID&R plan including a time line.	
		Identification and Recruitment	
		Total Points _____	

Service Delivery Plan		Maximum Points Possible	30
0-2 points Demonstrates minimal understanding of the KYMEP SDP (2016); has limited understanding of how the SDP integrates into migrant curriculum.	3-9 points Demonstrates some understanding of the KYMEP SDP (2016); has limited understanding of how the SDP integrates into migrant curriculum; however, shows the ability to learn.	10-15 points Fully demonstrates some understanding of the KYMEP SDP (2016) and how it drives the migrant curriculum across the region and the state as a whole.	
0-2 points Demonstrates limited ability to monitor the SDP goals implementation.	3-9 points Demonstrates the ability, with training and assistance, to monitor the implementation of the SDP goals and strategies.	10-15 points Demonstrates full ability to monitor the implementation of the SDP goals and strategies across the region as a whole.	
		Service Delivery Plan	
		Total Points _____	

Summer Plan		Maximum Points Possible	10
0-1 points Minimally discusses recruitment of students to summer programming; recruitment plan is limited to student populations in large standalone or consortium programs	2-3 points Discusses the plan to recruit students in standalone and consortium programs and in sub-contracted programs into summer programming	4-5 points Fully understands and discusses the plan to recruit students across the region as a whole regardless of district of residency into summer programming; plan includes the equitable recruitment of all eligible preschool, elementary, middle, high school and OSY.	
0-1 points Primary focus of summer programming is reading comprehension and math computation. Includes primarily paper-pencil activities; relies mainly on memorization and repetition. Plan may include a purchased program.	2-3 points Focus of summer programming includes ACT skills and enrichment activities; includes projects and team building activities; multiple opportunities to analyze and apply knowledge. Plan may include a purchased program.	4-5 points Summer programming is cross-curricular that addresses expanded college-and-career readiness skills; multiple opportunities to evaluate information; includes educational field trips integrated into the curriculum. Plan may include a purchased program.	
		Summer Plan	

		Total Points _____
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Preschool Plan		Maximum Points Possible	10
0-1 points Minimally discusses recruitment of preschool-aged children.	2-3 points Discusses the plan to recruit preschool-age children; plan includes minimal discussion low incident areas.	4-5 points Fully understands and discusses the plan to recruit preschool-age children across the region as a whole.	
0-1 points Plan limited to serving preschool-age children once at the time of recruitment; plan primarily involves providing immediate needs.	2-3 points Plan limited to serving preschool-age children with referrals for social services.	4-5 points Plan integrates academic with non-academic lessons.	
		Preschool Plan	
		Total Points _____	

OSY (Out-of-School Youth) Plan		Maximum Points Possible	10
0-1 points Minimally discusses recruitment of OSY	2 points Discusses the plan to recruit OSY; plan includes a minimal discussion in low incident areas.	3 points Fully understand and discusses the plan to recruit OSY across the region as a whole.	
0-1 points Plan limited to serving OSY students once at the time of recruitment; plan primarily involves providing immediate needs.	2 points Plan limited to serving OSY students with referrals for social services.	3-4 points Plan integrates academic with non-academic lessons; plan distinguishes lessons between OSY students that are here to work and those that are recovery students.	
0-1 points Plan minimally makes notation of the materials available on the GOSOSY website.	2 points Plan discusses the use of the GOSOSY materials as part of OSY curriculum.	3 points Plan fully discusses how the materials will be integrated into a comprehensive curriculum for all OSYs.	
		OSY	
		Total Points _____	

Partnerships and Parents		Maximum Points Possible	10
0-1 points Partnerships are not included in application.	2-3 points Partnerships are limited to those directly associated with the organization.	4-5 points Partnerships extended beyond the organization, including partnerships with unique and varied backgrounds.	
0-1 points Parent partnerships are limited to parent involvement activities.	2-3 points Parent Advisory Council (PAC) is noted with limited understanding. Parent involvement activities are discussed.	4-5 points Discussion of parent partnerships (parent involvement and PAC) is integrated in application.	
		Partnerships and Parents	
		Total Points _____	

Budget Narrative		Maximum Points Possible	20
0-2 points Budget narrative focuses on staff and travel requirements; narrative does not correlate with tentative budget.	3-6 points Budget narrative is complete and adequate; focus is on compliance issues. Budget narrative correlates to tentative budget.	7-10 points Budget narrative is creative in how expenditures are covered; focus remains on the students in the program.	
0-1 points Budget narrative does not include non-grant funds (other than the use of office space) as a supplement to implementing the program.	2-3 points Non- grant funds or services are noted/listed in the application; indirect cost, if applicable, is explained.	4-5 points Non-grant funds or services are noted with a full explanation on how these funds or services will support the implementation of the program;	
0-1 points Limited discussion is included as to the organizations quality control procedures for expenditures.	2-3 points The organization has adequate procedures for quality control of expenditures.	4-5 points The organizations quality control and checks-and-balances for expenditures is shown to be efficient and beyond reproach.	
		Budget Narrative	
		Total Points _____	