**Notice of Grant Opportunity**

**Migrant Education Program**

**Year 4 of 5**

**22-AZ25-HO2**

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**Acting Commissioner**

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**Office of Supplemental Educational Programs**

**CFDA # 84.011A**

**March, 2022**

**Application Due Date: April 14, 2022**

**NEW JERSEY DEPARTMENT OF EDUCATION**

**P.O. Box 500**

**Trenton, NJ 08625-0500**

[**http://www.nj.gov/education**](http://www.nj.gov/education)

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**When responding to this Notice of Grant Opportunity (NGO), applicants must use the Electronic Web Enabled Grant (EWEG) online application system. See** [**http://homeroom.state.nj.us/**](http://homeroom.state.nj.us/) **to access this system. Please refer to the web page for the NGO at** [**http://www.nj.gov/education/grants/discretionary/**](http://www.nj.gov/education/grants/discretionary/) **(click on *available grants*) for information on when the EWEG application will be online.**

Table of Contents

[SECTION 1: GRANT PROGRAM INFORMATION 2](#_Toc84334842)

[1.1 DESCRIPTION OF THE GRANT PROGRAM 2](#_Toc84334843)

[1.2 ELIGIBILITY TO APPLY 2](#_Toc84334844)

[1.3 FEDERAL COMPLIANCE REQUIREMENTS (DUNS, SAM) 3](#_Toc84334845)

[1.4 STATUTORY/REGULATORY SOURCE AND FUNDING 4](#_Toc84334846)

[1.5 DISSEMINATION OF THIS NOTICE 5](#_Toc84334847)

[1.6 TECHNICAL ASSISTANCE 5](#_Toc84334848)

[1.7 APPLICATION SUBMISSION 5](#_Toc84334849)

[1.8 REPORTING REQUIREMENTS 6](#_Toc84334850)

[1.9 ASSESSMENT OF STATEWIDE PROGRAM RESULTS 6](#_Toc84334851)

[1.10 REIMBURSEMENT REQUESTS 8](#_Toc84334852)

[SECTION 2: PROJECT GUIDELINES 1](#_Toc84334853)

[2.1 PROGRAM DESIGN CONSIDERATIONS 1](#_Toc84334854)

[2.2 PROJECT REQUIREMENTS 3](#_Toc84334855)

[**Project Update** 3](#_Toc84334856)

[**Project Description** 3](#_Toc84334857)

[**Goals, Objectives and Indicators** 3](#_Toc84334858)

[**Project Activity Plan** 4](#_Toc84334859)

[**Nonpublic Participation** 5](#_Toc84334860)

[2.4 STATEWIDE GOALS AND OBJECTIVES 7](#_Toc84334861)

[2.5 BUDGET DESIGN CONSIDERATIONS 11](#_Toc84334862)

[2.6 BUDGET REQUIREMENTS 13](#_Toc84334863)

[SECTION 3: COMPLETING THE APPLICATION 1](#_Toc84334864)

[3.1 GENERAL INSTRUCTIONS FOR APPLYING 1](#_Toc84334865)

[3.2 EVALUATION OF CONTINUATION APPLICATIONS 1](#_Toc84334866)

[3.3 APPLICATION COMPONENT CHECKLIST 2](#_Toc84334867)

[**ATTACHMENT A** 3](#_Toc84334868)

[**ATTACHMENT B** 4](#_Toc84334869)

# SECTION 1: GRANT PROGRAM INFORMATION

## 1.1 DESCRIPTION OF THE GRANT PROGRAM

The purpose of the federal Migrant Education Program (MEP) is: (1) to ensure eligible children of migratory farm workers and migratory fishers are provided with appropriate educational support services to help reduce the educational lags that result from repeated moves; and (2) to ensure these children have the opportunity to meet the same challenging state educational content and student performance standards that all children are expected to meet.

Migrant students are a unique at-risk population. They face frequent educational interruptions as their families relocate to obtain seasonal or temporary employment in agriculture or fishing. In addition, migrant students’ academic difficulties may be compounded by other problems including poverty, language barriers, and unique health problems.

Because of the disruption in their lives and the lack of stable environments, migrant students, even when enrolled in school, may experience barriers to academic achievement. The purpose of the migrant education grant program funds is to provide a full array of support services designed to assure school success for migrant children.

The New Jersey Department of Education (NJDOE) has established a five-year grant program which focuses on the provision of the following services for eligible children of migratory farm workers and migratory fishers: identification and recruitment of students, the intrastate and interstate transfer of student records, supplemental instruction, and health and other support services. This is the fourth year of the multi-year grant program.

|  |  |
| --- | --- |
| Year 1 of 5 | January 1, 2019-December 31, 2019 |
| Year 2 of 5 | January 1, 2020-December 31, 2020 |
| Year 3 of 5 | January 1, 2021-December 31, 2021 |
| Year 4 of 5  | January 1, 2022-December 31, 2022 |
| Year 5 of 5 | January 1, 2023-December 31, 2023 |

## 1.2 ELIGIBILITY TO APPLY

The MEP Year 4 of 5 is a continuation grant open to the two grantees selected through a competitive process in Year 1. The eligible entities are:

Gloucester County Special Services School District (serving Region I); and

Essex County Educational Services Commission (serving Region II).

*The local education agencies identified in the initial application must continue to serve in the lead capacity through the entire multi-year grant period and will reapply each year as a continuation grant recipient for the remaining ~~four~~ years of the grant cycle. It is also expected that the partnership established between the lead agency and community-based organizations continue throughout the multi-year grant period.*

## 1.3 FEDERAL COMPLIANCE REQUIREMENTS (DUNS, SAM)

In accordance with the Federal Fiscal Accountability Transparency Act (FFATA), all grant recipients must have a valid Data Universal Numbering System (DUNS) number and must also be registered with the federal System for Award Management (SAM), the successor to the federal Central Contractor Registration (CCR) database.  DUNS numbers are issued by Dun and Bradstreet and are available at no cost to all entities required to register under FFATA.

To obtain a DUNS number, go to <http://fedgov.dnb.com/webform/>

To register with the SAM database, go to: [www.sam.gov](http://www.sam.gov)

Applicants are required to submit their DUNS number and expiration date of their SAM registration as part of the EWEG application using the appropriate EWEG tab (contacts) and must certify that they will ensure that their registration will remain active for the entire grant period.

Applicants must also print the “Entity Overview” page from their [www.sam.gov](http://www.sam.gov) profile (which displays their DUNS number and street address with ZIP+4 code), and upload a scan of the page using the UPLOAD tab.

**FFATA Executive compensation disclosure criteria**

In the preceding fiscal year, if an applicant:

Received at least $25,000,000 in annual gross revenues from federal awards; **and**,

If at least eighty (80) percent of the applicant’s annual gross revenues came from federal awards;

The applicant is required to disclose the name and total compensation of the five (5) most highly compensated officers of the applicant as part of the grant application.

This information is to be entered using the appropriate EWEG tab (contacts). The term “federal award” includes federal contracts, sub-contracts, grants, and sub-grants.

No award will be made to an applicant not in compliance with FFATA.

## 1.4 STATUTORY/REGULATORY SOURCE AND FUNDING

The applicant’s project must be designed and implemented in conformance with all applicable state and federal regulations. The MEP isone hundredpercent (100%) federally fundedunder Title I, Part C (CFDA 84.011A) of the *Elementary and Secondary Education Act* (*ESEA*), as amended. The anticipated total amount to be allocated in year four of this multi-year grant is ($2,087,499) for two projects. The amount for each project was determined by taking into account the number of students served in each region. Eligible agencies may apply for up to the maximum amount noted below:

|  |  |  |
| --- | --- | --- |
| Regional Project | Maximum Amount | Counties Served |
| Region I | $1,311,500 | Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Mercer, Ocean, Salem |
| Region II | $988,500 | Bergen, Essex, Hudson, Hunterdon, Middlesex, Monmouth, Morris, Passaic, Somerset, Sussex, Union, Warren |

Final awards are subject to the availability of federal Migrant Education funds.

The Year 4 program period is January 1, 2022 to December 31, 2022; remaining periods are as follows:

|  |  |
| --- | --- |
| Year 1 of 5 | January 1, 2019-December 31, 2019 |
| Year 2 of 5 | January 1, 2020-December 31, 2020 |
| Year 3 of 5 | January 1, 2021-December 31, 2021 |
| Year 4 of 5  | January 1, 2022-December 31, 2022 |
| Year 5 of 5 | January 1, 2023-December 31, 2023 |

The grantee is expected to complete the goal(s) and objectives laid out in the approved grant application, complete implementation activities established in its grant agreement, and make satisfactory progress toward the completion of its approved action plan.   Failure to do so may result in the withdrawal by the NJDOE of the grantee’s eligibility for the continuation of grant funding.  The NJDOE will remove ineligible, inappropriate or undocumented costs from funding consideration.

## 1.5 DISSEMINATION OF THIS NOTICE

The Office of Supplemental Educational Programs will make this notice available to eligible agencies identified in Section 1.2 of this NGO, and to the ExecutiveCounty Superintendent of the counties in which the eligible agencies are located.

Additional copies of the NGO are also available on the NJDOE web site at: <https://www.nj.gov/education/grants/discretionary/> (Click on “Available Grants” or by contacting the Office of Supplemental Educational Programs at the following address:

New Jersey Department of Education

Office of Supplemental Educational Programs

P. O. Box 500

Trenton, NJ 08625-0500

Telephone (609) 376-9080; fax (609) 292-1211.

## 1.6 TECHNICAL ASSISTANCE

Technical Assistance will be provided on an as-needed basis. Please contact the Migrant Education Program Coordinator at migranted@doe.nj.gov.

## 1.7 APPLICATION SUBMISSION

The NJDOE administers discretionary grant programs in strict conformance with procedures designed to ensure accountability and integrity in the use of public funds and, therefore, **will not accept late applications.**

The responsibility for a timely submission resides with the applicant. The Application Control Center (ACC) must receive the complete application through the online Electronic Web-Enabled Grant (EWEG) system at: <http://homeroom.state.nj.gov/> **NO LATER THAN 4:00 P.M. ON THURSDAY, April 14, 2022. Without exception,** the ACC will not accept, and the Office of Grants Management cannot evaluate for funding consideration, an application received after this deadline.

Each eligible applicant must have a logon ID and password to access the system. School districts (LEAs) should contact their district’s Web Administrator, who will complete the process to register for access credentials. PLEASE NOTE: At least 24-48 hours are needed to enable setup for users. Users are urged to request access well in advance of the application due date.

Questions regarding access to EWEG may be directed to: eweghelp@doe.nj.gov.

**Applicants are advised to plan appropriately** to allow time to address any technical challenges that may occur. Additionally, applicants should run a consistency check at least 24 hours before the due date to determine any errors that might prevent submission of the application. Applicants are advised not to wait until the due date to submit the application online as the system may be slower than normal due to increased usage. Running the consistency check does not submit the application. When the consistency check runs successfully, a submit button will appear. Once the submit button is clicked, the application may not be edited, additional information may not be submitted, and the application can no longer be accessed or returned. **Please note** **that the submit button in the EWEG system will disappear as of 4:00 PM on the due date.**

Completed applications are those that include all elements listed in Section 3.3, Application Component Checklist of this notice. Applications received by the due date and time will be screened to determine whether they are, in fact, eligible for evaluation. The NJDOE reserves the right to reject any application not in conformance with the requirements of this NGO.

Paper copies of the grant application **will not** be accepted in lieu of the electronic EWEG application submission.

## 1.8 REPORTING REQUIREMENTS

Grant recipients are required to submit periodic project and fiscal progress reports. Reports for this program will be due as follows:

**Report Reporting Period Due Date**

1st Interim January 1, 2022 – June 30, 2022 July 31, 2022

Final January 1, 2022 – December 31, 2022 February 28, 2023

Grantees are required to submit the interim and final reports through the online EWEG system at: <http://homeroom.state.nj.us> by the dates specified above. Paper reports will not be accepted, reviewed, or processed.

\*In addition to the above required reports, grant award recipients will be required to submit Childcount data and quarterly data applicable to participation in the Migrant Consortium Incentive Grant to the Office of Supplemental Educational Programs for the completion of the annual Federal Reports. This data is due to the program coordinator, no later than the 5th working day of January, April, July, and October.

## 1.9 ASSESSMENT OF STATEWIDE PROGRAM RESULTS

The statewide goal for the MEP is: (1) to ensure eligible children of migratory farm workers and migratory fishers are provided with appropriate educational and support services; and (2) to ensure these children have the same opportunity to meet the same challenging state content and student performance standards that all children are expected to meet.

Information gathered from the interim reports and answers to the questions below will assist the NJDOE in determining whether intended programmatic outcomes have been met. These questions are based upon the state-mandated goals and objectives listed in Section 2.2.1 under Statewide Goals and Objectives. Areas of strengths and weaknesses will be identified, and it is expected that the program planning and implementation will reflect the information that has been obtained.

The questions regarding the impact of providing the Migrant Education projects are:

* Were the state mandated goals and objectives listed in Section 2.1 Statewide Goals and Objectives, achieved by both projects?
* What contributed to the achievement or lack of achievement of the goals and objectives?
* How effective were the methods and resources for identifying and recruiting all eligible migrant children into the program?
* How effectively were migrant students’ records (educational records, including portfolio assessment and health records) maintained and transferred?
* How effectively were the instructional services for migrant children attending school during the regular term integrated into the regular school program?
* How effective was the coordination of local project activities with other agencies providing services to migrant workers and their families?
* How effectively were local school personnel and parents involved in the planning, operation and evaluation of the local migrant projects?
* How effective were the instructional services provided in enabling migrant children to meet the New Jersey Students Learning Standards?
* How effectively were the local projects able to provide for health services for eligible migrant children?
* How effectively did the summer-term programs contribute to providing educational continuity for eligible migrant children?
* How effectively did the programs address the health, nutritional, and safety needs of eligible migrant children, including preschool migrant children and secondary school-age migrant students?
* How effective was the work-study program during the summer term in enabling secondary school-age migrant students to meet the New Jersey Student Learning Standards?
* How effective was the use of technology in enabling migrant children to meet the New Jersey Students Learning Standards?

It is through the combined efforts of the local MEP projects, through attainment of their objectives, that the NJDOE determines whether it has achieved its statewide goal(s) for the grant program. Review of program strengths and weaknesses should provide a framework for program planning, development and implementation in the remaining contract periods of the grant program and should be aimed toward assisting migrant students in their attainment of the New Jersey Students Learning Standards. Effective strategies will be identified and integrated, where appropriate, into the state’s program guidelines so that they will be incorporated into New Jersey’s MEP.

## 1.10 REIMBURSEMENT REQUESTS

Payment of grant funds is made through a reimbursement system. Reimbursement requests for any grant funds the local project has expended are made through the Electronic Web-Enabled Grant (EWEG) system. Reimbursement requests may begin once the application has been marked “Final Approved” in the EWEG system, and the grantee has accepted the award by clicking on the “Accept Award” button on the Application Select page and completing the Grant Acceptance Certificate information.

Only one (1) request may be submitted per month. Grantees must submit their request no later than the 15th of the month. The requests may include funds that will be expended through the last calendar day of the month in which reimbursement is requested. If the grantee’s request is approved by the NJDOE program officer, the grantee should receive payment around the 8th-10th of the following month.

The last day that a reimbursement request may be submitted in EWEG is December 31, 2022.

In accordance with the Uniform Grant Guidance (UGG), the deadline for submitting budget modifications is September 30, 2022. No modifications may be submitted in EWEG after this date.

# SECTION 2: PROJECT GUIDELINES

The intent of this section is to provide the applicant with the program framework within which it will plan, design, and develop its proposed project to meet the purpose of this grant program. Before preparing applications, potential applicants are advised to review Section 1.1, Description of the Grant Program, of this NGO to ensure a full understanding of the state’s vision and purpose for offering the program. Additionally, the information contained in Section 2 will complete the applicant’s understanding of the specific considerations and requirements that are to be considered and/or addressed in the development and implementation of the projects.

Please note regulations at N.J.A.C. 6A:23A-7 place additional administrative requirements on the travel of school district personnel. The applicant is urged to be mindful of these requirements as they may impact the ability of school district personnel to participate in activities sponsored by the grant program.

When submitting an application, the agency **must** use the EWEG online application system located at: <https://homeroom.state.nj.us/>.

## 2.1 PROGRAM DESIGN CONSIDERATIONS

Migrant students are a unique at-risk population. They face frequent educational interruptions as their families relocate to obtain seasonal or temporary employment in agriculture or fishing. These frequent moves contribute to educational gaps. In addition, migrant students’ academic difficulties may be compounded by other problems including poverty, language barriers, and unique health problems.

To address these barriers to their educational achievement, special support in both the affective and educational domains is needed. These supports include:

* Development of activities that respond to changing outcomes. Highly mobile populations have changing needs; therefore, programs must be flexible in order to be effective.
* Effective use of available resources and recognition of individual accountability among service agencies to maximize progress toward achieving program goals.

General principles for operating quality migrant education programs include:

* Forming formal partnerships with other agencies to address the multifaceted and varied needs of migrant children, such as linkages with health service providers;
* Ensuring the timely identification of all migrant children;
* Accessing Title I and other educational services to address the comprehensive needs of migrant children;
* Developing staff awareness of issues unique to migrant students and how these issues impact upon the education of migrant children;
* Strengthening links with collaborating agencies in an effort to ensure comprehensive services to migrant children;
* Ensuring public awareness of the MEP;
* Targeting migrant students who are at risk of dropping out of school or not attending school;
* Providing continuous opportunities for training and professional development;
* Providing services that are supportive of the entire family;
* Assuring the capability to serve migrant special needs students;
* Developing meaningful assessments and program evaluations;
* Developing effective systems to address the transportation needs of migrant students;
* Improving approaches to working with English proficiency or English language learners;
* Assuring the provision of counseling services to allow migrant students to address their emotional and social issues, challenges, or concerns due to their level of transience;
* Providing after school and summer camp programs;
* Establishing relationships with vendors or organizations who are able to provide supplies or materials that migrant students may not otherwise be able to afford or obtain; and
* Providing opportunities for migrant students to make friendships and form allegiances with other children.
* Continuing to assess the needs of the target populations each and every year through a comprehensive needs assessment that:
* Describes the target population to be served, including the grade levels and ages of the children to be served.
* Identifies the barriers (gaps) that prevent the target population from achieving the challenging state, academic standards.
* Provides documentation to substantiate the stated conditions and/or needs. Documentation may include, but is not limited to, demographic trends, test data, descriptions of target population(s), student data, personnel data and research.

## 2.2 PROJECT REQUIREMENTS

### **Project Update**

The Project Update is a (250- 300 words) summary of the Year 4 project’s proposed purpose, and projected outcomes, as well as a summary of the accomplishments from the prior year. Do not include information in the update that is not supported elsewhere in the application.

### **Project Description**

Describe in a detailed narrative the year four plan for implementing the project. Provide assurance that the strategies or activities are of sufficient quality and scope to ensure equitable access and participation among all eligible program participants. Provide evidence that the project is appropriate for and will successfully address the identified needs of the migrant student population. Describe the effect the project will have on the school upon completion. When possible, cite examples of how the approach or different strategies have led to success for other migrant students.

* Include specific examples of systems, curriculum or design approaches that will be incorporated.
* Include justification for identifying this as an area to improve and the plan to make this transition.
* Include benchmarks for the early, middle and final stages of the process and how progress will be measured towards these benchmarks.
* Identify who will be responsible for what stages and what level of support they will be given.
* Write clearly and succinctly, focusing on quality and not quantity.
* Ensure that the steps of the Project Activity Plan are well-articulated and logically sequenced in the narrative.

### **Goals, Objectives and Indicators**

Establish one or more local goal(s) for this program. Using the goal(s), create objectives that are (1) relevant to the selected goal, (2) applicable to grant-funded activities, (3) clearly written and (4) measurable. Objectives should clearly illustrate the plan to achieve the goal(s). They must be achievable and realistic, while identifying the “*who, what and when”* of the proposed project. Objectives must be results-oriented, and clearly identify what the project is intended to accomplish. They must contain quantitative information, benchmark(s) and how progress will be measured. Objectives must also link directly to individual stated needs and provide a time frame for completion.

Applications must also include a plan to evaluate the project’s success in achieving its goal and objectives. Indicators of success must be established for each project objective. In constructing the indicators, describe the methods that will be used to evaluate the progress toward achievement of the goal and objectives, as well as the overall grant project outcomes. Also, describe in the indicators the measures and instruments to be used, the individuals responsible for developing and conducting the evaluation, and how results will be used to improve project outcomes. Well-constructed indicators of success will help establish a clear understanding of responsibilities and a system of accountability for the project. They will also help to determine whether or not to refine an aspect of the project to ensure overall success.

* Review the Year One Statement of Need before and after constructing the objectives to ensure that the objectives clearly address identified needs.
* Identify the anticipated outcomes of the project in measurable terms and in relation to the stated needs.
* Define the population to be served.
* Identify the timeline for implementing and completing each objective.
* Identify the level of performance expected in order to indicate successful achievement of the objective.
* Make certain to construct measurable indicators of success that directly link to and support project objectives.

### **Project Activity Plan**

The Project Activity Plan follows the goal(s) and objectives that were listed in the previous section. **The Activity Plan is for the current Year 4 grant period (January 1, 2022 – December 31, 2022)**. Activities represent the steps that it will take to achieve each identified objective. Also, the activities that are identified in this section serve as the basis for the individual expenditures that are being proposed in the budget. Review the Goal(s) and the Objectives when constructing the Project Activity Plan to ensure that appropriate links have been established between the goal(s) and objectives and the activities.

* State the relevant objective in full in the space provided. Number the Goal 1 and each objective 1.1, 1.2, 1.3, etc.
* Describe all of the tasks and activities planned for the accomplishment of each goal and objective.
* List all the activities in chronological order.
* Space the activities appropriately across all report periods of the grant project.
* Identify the staff directly responsible for the implementation of the activity. If the individual conducting the activity is not referenced appropriately on the Project Activity Plan, it may not be possible to determine an allocation of the requested cost, and costs may be disallowed.
* List the documentation that tracks the progress and confirms the completion of each activity, such as agenda, minutes, curriculum, etc.
* In the Report Period Column on the Project Activity Plan, indicate with a checkmark the period in which the activity will be implemented. If the activity is ongoing or recurring, place a checkmark in the boxes under each period in which the activity will talk place.
* Do not list the project director or other person with general oversight authority for the project as the “person responsible” for carrying out all activities.

### **Nonpublic Participation**

*PROVIDING SERVICES TO ELIGIBLE NONPUBLIC SCHOOL STUDENTS, TEACHERS, AND OTHER PERSONNEL*

The *ESSA* requires all applicants for certain discretionary grant programs to include and provide services to eligible nonpublic school students and/or teachers. The MEP has a nonpublic school consultation requirement.

**Nonpublic School Eligibility**

Nonpublic school eligibility is based on the location of the nonpublic school(s), the design of the specific grant program and the needs of the nonpublic school students and teachers. The needs must be able to be met via the discretionary grant program’s specific program design.

\*\*Generally, the nonpublic school must be located within the communities or geographic boundaries of the applicant agency or partner agency if applicable. According to the parameters of the grant program and available funding, the applicant agency determines the area to be served.

***\*\*Example:*** *If the design of the grant program is to provide supplemental math instruction for seventh and eighth grade students, then the nonpublic school(s) must serve seventh and eighth grade students who need supplemental math instruction and must be in the geographic area served by participating public schools.* (NOTE: See section on Timely and Meaningful Consultation below.)

**Timely and Meaningful Consultation**

For assistance in identifying all of the nonpublic schools located within its geographic boundaries, the applicant should visit the NJDOE’s website at: <http://www.nj.gov/njded/nonpublic> which includes a list of nonpublic schools by locality as well as Frequently Asked Questions (FAQ) with suggestions on how to contact the schools and how to document those contacts.

The applicant agency is responsible to identify all appropriate nonpublic schools and to contact the appropriate nonpublic school officials to begin the consultation process. The nonpublic school(s) must be given a genuine opportunity to participate in the grant program. The ESEA legislation requires all applicants to conduct *timely* and *meaningful* consultation with the appropriate nonpublic school officials prior to the development of the local project’s grant application and prior to any decision being made regarding the design of the local project that could affect the ability of nonpublic school students, teachers and other education personnel to receive benefits. Consultation must continue throughout the implementation and assessment of activities.

Listed below are the considerations that must be taken into account by all applicants when assessing the needs of the nonpublic school students and teachers and when determining in consultation with the nonpublic school(s) whether those needs fit the grant’s program design. Consultation generally must include discussion on such issues as:

* which children will receive benefits under the project and how their needs will be/have been identified;
* what services will be provided;
* how, when, where, and by whom the services will be provided;
* how the services will be assessed and how the results of the assessment will be used to improve those services;
* the amount of funds available for services; and
* how and when decisions about the delivery of services will be made.

**NOTE**: A unilateral offer of services by an applicant agency with no opportunity for discussion on the part of the nonpublic school representative is not adequate consultation.

**Consistent and Comparable Services and Benefits**

The ESEA legislation requires that the participation and involvement of the nonpublic school partners and participants be consistent (closely parallel, be similar) with the number of eligible children enrolled in nonpublic elementary and secondary schools within the geographic boundaries of the applicant agency or partner agency if applicable. The grant-related services and benefits must be comparable (having a similar effect) to those provided to public school children and teachers participating in the program, and they must be provided in a timely manner. All services to nonpublic school students and teachers must be secular, neutral, and non-ideological.

The Education Department General Administrative Regulations (EDGAR) §76.652 states that the applicant agency shall give appropriate representatives a genuine opportunity to express their views regarding **each matter** subject to the consultation requirements outlined above. By following this course of action, a successful consultation should produce programs that will:

* allow for the orderly and efficient integration of the services for the nonpublic school students/teachers into the operation of the local project;
* result in benefits which have similar effects for both the applicant and the nonpublic school students and/or teachers; and
* be appropriate for the specific grant program.

**Grant Application Nonpublic School Requirements**

* **Forms:** The applicant must complete the “Nonpublic tab”.  In addition, the applicant must properly complete, scan, and upload the Nonpublic Equitable Participation Summary and Affirmation of Consultation form.  That form requires certain information including current dated signatures by the CSA and the appropriate nonpublic school official. The form is required for each nonpublic school that participated or partnered in the prior grant year. If there were nonpublic partners in the prior year, an applicant agency may be disqualified if it fails to include this form in its grant application.
* **Program and Budget Requirements:** For program and budget requirements affecting the use of funds for nonpublic schools see the Program Requirements and Budget Requirements sections of this NGO.
* **After Receiving the Grant Award and Throughout the Grant Program:** Comprehensive program planning must continue throughout the implementation and the assessment of the grant activities.
* **Resources:** Go to the department’s nonpublic website address: <http://www.nj.gov/njded/nonpublic>. There you will find, among other things, links to frequently asked questions and a search of nonpublic schools.

## 2.4 STATEWIDE GOALS AND OBJECTIVES

In response to the needs of this population, New Jersey has adopted the national goals of the MEP as State goals for both the regular term and the summer term. Applicants may include additional local goals and/or objectives but may not eliminate any of the statewide goals and their corresponding objectives. **Note:** Local goals must be congruent with the statewide goals.

**Goal 1**

To identify, recruit and enroll eligible migrant children in school and in the MEP, upon their arrival in New Jersey.

* **Objective 1.1:** Each project will establish procedures to identify the eligible migrant children residing in the geographic boundaries of the project.

* **Objective 1.2**: Each project will recruit and enroll into the migrant education program 100% of the identified eligible migrant children residing in the geographic boundaries of the project.

**Goal 2**

To build upon and strengthen the existing coordinated delivery system of programs and services that enable migrant children to meet the same content and student performance standards that all children are expected to meet.

* **Objective 2.1:** Each project will perform a general needs assessment, which includes health and educational history and availability to attend school, for one hundred percent (100%) of the migrant children enrolled in the project.
* **Objective 2.2:** Each project will establish a support system to provide health and other necessary supportive services to eligible migrant children within the project area.
* **Objective 2.3:** A minimum of sixty percent (60%) of the migrant children enrolled in school during the regular and/or summer terms will receive appropriate supplemental instructional services that will enable them to meet the New Jersey Student Learning Standards.
* **Objective 2.4:** One hundred percent (100%) of the children enrolled in the migrant program each quarter will receive at least one type of supportive service including linkages with other service agencies.
* **Objective 2.5:** Technology will be integrated into the migrant students’ instructional program.

**Goal 3**

To involve school personnel and parents in the planning, operation and evaluation of the migrant education program and projects, including the establishment of local advisory councils.

* **Objective 3.1:** Project staff will meet with local school personnel and parents to plan and evaluate the local migrant education project at least twice during the regular term and at least once during the summer term.
* **Objective 3.2:** Each project will establish a parent advisory council which will meet at least twice during the regular term and at least once during the summer term.

**Goal 4**

To transfer student records and other information about migrant children on an interstate and intrastate basis, including full participation in the Migrant Student Information Exchange (MSIX).

* **Objective 4.1:** Each project will enter student records and other pertinent information in the project’s data base for one hundred percent (100%) of the migrant children enrolled in the program.
* **Objective 4.2:** Upon request, each project will transfer student records and other pertinent information to schools and other migrant education programs for one hundred percent (100%) of the migrant children enrolled in the program.

**Goal 5**

To provide necessary professional development to staff, parents and other appropriate persons.

* **Objective 5.1:** All of the grant-funded staff will participate in at least one professional development activity during the regular term and at least one professional development activity during the summer term.
* **Objective 5.2:** Each project will provide training sessions for parents of eligible migrant children at least twice during the regular term and at least once during the summer term.
* **Objective 5.3:** Each project will disseminate information regarding the education of migrant children to special audiences such as school nurses, federal program administrators, farmers, etc. and to the general public.

**Note:** The corresponding form for this requirement, Appendix B, is to be completed and uploaded as part of this application.

**Goal 6**

To design and implement a coordinated delivery system of programs and services that will enable eligible preschool migrant children to enter school ready to learn.

* **Objective 6.1:** A support system to provide health and other necessary supportive services to eligible preschool migrant children will be established in each project area.
* **Objective 6.2:** Eligible preschool migrant children included in the summer term instructional program will demonstrate improved school readiness skills.

**Goal 7**

To design and implement a summer term work-study program for eligible secondary school age migrant students at-risk of dropping out of school.

* **Objective 7.1:** A support system will be established in each project area in order to provide health and other necessary supportive services to eligible secondary school-age migrant children participating in a summer term work-study program.
* **Objective 7.2:** Eligible secondary school-age migrant students included in the summer term work-study program will receive appropriate supplemental instructional services that will enable them to meet the New Jersey Student Learning Standards.

If the applicant develops new objectives and/or activities, these should be added to the Goals and Objectives andProgram Activity Plan sections of the application.

In addition to the implementation of the aforementioned goals and objectives, the project must integrate and address the following program requirements:

1. The basic education of migrant children is the responsibility of the local school district in which the pupil resides. Migrant education project funds must be used only to supplement local, state and other educational programs and support services.
2. Each regional migrant project must be coordinated with the regular school programs and with other relevant programs that are required to serve migrant children. (Refer to Goals 2, 6 and 7 in Section 2.1: Statewide Goals and Objectives).
3. The summer school program in each regional migrant project must provide a minimum of five consecutive weeks of instruction to eligible migrant students to reduce the educational lags resultant of frequent moves.
4. Instructional services, health, and other supportive services must be provided for eligible preschool migrant children in the summer term instructional program. (Refer to Goal 6 in Section 2.1: Statewide Goals and Objectives.)
5. Migrant program staff (project director and/or the project coordinator, and program recruiters) must participate in trainings and professional development opportunities to ensure that each MEP funded staff person has a comprehensive understanding of eligibility, recruitment practices, and subsequent determinations.

If costs preclude all recruiters from attending, turnkey training must be provided by those able to attend.

1. A summer term work-study program must be provided for secondary school-age migrant students who have dropped out of school or are at-risk of dropping out of school. This program must be structured to include a minimum of three hours of instruction per day.
2. Students are paid to work a portion of the day as a classroom aide, camp aide, etc. (Refer to Goal 7 in Section 2.2.1: Statewide Goals and Objectives).

***NOTE:*** The summer term may not begin prior to the conclusion of the regular school term in the project area.

1. Local school personnel and parents must be involved in the planning, operation, and evaluation of the local migrant education project. This includes the establishment of a local education project advisory council. (Refer to Goal 3 in Section 2.2.1: Statewide Goals and Objectives.)
2. Each regional migrant project must maintain a current migrant student database. For each child, data should include a unique identification number, family information, health information, move information and school information such as date of school enrollment, free lunch qualifier, participation in supplemental instructional programs and special education information. Provisions must be made to eliminate a duplicate count. (Refer to Goal 4 in Section 2.2.1: Statewide Goals and Objectives.)
3. In order to provide accurate Child count data regarding children eligible for funding purposes during the contract period, each regional project must develop policies and procedures to: (a) include only children eligible for funding purposes that have received a MEP-funded service during the summer term in the summer count (“Category 2 count”), and (b) verify that each child included in the summer count actually received MEP-funded service. A child who reaches the end of eligibility may be counted in the twelve-month count (“Category 1 count”) provided that he/she was considered eligible during some part of the year; however, he/she may be included in the summer count only if he/she was considered eligible for at least one day during the summer term.
4. Programs will be expected to show improved/expanded coordination and collaboration with agencies providing services to migrant workers and their families over the five-year period.
5. All programs are expected to achieve the state-mandated goals and objectives listed in Section 2.2.1: Statewide Goals and Objectives, by the end of each year.
6. All programs are expected to conduct an annual comprehensive needs assessment for the populations that are to be served under this grant program

## 2.5 BUDGET DESIGN CONSIDERATIONS

The budget should be designed to accommodate reasonable costs of all planned activities, and should consider that:

* All eligible migrant children are provided with educational and support services linked to the achievement of state standards;
* Costs for staff to participate in regularly scheduled professional development and training activities, i.e., interstate coordination activities and national/regional migrant education conference are factored into the budget;
* Food and beverage may be provided during scheduled parent advisory council meetings and therefore should be factored into the budget; and
* Costs for program memberships in professional organizations are factored into the budget.

**Use of Funds Requirements** (*EDGAR 76.650 - 76.662*) for Nonpublic Students

When providing benefits to nonpublic school students with federal funds, the following must be addressed:

* The grantee must maintain administrative control over all funds and property. *(No funds can flow directly to the nonpublic school via a subgrant).*
* The grantee may place equipment and supplies in the nonpublic school for the period of time needed for the grant. The grantee must ensure that the materials are used only for the purposes of the grant and can be removed from the nonpublic school without remodeling the nonpublic school facility.
* Funds cannot be used for construction of nonpublic school facilities.
* Funds must be used to meet specific needs of students and staff. *(Funds cannot supplant benefits normally provided by the nonpublic school).*
* Funds may be used to pay for services of an employee of the nonpublic school if the employee performs the services outside of his or her regular hours and the employees performs the services under the supervision of the grantee.
* All benefits provided, including equipment and materials, must be **secular, neutral** and **non-ideological**. [*ESSA* 8501(a) (2)]

*\*A nonpublic school is defined in N.J.A.C. 18A:46A-1 as an elementary or secondary school within the State, other than a public school, offering education for grades kindergarten through 12, or any combination of them, wherein any child may legally fulfill compulsory school attendance requirements, and which complies with the requirements of Title VI of the Civil Rights Act of 1964 (P.L. 88-352). A list of nonpublic schools by LEA district can be found on the New Jersey Department of Education website at:* [*http://www.nj.gov/njded/nonpublic/*](http://www.nj.gov/njded/nonpublic/)*.*

Once the objectives that will guide the work in the implementation phase of the grant have been prioritized, begin to develop the details of the budget that will be necessary to carry out each activity. The applicant’s budget **must** be well-considered, necessary for the implementation of the project, remain within the funding parameters contained in this handout, and demonstrate prudent use of resources.  The budget will be reviewed to ensure that costs are customary and reasonable for implementation of each project activity. The applicant must provide a direct link for each cost to the goal, objectives and activities in the Project Activity Plan that provides programmatic support for the proposed cost.  In addition, the applicant must provide documentation and details sufficient to support each proposed cost.  Guidance on constructing a grant budget may be found in the Pre-award Manual for Discretionary Grants, which can be accessed at: [www.nj.gov/education/grants/discretionary/apps/](http://www.nj.gov/education/grants/discretionary/apps/).

**The budget submitted as part of the application is for the Year 4 grant period (January 1, 2022 – December 31, 2022) only.**

The NJDOE will remove from consideration all ineligible costs, as well as costs not supported by the Project Activity Plan.  The actual amount awarded will be contingent upon the applicant’s ability to provide support for its proposed budget upon application and ultimately will be determined by the NJDOE through the pre-award revision process.  The applicant’s opportunity to make pre-award revisions will be limited by the NJDOE which is not responsible either to provide repeated opportunities for revisions or to permit reallocation of the funds previously requested for costs that have not been approved or have been disallowed.

## 2.6 BUDGET REQUIREMENTS

1. The following are project requirements for the third year of the migrant education program, January 1, 2022 through December 31, 2022:
	1. A minimum of eighty five percent (85%) of the basic program funds requested must be allocated to program costs, and/or costs unique to the MEP including, but not limited to:
		* educational instruction supplemental to other federal, state and local programs;
		* identification and recruiting of migrant children;
		* professional development;
		* counseling;
		* health services;
		* family services such as transportation to parent advisory council meetings;
		* support services for individual children and/or families;
		* classroom supplies/textbooks;
		* educational field trips;
		* student transportation;
		* staff travel to provide direct services; and
		* delivery of services through cooperative projects and activities with other agencies.
	2. Up to, but not more than fifteen percent (15%) of the basic program funds requested may be allocated to administrative costs. \* Administrative costs may include, but are not limited to:
		* staff and directors’ salaries and fringe benefits;
		* clerical support not included in category 1 above;
		* office supplies; and
		* indirect costs.

*\*If the applicant requests a restricted, indirect cost percentage, documentation of an approved rate must be included with the application. This percentage is included as part of the 15% administrative cost cap.*

**The Program Office will review all costs and determine whether they are administrative costs.**

1. For each staff member whose duties must be entered in more than one salary line (for example, a staff member who serves as a teacher [100-100] and a counselor [200-100]), provide a job description which includes the percentage of time spent on each task, group of tasks, or responsibility.
2. All travel expenses must relate directly to the migrant project activities and be justified. Grant funds may be used to pay necessary travel expenses *only* for migrant education personnel working on this grant. Pursuant to N.J.A.C. 6A:23A-7, the approved mileage rate is $.35 per mile. In-state meals and overnight accommodations are not allowed.
3. All equipment purchases must be related directly to the project activities described in the grant application. All equipment must be itemized, sufficiently justified, and designed to meet the needs of migrant children.
4. Upload a signed and dated document from the SBA that lists the names and individual percentage amounts of each of the benefits that make up the Other benefits percentage for each of the budget entries under the Instructional Salary and/or Non-Instructional Salary tabs that include an amount in the box, **Other Benefits**. Call that upload, **Other Benefits Verification**.

**The Program Office will review the upload to ensure the benefits being budgeted are appropriate.**

**Please note that the benefits budget may not exceed the limits set forth in NJ Treasury Circular 18-06-OMB “Employee Benefit” reimbursement rates.**

1. The Title of Position box for positions that have “Other Benefits” must list the other benefits by type and percentage amount such that the total of the individual Other benefit percentage amounts equals the percentage amount shown in the Other benefits box.
2. Check “Admin” under Cost for budget entries that represent administrative costs. Note that these costs will be reflected under the Admin column of the Budget Summary tab, and EWEG will calculate a total of them. That total must be fifteen percent (15%) or less of the grant award.
3. For any budget entry that has both a program and administrative portion create two budget entries, one for each. Check “Program” or “Administrative” in the Cost section. For example, if the Project Director’s salary is based on providing both program and administrative services to the grant.
4. Explain what the amounts in the “How Many” and “Cost per Unit” boxes represent for the “Supply,” “Equipment,” and “Other” tabs budget entries. If the amounts in those boxes represent a calculation, describe that calculation in the Description box.
5. Use the description boxes to describe the cost, the need for it, and its relation to the grant program.
6. Mileage reimbursement budget entries must describe the relation to the grant of the traveler(s) and the grant-related purpose(s) of the travel, as well as a brief explanation of how the number of miles was calculated. Mileage must be a separate budget entry. When requesting conference travel costs such as airfare, lodging, and meals, create separate entries for each conference. Be sure to identify the relation of the grant to each traveler and their grant-funded position title. (There should be a corresponding conference registration entry). Insert this statement, *gsa.gov rates will be used at the time of travel, for all conference travel costs*. Be sure to itemize a cost basis on a per person basis per day times the number of days basis for meals, per person times the number of grant staff basis for round-trip coach air or rail fare, and per room per night basis times the number of rooms times the number nights for lodging. Note that car transportation at a conference is generally not allowed.

**SUPPLEMENT NOT SUPPLANT: Applicants must use program funds to supplement and not supplant other Federal, State, and local funds to provide programs and activities allowable under this program.**

**Ineligible costs:**

Grant funds provided through this NGO may *not* be expended for the following:

* Individual indirect costs, which include those incurred for support services that are not readily identifiable and assigned to the program (e.g., custodial services, bookkeeping services, and utilities that are provided outside of program hours/locations). Funds for expenses included under direct costs may not be requested separately as indirect costs in the applicant’s budget;
* Costs that are not directly related to the implementation of grant activities;
* Renovations or construction; and
* Meals and/or overnight accommodations for in-state travel.

**NOTE:** Ineligible costs, as well as costs not supported by the activity plan, will be removed from consideration.

The provisions of N.J.A.C. 6A:23A-7 contain additional requirements concerning prior approvals, as well as expenditures related to travel. It is strongly recommended that the applicant work with their business administrator when constructing the budget. The NJDOE applies regulations at N.J.A.C. 6A:23A-7 uniformly to all grantees. Unless otherwise specified, the following restrictions apply to all grant programs:

* No reimbursement for in-state overnight travel (meals and/or lodging)
* No reimbursements for meals on in-state travel
* Mileage reimbursement is capped at $.35/mile

**Indirect costs:**

Indirect costs may be requested in the budget from applicants that either 1) have a current federally negotiated indirect cost rate agreement; or 2) have never received a federally negotiated indirect cost rate agreement. The actual indirect cost rate that may be used in budgeting is a de minimis rate, which is subject to the requirements of the grant program. If indirect costs are requested, care must be taken to ensure that costs that would be considered an indirect cost are not included in the budget as a direct cost. Please refer to 2 CFR Part 200.414 for additional information ([www.ecfr.gov](http://www.ecfr.gov)).

* Applicants with a current federally negotiated indirect cost rate agreement must scan and upload a copy of their indirect cost rate agreement. If this program is subject to a supplement, not supplant requirement, applicants with an approved restricted indirect cost rate must use that rate; Non-LEA applicants with rate agreements that do not include a restricted indirect cost rate are limited to eight percent (8%) MTDC. LEAs without an approved indirect cost rate are limited to the state median-approved indirect cost rate applicable to this program.
* Applicants that have never received a federally negotiated indirect cost rate agreement must scan and upload a signed statement as part of the application. This statement must attest to the fact that the organization has never received a federally negotiated indirect cost rate agreement, and that the applicant is requesting the use of a de minimis indirect cost rate. This statement must be signed by the Chief Executive Officer or designee of the organization.
* Since LEAs are the only eligible entity type, in order to budget indirect costs be sure to upload your LEA’s current, department–approved restricted, indirect cost rate approval document using the label, IDC APPROVAL.

# SECTION 3: COMPLETING THE APPLICATION

## 3.1 GENERAL INSTRUCTIONS FOR APPLYING

To apply for a grant under this NGO, you must prepare and submit a complete application. Your application will be a response to the state’s vision as articulated in Section 1: Grant Program Information of this NGO. It will be planned, designed and developed in accordance with the program framework articulated in Section 2: Project Guidelines of this NGO. Applications must be submitted using the online EWEG system found at: [NJDOE Homeroom](file:///C%3A/Users/Chris/AppData/Local/Microsoft/Windows/mangeluc/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Content.Outlook/2TO1PA33/NJDOE%20Homeroom). Paper copies of the application will not be accepted.

The applicant may wish to consult additional guidance found in the Pre-award Manual for Discretionary Grants, found at: <http://www.nj.gov/education/grants/discretionary/apps/>.

## 3.2 EVALUATION OF CONTINUATION APPLICATIONS

Each application will be considered based on quality and comprehensiveness, including consistency with the state’s goal of the provision of supplemental services designed to enable all migrant students to meet challenging state content and student performance standards.

Evaluators will use the selection criteria found in Part I: General Information and Guidance of the Pre-award Manual for Discretionary Grants to review and rate the application according to how well the content addresses Sections 1 and 2 in this NGO.

Please be advised that in accordance with the Open Public Records Act P.L. 2001, c. 404, all applications for discretionary grant funds received September 1, 2003 or later, as well as the evaluation results associated with these applications, and other information regarding the competitive grants process, will become matters of public record upon the completion of the evaluation process, and will be available to members of the public upon request.

## 3.3 APPLICATION COMPONENT CHECKLIST

The following components are required (see *Required  Column*) to be included as part of your EWEG application. Failure to include a required component may result in your application being removed from consideration for funding. Use the checklist (see *Included  Column*) to ensure that all components have been completed.

|  |  |  |  |
| --- | --- | --- | --- |
| **Required****()** | **Form** | **EWEG TAB/SUBTAB** | **Included****()** |
|  |  | Admin  |   |
|  |  | Budget |  |
|  |  | Narrative (Update, Description, Objectives, Activities)  |  |
|  |  | Board Approval  |  |
|  |  | Assurances  |  |
|  |  | Nonpublic  |  |
|  |  | Upload (\*see below)  |  |
|  | NGO | Nonpublic Equitable Participation Summary and Affirmation of Consultation Form-Attachment A  |  |
|  | NGO | Training Participation Assurance- Attachment B  |  |
|  | Self-Created | SBA’s signed and dated document listing Other benefits by name and percentage amounts |  |
|  | UPLOAD | “Entity Overview” page from the applicant’s [www.sam.gov](http://www.sam.gov) profile. |  |

### **ATTACHMENT A**

**Nonpublic Equitable Participation Summary and Affirmation of Consultation Form**

(Complete one form for each participating nonpublic school. Use additional page if necessary.)

In the space below, the applicantagency is to briefly respond to each of the five items listed. Please ensure that what is described on this form is directly related to the components of timely and meaningful consultation and the equitable participation of nonpublic school students/teacher(s) in this grant program, as required (EDGAR 76.650-76.662). For each nonpublic school, this Summary Form must be signed and dated by the applicant CSA/CEO and the nonpublic school official. The LEA/applicant agency must submit with the grant application a copy of this form for each nonpublic school.

1. Describe the consultation process that took place including meeting date, those in attendance and agenda.
2. Describe the needs of the eligible nonpublic school students/teachers and how these needs have been/and will continue to be identified?
3. What identified services will be provided? Explain how, when, where, and by whom the services will be provided.
4. How and when will the services be assessed and how will the results of the assessment be used to improve the services?
5. What is the amount of estimated grant funding available for the agreed upon services?

**RESPONSES:**

*By our signatures below we agree that timely and meaningful consultation occurred before the LEA/applicant agency made any decision that affected the participation of eligible nonpublic school children, teachers or other educational personnel in the Migrant Education Program.*

□ Yes, we wish to participate in this grant opportunity

□ No, we do not wish to participate in this grant opportunity

Name of Nonpublic School

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nonpublic School Representative Signature Date

LEA/Applicant Agency Representative Signature Date

### **ATTACHMENT B**

**Training Participation Assurance**

|  |  |  |
| --- | --- | --- |
| Insert below the name of each MEP staff person who is required to participate in specified identification and recruitment training  | Title | Insert below: “yes will participate” or “no will not participate” |
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I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, certify that grant-funded staff specified in Section 2.2.1 Statewide Goals and Objectives and identified above will attend and participate in eligibility and identification and recruitment training. I acknowledge that it is imperative that all MEP staff persons have a comprehensive understand of eligibility, recruiting practices and subsequent determinations.

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Signature of Lead Agency’s Chief School Administrator Date