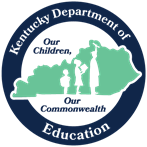
**Request for Application for**

**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, 2022**  **4:00 pm EDT** | **Issued By:**  **Kentucky Migrant Education Program** |
| **Email all Questions to:**  KDERFP inbox: [kderfp@education.ky.gov](mailto:kderfp@education.ky.gov) | **Submit Applications to:**  [**mailto:kderfp@education.ky.gov**](mailto:kderfp@education.ky.gov) |

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| **Introduction**  As authorized under Title I, Part C of the Every Student Succeeds Act, the Office of Continuous Improvement and Support, Division of School and Program Improvement, is issuing a Request for Application (RFA) from local educational agencies, educational cooperatives 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. |
| **Background**  The Migrant Education Program (MEP) provides states with funding based on counts of migrant children between 3 and 21 years old. A migratory child is defined as a child less than 22 years of age who is a migrant agricultural worker or fisher, or who has a parent, spouse or guardian who is a migrant agricultural worker and who has made a qualifying move across school district boundaries with or to join a migrant agricultural worker or who is the migrant agricultural worker within the previous 36 months to obtain temporary or seasonal employment in agricultural or fishing work.  Children of migrant workers are affected by repeated moves, disruption in schooling, poverty, health needs, social isolation and language barriers. These children run a greater risk of failing to meet the challenging state content and performance standards that all students are expected to meet. Low academic achievement and frustration with school cause many migrant children to drop out in their early teens. In order to reduce the impact of those educational barriers, the U.S. Congress authorized federal funding to establish the Migrant Education Program (MEP) in 1966 under the authority of Title I of the Elementary and Secondary Education Act (ESEA). The United States Department of Education (USED) currently administers the Office of Migrant Education (OME), which is responsible for meeting the special needs of migratory children and youth.  As stated in Section 1301 of the Every Student Succeeds Act, the purpose of the MEP is to:   1. Assist States in supporting 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;   2) To 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;  3) To ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet;  4) To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school; and  5) To help migratory children benefit from State and local systemic reforms.  To achieve this purpose, OME helps state education agencies (SEAs) administer the MEP within their states. Each SEA receiving MEP funds is responsible for developing and implementing programs that assist migrant children to overcome the educational barriers resulting from their migratory lifestyle. The identification and recruitment (ID&R) of migrant children and youth is the first step in carrying out this important work. The second step is advocacy. As such, these activities, conducted in every school district where migrant children reside and are served, are the foundation of the MEP. |

**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 the regional center's sub-contracts with LEAs and any identified unanticipated needs within the region. 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 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, 2022, through September 30, 2024. First-year funds will be available from July 1, 2022, and must be spent by September 30, 2023. Second-year funds will be available from July 1, 2023, and must be spent by September 30, 2024. 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 before the end of each 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 years of the contract. Periodic reviews of finances and services will be conducted by KDE staff.

Any awarded subgrantee 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 2 [CFR Part 200](https://www.ecfr.gov/cgi-bin/text-idx?SID=6214841a79953f26c5c230d72d6b70a1&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl), *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) including:

§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 a 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 the 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 original purchase cost. 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 supplemental grant. Indirect costs may not exceed 8 percent for restricted rate grant programs with 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)](http://www.ecfr.gov/cgi-bin/text-idx?SID=393301a7cdccca1ea71f18aae51824e7&node=34:1.1.1.1.23&rgn=div5#se34.1.76_1564)).

**Regional Center Program Requirements**

The following are minimum requirements to be eligible:

1. Must be a local education agency (LEA), educational cooperative or a public or private university/college within one of the identified regions (map on page 14).
2. Must have knowledge of migrant worker lifestyle as defined under the Every Student Succeeds Act.
3. Must demonstrate the ability to subcontract with local education agencies with 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 being a first-year start-up program). All sub-contracted programs that earn more than $55,500 in migrant funding will be required to complete an annual application with region assistance and satisfy parent advisory council requirements. If the sub-contracted district employs an advocate/recruiter, it must complete an annual ID&R plan. Additionally, these sub-contracted districts are subject to annual monitoring. The purpose of sub-contracting with districts is to build strong, independent migrant education programs.
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 shall 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, but not limited to:

1. Maintaining regular communication 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. The fiscal agent must provide office space within the organization's property for the program; however, the 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. KDE migrant staff will be consulted annually regarding evaluations of regional migrant personnel, including the region coordinator, recruiters, advocates, and clerks. 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. Collaborating with the SEA on the regional center staff job descriptions (see Appendix X). Salaries must be consistent with certified and classified staff within the organization (based on rank and 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. They should include the opportunity for incremental raises over time. The grant will also pay for all required benefits. These salary schedules must be shared with KDE with this RFA submission.
5. Monitoring and approving travel across the region (including equitable recruitment throughout the region), within the state, or attending national meetings. Provide the ability for flexible scheduling, including nights, weekends, and holidays.
6. Maintaining accurate records and data collection/entry in various software applications (e.g., Microsoft Office®, MIS2000, Infinite Campus, Google, etc.). Technology in the regional center must be the most current available, including hardware, software, and broadband capacity.

Staff positions include, though are 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. Salaries must reflect time worked. The position descriptions of the Advocate and Recruiter may overlap (i.e., Advocate/Recruiter). It is preferred that all recruiters be bilingual in English and Spanish. Advocates are encouraged to be bilingual in English and Spanish. The need for 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. This includes:

1. Monitoring all local education agencies with standalone or consortium migrant education programs as designated by the SEA; or LEAs where 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 action 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 to the KYMEP on time according to the deadline specified by KDE.
2. Providing annual regional professional learning on the KYMEP Service Delivery Plan (SDP) (2022) to all districts with identifiable migrant populations, both those with standalone or consortium programs and programs that are sub-contracted under the regional center.
3. Provide technical assistance to standalone or consortium programs in the completion of the annual grant application.
4. Participate and serve, as requested, in the SEA Comprehensive Needs Assessment and Service Delivery Plan Committees.
5. Provide appropriate evidence for progress toward meeting measurable program outcomes as listed in the State Delivery Plan.
6. 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 ensure that they complete the SEA's MEP New Recruiter training in person or the Google Classroom. Additionally, recruiting staff must complete an ID&R assessment receiving a score of 80% or higher before they can begin to recruit. Assisting with the training of the electronic certificate of eligibility (ECOE) 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.
7. Implement a formal process using an online mapping tool (Google Maps, Batch Geo, etc.) to map all areas within the region (non-standalone districts).  These maps should include current and former migrant addresses and other collaborative partners that may need to be submitted to KDE.
8. 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. Evaluate the implementation of the ID&R plan and submit the results to KYMEP. Provide technical assistance to standalone or consortium programs to develop, implement, and evaluate individual district or consortium identification and recruitment (ID&R) plans.
9. Deploy recruiters to carry out regional identification and recruitment efforts, as requested by SEA, statewide identification and recruitment efforts and monitor their efforts.
10. Implement quality control procedures designed to ensure the accuracy of recruiters' eligibility determinations and written eligibility documentation.
11. Participate 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.
12. Assist LEAs in providing parent engagement activities for families with migrant students. Assist in establishing a Parent Advisory Council (PAC) in each LEA (or consortium) and each sub-contracted LEA. Establish a regional PAC that meets regularly as directed by the SDP.
13. Respond to requests from LEA and SEA in a timely fashion following SEA-established protocols.
14. Develop and implement a summer program for secondary students (6-12) focused on academic achievement and college-career readiness. These summer programs ***MUST*** show collaboration with a community college, four-year college, or university. Secondly, preference should be given to opportunities that allow students to have a full college-like experience, including staying overnight in a dorm room, taking part in programs, and learning about the college experience. Also, various career-ready opportunities for students should be included throughout the summer program. Summer programming must include preschool, elementary-age, and secondary students; and, where applicable, out-of-school youth (OSY). Priority for Service (PFS) students (K-12) ***MUST*** receive academic services during the summer either directly from a migrant staff member or as facilitated by migrant staff members.
15. Develop and implement learning programs for all eligible youth, including preschool and out-of-school youth (OSY) within the region.
16. Participate in various consortium projects, and collect appropriate data as requested by the SEA.
17. Attend SEA facilitated meetings or others as requested. Participate in the planning and implementation of any statewide professional learning activities, including, but not limited to, the annual Migrant Education Fall Academy.

\*\*KDE reserves the right to change these deliverables in emergencies.

**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 the 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 June 1, 2022.

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

Please note that if a school district with an existing migrant education program is selected as a regional center award recipient, the district’s migrant program will be treated as a non-standalone program (recruited and served by the region) for the duration of the grant. The funds normally allocated to the district program will be granted to the region for the provision of appropriate migrant services.

**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 one page)
3. Background and knowledge of migrant lifestyle (not to exceed three pages)
   * Within the section, identify the region the candidate is applying to serve and verification of the ability to sub-contract;
   * Please include a statement identifying the length of the fiscal agent's previous experience with the migrant education program;
   * Discuss the unique needs of migrant students and how the fiscal agent will manage the migrant education program to address those needs.
   * Include how you will keep track of expenditures from the sub-contract and provide monitoring to the district.
4. Identification and Recruitment (not to exceed three pages)
   * Summarize the tentative ID&R plan and how the plan will be evaluated to identify and recruit migrant students across all parts of the region, including a timeline that includes summer recruiting. The recruiting plan should include specific plans for recruiting out-of-school youth, preschool children, and K-12 students.
   * The recruiting plan should include strategies for using night and weekend timeframes to expand recruiting opportunities.
   * Note areas that have not had migrant students and how you will maintain communication among those districts in your region.
5. Service Delivery Plan (not to exceed seven pages)
   * Based on the 2018 SDP, explain how the fiscal agent will ensure that each of the required goals within the Service Delivery Plan would be met and monitored, demonstrating a clear connection between program activities and desired results.
   * Please explain how the region will conduct an annual self-evaluation of its program, focusing on required components within the SDP.
6. Summer plan (not to exceed six pages)
   * Provide a plan for recruiting students into the MEP summer program.
   * Summarize a tentative plan for summer programming for secondary-age (grades 6-12) students that focuses on academic achievement as addressed in state Measurable Program Outcomes and college/career transition skills; the plan may include pre-packaged purchased materials and curriculum. Summer programming should include a minimum of 25 hours of instructional service for all students (K-12) from non-standalone districts.
   * Include how the program will collaborate with a community college, four-year college, or university to provide a unique overnight, on-campus experience for secondary (6-12) students from standalone and non-standalone districts. Hours spent in this environment will count toward the 25-hour requirement for these students.
   * Explain how the program will include transition (career/college/military/job) planning and skills in your summer programming.
7. Preschool plan (not to exceed three pages)
   * According to the SDP, explain how the fiscal agent will identify, recruit, and serve students ages birth to five (not in kindergarten).
8. OSY plan (not to exceed three pages)
   * Explain how the fiscal agent will identify, recruit and serve out-of-school youth according to the SDP.
9. Parent and Family Engagement (not to exceed four pages)
   * Identify federal, state, and 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 a Parent Advisory Council.
   * Discuss how the fiscal agent will work with parents to increase the level and type of engagement (using the I2MPACT Continuum: see appendix).
10. Budget Narrative (not to exceed four pages)
    * Create a tentative general budget detailing how the allocated funds would be distributed across the center's needs. The budget structure may vary; however, an example begins on the next page.
    * Explain the salary schedules and how raises (if any) will be included for the next two years. Explain how the required salary ranges noted above will be incorporated in the fiscal agent's salary schedule. (Inclusion of the salary schedule will not count against the total number of pages for this application).
    * 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.
    * The fiscal agent must limit indirect costs, if taken, to 8% of the grant or below.
    * Explain how the fiscal agent will monitor budget expenditures for allowability, reasonableness, and necessity.

**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. The text must be 12-point font, in Arial or a 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. The complete application, excluding the cover page and tentative budget, should not exceed 34 pages.
7. Any pages submitted beyond the required "not to exceed" limits in each section 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 required to submit quarterly expenditure reports and migrant staff personnel activity reports.

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

Please attach a salary schedule for each position in your fiscal agent justifying their salaries.

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

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| *Sample* **Migrant Tentative Regional Budget** | | |
| **Staffing Cost (Salary and benefits) (210-day minimum)** | | |
| Regional Coordinator/Advocate | $ | |
| Regional Clerk | $ | |
| Regional Recruiter | $ | |
| Regional Advocate | $ | |
| 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 Hot Spots/ MiFi | $ |  |
| Postage and Printing | $ |  |
| Summer Program (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. This will assist with furniture in your area, etc.

**Request to Attend Applicant Technical Review and Intent to Submit**

The KDE will host a web-based technical review session for applicants on February 16, 2022, from 2:00 pm-4:00 pm (EST). To sign up for a technical review session, please send an email to [KDERFP@education.ky.gov](mailto:KDERFP@education.ky.gov). This request to attend must be sent to the listed address by 4:00 pm ES on February 2, 2022. 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 apply.

**Submission Questions**

All questions, including those pertaining to the budget, must be submitted via email to [KDERFP@education.ky.gov](mailto:KDERFP@education.ky.gov) by 4:00 pm (EST), March 9, 2022. Responses to all questions will be posted on the KDE website on or around March 16, 2022. 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 4:00 pm (EDT), April 22, 2022, 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 *MEP2022. Applicant organization 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: *MEP2022. Applicant organization name.* Blind.
5. Email the complete application and the blind copy of the Narrative to [KDERFP@education.ky.gov](mailto:KDERFP@education.ky.gov). On the subject line of the email, type *MEP2022/name of the applicant organization*
6. If possible, send both attachments in the same email.
7. ***The date/time stamp on the received email must be on or before 4:00 pm (EDT), April 22, 2022.***

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

The applicant may also request a confirmation that KDE received the application via the above email. 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 standalone or consortium districts in the KYMEP.

|  |  |  |  |
| --- | --- | --- | --- |
| **Western** | **Central** | **Northern** | **Southern** |
| Fulton | Hardin | Jefferson | Anderson |
| Fulton | Russell | Greenup | Morgan |
| Hickman | Grayson | Raceland | Wolfe |
| Ballard | Edmonson | Ashland | Magoffin |
| Paducah | *Warren* | Boyd | Johnson |
| McCracken | *Bowling Green* | Elliott | Paintsville |
| Marshall | Allen | Lawrence | Martin |
| Lyon | *Monroe* | Anchorage | *Woodford* |
| Crittenden | Cumberland | Fairview | Floyd |
| Union | *Barren* | Oldham | *Jessamine* |
| Henderson | *Glasgow* | Shelby | *Danville/Boyle* |
| *Daviess/Owensboro* | Hart | Franklin | Mercer |
| Hancock | Larue | Frankfort | *Lincoln* |
| *Mayfield/Graves* | Bardstown | Henry | *Pulaski/Somerset* |
| Carlisle | Nelson | Trimble | Science Hill |
| *Ohio/Mclean* | Bullitt | Owen | *Wayne* |
| Butler | Spencer | Carroll | Pike |
| Livingston | *Marion/Washington* | *Fayette* | Pikeville |
| *Webster* | Taylor | *Clark* | McCreary |
| Dawson Spring | Green | Gallatin | Whitley |
| Hopkins | Metcalfe | Boone | Williamsburg |
| Caldwell | Breckinridge | Walton-Verona | Corbin |
| Trigg | *Clinton* | Kenton | Garrard |
| *Christian* | *Adair* | Ludlow | Rockcastle |
| *Todd/Muhlenberg* | Meade | Erlanger | *Powell* |
| *Logan/Russellville* | Simpson | Covington | Hazard |
| Calloway | Caverna | Beechwood | *Casey* |
|  |  | Campbell | *Madison/Berea* |
|  |  | Bellevue | Estill |
|  |  | Dayton | Lee |
|  |  | Fort Thomas | Jackson |
|  |  | Newport | Laurel |
|  |  | Silver Grove | Knox |
|  |  | Southgate | Belle |
|  |  | Pendleton | Clay |
|  |  | Harrison | Owsley |
|  |  | *Scott* | Breathitt |
|  |  | Grant | East Bernstadt |
|  |  | Williamstown | Barbourville |
|  |  | Bracken | Pineville |
|  |  | *Bourbon/Paris* | Harlan |
|  |  | *Nicholas* | Harlan |
|  |  | Robertson | Leslie |
|  |  | Mason | Perry |
|  |  | Fleming | Knot |
|  |  | Bath | Letcher |
|  |  | *Montgomery* | Jenkins |
|  |  | Rowan | Jackson |
|  |  | Lewis |  |
|  |  | Carter |  |
|  |  | 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 75 to be considered. \*\*

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| --- | --- | --- |
| **Background and Knowledge of Migrant Lifestyle Maximum Points Possible 5** | | |
| * 1. points   No previous background working with migrant programs; no knowledge of migrant lifestyle; confusion between migrants and immigrants. | 2 points  Limited experience working with migrants; minimal to limited understanding of migrant lifestyle but shows ability to learn. | 3 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  The candidate has verified the ability to subcontract within the organization. | **Background and Knowledge of Migrant Lifestyle**  **Total Points \_\_\_\_\_\_\_\_** |

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| **Identification and Recruitment Maximum Points Possible 20** | | |
| 0-1points  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. | 2-3 points  Discusses the plan to recruit students in standalone and consortium programs and 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 a timeline. | 4-5 points  Fully understands and discusses the plan to recruit across the region regardless of district of residency. This includes specific strategies for all populations (preschool, OSY, K-12) and night and weekend recruiting. The ID&R plan should include a timeline of annual activities. |
| * 1. points   The fiscal agent does not have a clear plan for the ongoing evaluation of the annual ID&R plan. | 3-5 points  The fiscal agent demonstrates an understanding of the process development and evidence sources involved in evaluating recruiting efforts throughout the region. Evidence sources include recruiting logs, employee calendars, agricultural or employment surveys, district Infinite Campus reports, etc. | 6-10 points  The fiscal agent clearly articulates a process for using evidence to assess the effectiveness of MEP recruiting efforts through an annual cycle. The program evaluation provides evidence of reflection on the data presented in evidence sources. |
| * 1. points   The recruiting plan has no strategies designated for summer recruiting. | 2-3 points  The recruiting plan specifies summer recruiting strategies but does not include all non-standalone districts or recruiting on nights and weekends. | 4-5 points  Recruiting plan includes effective strategies for summer recruiting, including specific strategies for all populations (preschool, OSY, K-12) and the use of night and weekend recruiting during the summer. |
| * 1. points   The recruiting plan offers no details about communication with low-census, non-standalone districts. | 2-3 points  The recruiting plan indicates an awareness of the need for communication with low-census, non-standalone districts but does not include a specific, detailed plan for doing so. | 4-5 points  The recruiting plan has a detailed plan for communicating with all school districts in the region, including low-census, non-standalone districts. |

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| **Service Delivery Plan Maximum Points Possible 20** | | |
| 0-1 points  Demonstrates limited ability to affect the implementation of the KYMEP SDP goals and monitor progress toward those goals. | 2-3 points  With training and assistance, demonstrates the ability to implement a program to reach KYMEP SDP goals successfully. The fiscal agent has a plan to adequately monitor the progress of the region program toward these goals. | 4-5 points  Demonstrates full ability to monitor the implementation of the SDP strategies across the region as a whole. The fiscal agent has a clear plan to evaluate progress toward performance goals annually and shows the ability to make appropriate changes in practice when necessary. |
|  |  | **Service Delivery Plan**  **Total Points \_\_\_\_\_\_\_** |

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| **Summer Plan Maximum Points Possible 15** | | |
| 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 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  The primary focus of summer programming is reading comprehension and math computation. The plan relies primarily on paper-pencil activities and focuses on memorization and repetition. The plan may include a purchased program. | 2-3 points  The focus of summer programming includes ACT skills and enrichment activities; includes projects and team building activities, multiple opportunities to analyze and apply knowledge. The summer plan includes 25 hours of instructional service for K-12 students. The plan may include a purchased program. | 4-5 points  Summer programming includes at least 25 hours of instructional services for K-12 students. The fiscal agent provides a pre-and post- summer assessment intended to measure skill growth during the summer. Services for preschool students and out-of-school youth are delineated. |
| 0-1  There is no plan for a middle school/high school-specific summer camp, or the camp design does not include a partnership with a 2- or 4-year post-secondary institution. | 2-3  Some, or selected, middle and high school students are offered the opportunity to take part in an overnight, on-campus field trip to a 2- or 4-year post-secondary institution. | 4-5 points  All middle school and high school students in the region are offered the opportunity to participate in an overnight, on-campus field trip experience to a 2- or 4-year post-secondary institution. This camp experience will include a focus on transition-ready academic and career skills. |
|  |  | **Summer Plan**  **Total Points \_\_\_\_\_\_\_** |

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| **Preschool Plan Maximum Points Possible 10** | | |
| * 1. points   Minimally discusses the identification and recruitment of preschool-aged children. | 2-3 points  Discusses a plan to identify and recruit preschool-age children; plan includes a minimal discussion of recruitment in low incident areas. | 4-5 points  Thoroughly discusses a plan to identify and recruit preschool-aged children throughout the region. |
| 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 or other preschool programs. | 4-5 points  The plan integrates academic services for all students, including those who do not attend a preschool program. Plan also includes non-academic lessons focused on age-appropriate social development. |
|  |  | **Preschool Plan**  **Total Points \_\_\_\_\_\_\_** |

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| **OSY (Out-of-School Youth) Plan Maximum Points Possible 8** | | |
| * 1. points   Minimally discusses identification and recruitment of OSY. | 2 points  Discusses a plan to identify and recruit OSY; plan includes a minimal discussion of recruitment in low incident areas. | 3-4 points  The fiscal agent fully understands and discusses a plan to identify and recruit OSY across the region. |
| 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. Services may be indicated less than monthly. | 3-4 points  The plan integrates monthly academic and non-academic lessons; the plan distinguishes lessons between OSY students here to work and recovery students. |
|  |  | **OSY**  **Total Points \_\_\_\_\_** |

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| **Parent and Family Engagement Maximum Points Possible 10** | | |
| 0-1 points  Partnerships are not included in the 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 engagement is limited to parent involvement activities. | 2-3 points  Parent Advisory Council (PAC) is noted with limited understanding. Parent involvement activities are discussed. Various levels of parent engagement are mentioned. | 4-5 points  Discussion of parent partnerships (parent involvement and PAC) is integrated into the application. There is a focus on helping parents take greater ownership of their engagement with the migrant program. |
|  |  | **Partnerships and Parents**  **Total Points \_\_\_\_\_\_\_** |

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| **Budget Narrative Maximum Points Possible 20** | | |
| 0-1 points  The budget narrative focuses on staff and travel requirements; the narrative does not correlate with the tentative budget. | 2-3 points  The budget narrative is complete and adequate; the focus is on compliance issues. Budget narrative correlates to tentative budget. | 4-5 points  The budget narrative is creative in how expenditures are covered; the focus remains on the students in the program. |
| * 1. points   The fiscal agent does not include a salary schedule for migrant positions. | 2-3 points  The fiscal agent includes a salary schedule for migrant positions, but some or all positions do not have any function for raises to be included. | 4-5 points  The fiscal agent includes a fully functional salary schedule that accounts for salaries and raises for all migrant positions. |
| 0-1 points  Little discussion is included as to the organization's quality control procedures for expenditures. | 2-3 points  The organization has adequate procedures for quality control of expenditures. | 4-5 points  The organization's quality control and checks-and-balances for expenditures are shown to be efficient and beyond reproach. |
| * 1. points   Salary schedules are not included, or do not comport to the required positions for this grant. | 2-3 points  Salary schedules are included and cover the required positions. Schedules do not address salary steps based on experience, years of service and/or degree level. | 4-5 points  Salary schedules are comprehensive to the needs of the grant. Schedules include pay based on experience, years of service and/or degree level. |
|  |  | **Budget Narrative**  **Total Points \_\_\_\_\_\_\_** |

**Appendix A: Region Coordinator Job Description**

Reports to:  Migrant State Director under the Kentucky Department of Education (KDE) and the fiscal agent supervisor.

Days/ Salary: 240 days

Primary Purpose:  This employee is responsible for coordinating the migrant program in their assigned region. He/She will act as a liaison between the school and the homes of migrant families to reduce academic and social deficits that may result from excessive mobility and language barriers. Maintains accurate records of their employees within the region.

 Minimum Qualifications:

* Ability to relate to others
* Must have no convictions of a felony or past criminal history
* Ability to maintain effective working relationships with families and school personnel.
* Ability to function as a team member in a variety of settings
* Advanced interpersonal skills
* Knowledge of instructional programs and practices (regular and migrant)
* Knowledge of conflict resolution and problem-solving strategies
* Knowledge of federal and state legislation and regulations related to migrant education
* Knowledge of effective staff development techniques and the ability to direct and train others of comparable skills
* Skills in budget preparation
* Previous work experience in migrant programs

Desired Qualifications:

* Bi-lingual Spanish and English
* Experience in community work
* Reside in the community
* Specific knowledge and expertise in the areas of recruitment, job development, and placement
* Bachelor's Degree

Primary Responsibilities & Duties:

* Administer and monitor all aspects of Title I, Part C, Migrant Program with all standalone migrant districts
* Ensures are standalone districts have adequately completed the service delivery plan
* Ensures that all non-standalone districts with Priority for Service (PFS) students receive adequate services, services are documented in the web app, and paperwork is submitted to the regional clerk on time
* Ensures all migrant students receive instructional summer services; coordinate a summer camp with a college or university for middle and high school students
* Performs performance evaluations for all regional employees and provides the Kentucky Department of Education (KDE) copies at their request
* Prepare and submit annual grant applications and amendments for each standalone migrant program
* Prepare and submit budgets and invoices for the fiscal agent and assists and procures signatures required for service agreements, budget amendments, and revisions

Identification & Recruitment/ Services:

* Securing parental permission for program participants under 18 years old, making home visits as needed
* Assist recruiters in ensuring all eligible students are appropriately qualified promptly by reviewing their time and effort logs and recruitment logs on a daily/ weekly basis.
* Maintaining records and contacts with the participants and families, farmers, and leads through a regional recruitment plan updated annually.
* Coordinates the identification, assessment, and supplemental services for qualifying migratory children
* Directing advocates' work to ensure they communicate with classroom teachers in areas of concern, especially for Priority for Service (PFS) students.
* Ensures that services to students and families are documented in the web app.
* Coordinates the collection of student data (assessments, credit accrual, health data) for program assessment and reporting
* Coordinating referrals, access resources for reading, writing, translating, and interpreting English
* Working Cooperatively with Family Resource Centers and school district support staff to meet the migrant students or program needs
* Hires and supervises certified and classified personnel at the district office, schools, and during summer programs.

Parent Involvement:

* Coordinates the Parent Involvement/Parent Advisory Committee (PAC) at least twice annually and conducts migrant parent involvement and informational events for the region.
* Assists with the yearly State PAC meetings
* Assists in developing and implementing effective parental involvement activities at the standalone districts
* Attend at least one standalone district PAC meeting and state PAC meeting.

Inter/Intra Agency Communication and Delivery

* Exercise a service orientation when working with others
* Respond to inquiries and concerns promptly
* Keep supervisor informed of potential problems or unusual events
* Serve on district committees as assigned
* Use effective, positive interpersonal communication skills
* Work closely with district and school staff to support school improvement initiatives and processes.
* Collaborate with Regional Clerk and Migrant State Director to collect and analyze data regarding population trends, numbers, and types of students served within given geographical areas, the legal, Program, and fiscal implications of new legislation.

Professional Growth

* Participate in the organization and facilitation of the annual Fall Academy.
* Plan and supervise appropriate in-service activities for migrant program staff
* Facilitates and initiates in-service training for standalone district staff for at least six hours in reading and math instruction.
* Facilitate the development, implementation, and evaluation of staff development activities in assigned areas
* Attend training sessions, conferences, and workshops as assigned or appropriate to keep abreast of current practices, programs, and legal issues
* Set high standards and expectations and promote professional growth for self and others
* Prepare and deliver oral presentations
* Follow attendance, punctuality, and other qualities of an appropriate work ethic
* Maintain confidentiality regarding school/workplace matters
* Demonstrate initiative in identifying potential problems or opportunities for improvement and take appropriate actions
* Participate in cross-training activities as required
* Performing other duties as assigned

Special projects

* Develops, coordinates, and implements special projects related to grant development and utilization
* Designs curriculum and instructional strategies, especially during the summer for middle and high school students.
* Provides KDE with the documentation for any of the consortiums that the state may be in attendance
* Assisting in the publication of migrant handbooks, newsletters, brochures, and forms
* Assists with Comprehensive Needs Assessment and Service Delivery Plan
* Assists with the required regional re-interviews yearly
* Assist in facilitation and development of the district and regional summer programs

Evaluation

The performance of this job will be evaluated per the fiscal agent's personnel evaluation policies.

**Appendix B: Migrant Recruiter Job Description**

Reports to: Regional Migrant Recruiter

Wage/Hour Status: Nonexempt

Primary Purpose: Identify and recruit migrant students from birth to twenty-one for all non-standalone districts throughout the region. Assist standalone districts with recruitment as requested.  Act as a liaison between the school and the migrant community.  Provide referral services to migrant families. Maintain files, records, and state-mandated reports related to migrant students.

Qualifications:

* Valid Kentucky state driver's license and personal transportation
* Written and verbal communication skills in English and preferably the primary language of the target population.
* Thorough knowledge of the geographic area
* Willingness to work irregular hours schedule, including weekends, evenings, and summers
* Ability to document efforts via connect team app and using "google maps" to document recruitment efforts across the region.
* Maintains accurate documentation of time and effort logs and recruitment efforts specifically.
* Ability to communicate effectively with parents of migrant students
* Ability to travel throughout the district or region
* Ability to follow written and verbal instructions
* Knowledge of various local social service agencies

Primary Responsibilities & Duties:

*Student Recruitment*

1. Actively identifies and recruits eligible migrant children residing in the non-stand-alone school districts, including surveying the area, conducting a periodic survey of students, and establishing communications networks. Provide agricultural surveys to the non-standalone districts.
2. Makes home visits to migrant families to communicate available school services, programs, and area social services.
3. Reviews state and federal mandates and guidelines for interviewing families to determine eligibility for migrant services.
4. Collaborates with school staff to maintain appropriate records of migrant students, collaborate with business agencies, growers, crew leaders, and other public agencies to inform them of the program, and ensure that all migrant students and resources are identified.
5. Schedules recruitment by geographical area to recruit students and families based on ongoing needs assessment with regional/district staff.
6. Maintains daily logs, including mileage and time of all activities such as home visits, transporting families, field reports, and statistical information to make entries to the database for future evaluation.
7. Explains the migrant student program to the parents/ guardians and the services offered by the migrant education program only after the family qualifies, but do not promise any of these services to the migrant families.
8. Completes Certificate of Eligibility (COE) on your electronic device and submit promptly. You will need to obtain appropriate signatures from parents/guardians and submit the completed COE through its assigned path.

*Other*

1. Complies with policies and regulations established by federal and state law, State Board of Education rule, and board policy.
2. Complies with all district routines and regulations and maintains current knowledge of program rules, regulations, requirements, and restrictions.
3. Understands all federal regulations about the Migrant Education Program.
4. Attends all training for recruiters and meetings arranged by the Regional and State Migrant Coordinators, including any state-mandated training or professional development.
5. Regional Recruiters should also present at regional meetings sharing knowledge of recruitment strategies with the standalone districts.
6. Performs other duties and responsibilities as assigned by the supervisor.
7. Maintains confidentiality of migrant families and staff.
8. Completes all tasks successfully, professionally, and in a timely and accurate manner.

**Appendix C: Migrant Regional Clerk Job Description**

Reports to:  Migrant State Director under the Kentucky Department of Education (KDE)

Wage/Hour Status: 240 days (This employee is an "at-will" employee, and the Migrant State Director may terminate this employment at any time.)

Primary Purpose:  To perform record-keeping tasks and manage forms/information for migrant student records. The clerk will be required to process all MIS2000 data and work in conjunction with all levels of district personnel. The Records Clerk is directly responsible to the Regional Coordinator.

 Minimum Qualifications:

* Must be flexible
* Have the ability to work with all types of people
* Be attentive to detail and paperwork
* Must be a high school graduate or possess a General Education Diploma (GED)
* Must possess clerical skills
* Must be able to file and keep records
* Computer knowledge and online experience desirable

Major Responsibilities:

* Enroll all eligible migrant students into MIS2000 according to Kentucky's Migrant Education  adopted procedures
* Enters "certificate of eligibility" (COE) and student service data into Mis2000 data system according to state and federal guidelines
* Maintains up-to-date individual student records for all districts in the region
* Maintains flexibility in response to varying job assignments
* Maintains confidentiality of information
* Extensive knowledge about the total operation of the migrant education program and school districts within the region
* Keeps documentation that shows recruitment activities daily
* Make accurate eligibility decisions
* Ensures that withdrawals are provided to the Regional Coordinator within one week of completion
* Completes performance reports and other data relevant to the operation of the program; meeting all state timeline requirements, including all enrollment and withdrawal, supplemental and instructional services, test and health data
* Participates in regional, state, and national Professional Development as requested and records clerk in-service training
* Works cooperatively with schools and their districts personnel as well as with inter-agency services providers
* Support all regional programs, state and federal migrant laws, regulations, and policies
* Complete all forms and process information required by MIS2000
* Apply and explain federal regulations about the migrant education program
* Maintain physical and computerized files and databases for five years, including the national database of migrant students and other student records.
* Update Educational and health information for migrant students as required
* Withdrawal migrant students from Mis2000 as students leave school districts
* Attend all training sessions provided for the records clerk by the Migrant Education Program.
* Process all incoming and outgoing correspondence dealing with the migrant records, disseminate the MIS2000 records accordingly.
* Work with teachers, aides, counselors, principals, and other migrant advocates to ensure that all educational data, such as secondary and supportive data, is entered.
* Respond appropriately to inquires or complaints
* Use tact and courtesy when working and dealing with community
* Read, comprehend and prepare various kinds of communication and information, including emails, correspondence, reports, articles, spreadsheets, staff development plans, educational forms, and data
* Write using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style
* Interpret, infer, analyze, synthesize and evaluate materials, resources, situations, and problems to generate options and solutions.
* Interpret and carry out oral and written instructions
* Demonstrate continued professional curiosity and growth
* Communicate effectively and efficiently in a variety of settings, using appropriate terminology and by telephone and email
* Deal equitably with people beyond giving and receiving instructions
* Take the initiative to complete job duties
* Performs assigned tasks promptly
* Consistently  displays self-control with parents, students, and school personnel
* Show enthusiasm and concern for the total program and its efficient operation
* Maintains regular and punctual attendance
* Inform Migrant Coordinators  of matters of concerns
* Performs related duties, as assigned

**Appendix D: Migrant Advocate Job Description**

Reports to: The District or Regional Migrant Coordinators

Wage/Hour Status: Follows the fiscal agent's salary schedule

Primary Purpose:  The migrant advocate is responsible for implementing migrant program services to program participants by providing advocacy in academics, college and career transition readiness, school readiness, supporting the success of at-risk students, and assisting with personal and social-emotional needs.  The migrant advocate monitors the students' progress and steps in and provides tutoring as needed. Assist migrant parents with schoolwork to enhance their child's growth and development. Providing parents training while working with preschool students and helping parents help their child by using educational resources.

 Minimum Qualifications:

* Communicates effectively orally and in writing
* Ability to communicate effectively with parents of migrant students
* Knowledge of basic computer software
* Experience working semi-independently and in collaborative teams.
* Thorough knowledge of the geographic area
* Willingness to work flexible hours and irregular flexible schedule, including weekends, evenings, and summers
* Experience working with migrant youth and high mobility/at-risk population
* Ability to follow written and verbal instructions
* Knowledge of various local social service agencies

Primary Responsibilities & Duties:

Performs other duties and responsibilities as assigned by supervisor

1. Meets and maintains contact with the child's classroom teacher to determine academic proficiency levels and how the migrant program can assist the child in achieving.
2. Regularly meets with the child to ensure he/she is performing well academically and is adjusting to teachers, peers, and school.
3. Provide direct services for migrant students according to the state Service Delivery Plan (SDP), especially those that are identified as Priority for Services (PFS) per the migratory definition.
4. Refer migrant families to educational resources and mental health resources that might have an impact on the child's success in school, social services, health services, clothing, and other needs
5. Monitor student attendance and grades in Infinite Campus and report problems involving migrant students, such as suspensions and withdrawals.
6. Maintain complete records that reflect student referrals, the number of times the student has been seen (contacts), a log of activities accurately documented in the web app, and any other documents needed for audits and accountability.
7. Compile and maintain data for completing a needs assessment of the program and reports required by the records clerk.
8. Facilitate effective communication between family and school to enhance academic success.
9. Provide information to a tutor or a school employee that may be helpful in designing activities to benefit the child.
10. Organize and plan parent involvement activities, summer school/ intersession programs, and other academic activities.
11. Plan and implement program evaluations and the migrant program needs assessment.
12. Provide parents/guardians with information on the child's school/academic progress.
13. Ensure students and families gain access to schools and community resources, including community-based mentors.
14. Complete the Out of School Youth (OSY) profile form to determine appropriate services.
15. Assist OSY by referring them to ELL programs, GED programs, and other educational programs/services or providing them direct services as noted on the OSY Profile.
16. Make home visits regularly to meet with the parents/guardians, assess the home environment, determine needs of other children who may live there, and seek the involvement of parents/guardians in their child's education through modeling, coaching, and placement of appropriate educational training.
17. Participate in appropriate professional development and training opportunities to enhance existing skills and learn new job skills.
18. Provide follow-up for OSY until he/she has moved or is no longer eligible for migrant services.
19. Maintain confidentiality of migrant families and staff.
20. Attend all training for recruiters and meetings arranged by the Regional/ State Migrant Coordinators, including any state-mandated training or professional development.

**Appendix E: Timeline for RFA Submission**

RFA Posted: January 2022

RFA Technical Review Webinar (RSVP): February 2, 2022

RFA Technical Review: February 16, 2022, 2:00 pm-4:00 pm EST

Question Submission Deadline: March 9, 2022, 4:00 pm EST

Question Responses Posted on KDE

Website: On or around March 16, 2022

**RFA Application Deadline: April 22, 2022 by 4:00 pm EDT**

**(*KDE must receive applications by 4:00 pm (EDT), April 22, 2022, via email.)***

Preliminary Award Notification: On or around June 1, 2022