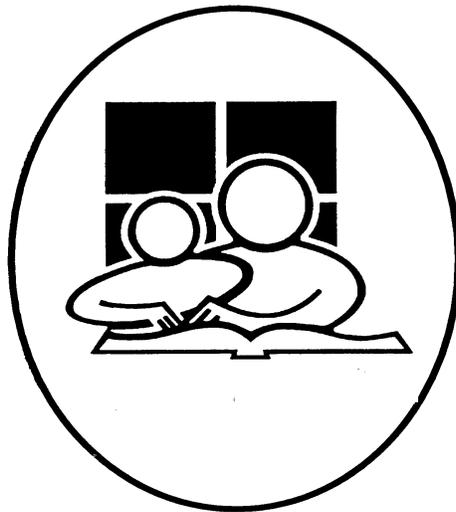


# KANSAS STATE DEPARTMENT OF EDUCATION

## TITLE PROGRAMS & SERVICES

### Request for Proposals

## MIGRANT FAMILY LITERACY



*A Family Learning Grant*

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**FY 2012-2013**

**Applications must be received by April 25, 2012 by 5:00 p.m.**

**Mail to:  
Patty Carter  
Kansas State Department of Education  
Title Programs & Services Team  
120 SE 10<sup>th</sup> Avenue  
Topeka, Kansas 66612-1182  
Telephone: 785-296-2600**

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## Section I. General Information

This application package provides all the necessary information and forms needed to apply. Applicants are encouraged to read through all of the information provided.

### A. Introduction and Overview of Grant Requirements

The Migrant Family Literacy Grant is a coordinated set of educational services designed to meet the needs of the Migrant families most in need to improve the academic achievement of young children and their parents, specifically in the area of reading.

The Migrant Family Literacy Grant offers promise for helping to break the intergenerational cycle of poverty and increase literacy in Kansas by combining four core components which make up family literacy:

- early childhood education;
- adult literacy - adult basic and secondary level education and/or instruction for English language learners,
- parenting education, and
- interactive literacy activities between parents and their children.

Migrant Family Literacy supports family literacy services for parents with low literacy skills or who have limited English proficiency, and their children, primarily birth through grade 3, and has three related goals:

- to help parents improve their literacy or basic educational skills;
- to help parents become full partners in educating their children; and
- to assist children in reaching their full potential as learners.

Grants funded will be expected to:

- implement a coordinated set of migrant family literacy services that build on an *existing* migrant education program and district/community resources to create a new range of services;
- promote the *academic achievement* of migrant children and adults;
- assist children and adults from migrant families to *achieve* challenging State content standards and challenging State student achievement standards; and
- utilize instructional strategies based on *scientifically based reading research* to address the prevention of reading difficulties for children and adults, to the extent such research is available.

The Kansas Department of Education is seeking to fund applications for Migrant Family Literacy that are designed to provide instructional core services of sufficient intensity and duration to have the likelihood of supporting participants literacy outcomes. Applicants are encouraged to develop grant designs that meet the needs of participants. The following is suggested as the *minimum* number of hours that should be offered:

- Adult education - **40 hours per month**
- Parenting education *and* parent-child interactive literacy activities – **20 hours per month**
- Early childhood education – **40 hours per month** (birth to age 3) or **45 hours per month** (3-4 year olds)

Successful applicants are eligible for up to 36 months of Migrant Family Literacy funding pending the

## Section I – General Information

availability of funds. In awarding sub-grants after the first year, the Kansas State Department of Education will review the progress of each grantee in meeting the goals of the grant.

### B. Eligible Participants

The Migrant Family Literacy grant is designed to support *family* literacy. To be eligible to participate, a family must have:

- a parent or parents who are eligible for participation in an adult basic education program or, who are within the State's compulsory school attendance age range, as long as a local educational agency provides the basic education component required under this part; **and**
- a child or children, birth through grade 3, of any individual described in the above sections.
- the family must have a current Certificate of Eligibility on file to qualify for services.

The Adult Education and Family Literacy Act defines an adult as an individual who is at least 16 years old or who is beyond the age of compulsory school attendance under state law. Adults eligible for services under the Adult Education and Family Literacy Act are those:

- who are not enrolled in a school;
- who lack sufficient mastery of basic educational skills to enable them to function effectively in society or who do not have a certificate of graduation from a school providing secondary education and who have not achieved an equivalent level of education;
- who are not currently required to be enrolled in school; or
- whose lack of mastery of basic skills results in an inability to speak, read, or write the English language, compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and develop one's knowledge and potential.

A family participating in the Migrant Family Literacy grant where one or more members of the family become ineligible may continue to receive services until all members of the family become ineligible for participation.

### C. Matching Funds

Migrant Family Literacy requires grantees to provide local matching funds. Funds may be either in-kind or cash. Any local, state and/or federally funded program funds except for Migrant Education funds may be used as the local match. Documentation must be kept on file locally verifying that the amounts from the identified sources were dedicated to Migrant Family Literacy. The total cost is composed of the grantee portion from the Kansas State Department of Education and a portion contributed by the eligible entity (local partners). **The share of the grant applicant's cost will be 25% from local match.**

### D. Partnerships

In an effort to eliminate duplication of services, grant applicants are *strongly encouraged* to develop partnerships in designing coordinated Migrant Family Literacy services through collaboration with nonprofit community-based organizations, public agencies, and/or institutions of higher education. Applicants must explore the availability of potential partners within their community and provide explanation of service gaps within the grant narrative.

If partnerships are included, the grant applicant must provide a description of the partnership between the

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agencies and specify roles and responsibilities in the planning, implementation and evaluation of the Migrant Family Literacy grant. A local educational agency or other organization may submit, or be included in, no more than one grant proposal.

### **E. Evaluation**

All Migrant Family Literacy grantees are required to provide data to KSDE on an annual basis.

### **F. Selection Criteria and Review Process**

To review applications, the Kansas State Department of Education will convene a review panel consisting of at least three members with expertise in early childhood and family literacy. The review panel will approve applications most likely to demonstrate need and be successful in meeting the goals of the Migrant Family Literacy grant. A Migrant Family Literacy Scoring Checklist used to evaluate grant applications is provided in Appendix D.

### **G. Start-Up Period for New Grantees**

Implementing a new Migrant Family Literacy grant presents many challenges. Experience has shown that it may take several months for the grant activities to be fully operational. At an applicant's request, funds may be provided for a three to six month start-up period during the first year of a grant period before full implementation of the grant is required. During the start-up period, Migrant Family Literacy funds may be used for activities such as participant recruitment, staff training and coordination of services.

## Section II: Guidelines and Requirements for Migrant Family Literacy Proposals

The Kansas Department of Education is seeking competitive proposals to fund Migrant Family Literacy grants in high need areas of the state. To be funded, applicants must propose a plan to provide intensive, literacy-based services for both children and adults. Instructional practices and approaches must be research-based and of sufficient size and scope to lead to participants' literacy outcomes.

The proposal must be typed and double spaced. The font must be set at a 12-point size. Narrative section is limited to **15 pages** excluding required forms, budget narrative and appendices. **The electronic copy must be received via email by April 25, 2012 at 5:00 pm. A hard copy must also be received by May 2, 2012** with original signature of the authorized official of the submitting agency on both the cover page and the Statement of Assurances.

In organizing the proposal, applicants are strongly urged to familiarize themselves with documents found in the appendices as references to those documents will be made throughout this section. All required forms to be submitted with the grant application are included in Appendix C Forms. Finally, a copy of the rubric that will be used to score proposals is included in Appendix D. It is strongly suggested that applicants follow the outline and respond to the specific items in each subsection in the order in which they are presented. Responses should be concise but provide sufficient detail for the review panel to judge the quality of the submission.

### A. Cover Page: (Form Provided)

A template for the cover page is provided in Appendix C. The cover page must contain all required information and not exceed one page.

### B. Abstract: (Form Provided)

An abstract template is provided in Appendix C. The abstract should briefly describe the major components of the grant design.

### C. Grant Narrative (15 page limit)

Applicants are expected to provide a detailed description of the proposed plan for providing high-quality Migrant Family Literacy services designed to support participants achieving literacy outcomes. Applicants are strongly encouraged to organize the narrative section according to the subheadings and items contained in this section.

#### 1. Need for Grant

Migrant Family Literacy funds are intended to serve high need Migrant families. In this section of the narrative, applicants are being asked to demonstrate that there is a need for family literacy services and that high need families would benefit from the infusion of Migrant Family Literacy funds in their community. Applicants should specifically address the following:

- a). Describe the demographics in your community that you believe are an indication of the need for **family literacy services**. Include information on migrant mobility, limited literacy and/or English proficiency, or other need-related indicators in your community **and** describe the high need families you intend to serve with Migrant Family Literacy funds.

## Section II – Proposal Guidelines

- b). Describe the types of community services already in place that provide literacy services, in whole or in part to your target population and describe the specific gaps in these services you feel Migrant Family Literacy funds will help address.
- c). Describe how you specifically intend to identify and recruit families from your target population **and** how you plan to ensure that the grant will serve those families **most in need** of family literacy services as indicated by a low level of ill, a low level of adult literacy or English language proficiency of the eligible parent or parents, and other need-related indicators.
- d). Describe how you intend to screen and prepare parents, including teenage parents, and children to enable those parents and children to participate fully in the activities and services provided under this grant, including testing, referral to necessary counseling, other developmental and support services, and related services.

### 2. Quality of Grant Design

While all Migrant Family Literacy grant recipients must provide the same four core services (i.e., adult education, early childhood education, parenting education and parent and child interactive literacy activities) and must incorporate all 12 of the required elements. These required elements include:

1. Identification and recruitment of eligible migrant families most in need of Migrant Family Literacy services;
2. Screening and preparation of participants for full participation;
3. Flexible scheduling and support services;
4. High-quality, intensive instructional services in the four core instructional components;
5. Establishing specific staff qualifications and staff training;
6. Home-based instructional services;
7. Year-round services;
8. Coordination with existing school/community resources to maximize efforts and prevent duplication of services;
9. Instructional strategies founded on scientifically based reading research;
10. Regular attendance, retention, and continuity of services to families most in need
11. Reading readiness activities for preschool children based on scientifically based reading research;
12. Evaluation of the Migrant Family Literacy grant to measure grant success and plan for continued improvement

Migrant Family Literacy grant proposals may vary. The Kansas Department of Education is seeking proposals that have well-defined, coordinated services most likely to result in quality instruction and participant outcomes. Service delivery designs should be appropriate to the needs of the target population and should be of sufficient size and scope to increase the likelihood of participants achieving outcomes. Applicants should specifically address the following:

- a). Describe the delivery of services for each of the four core Migrant Family Literacy components, how often, the location of services, the service provider(s), and the number of hours services will be provided on a weekly basis. Provide justification that the proposed Migrant Family Literacy design is of sufficient intensity to create a substantial impact on participant outcomes. Describe how you intend to operate these services on a year-round basis.
- b). Describe how your Migrant Family Literacy grant has been designed to accommodate participants' work schedules and other responsibilities. Describe how you intend to provide support services (e.g.,

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child care for the period that parents are participating, transportation to and from the location of services, etc.) when those services are unavailable from other sources, but are necessary for participation in the Migrant Family Literacy activities.

- c.) Describe the strategies you intend to put in place to encourage the full participation of families in all four Migrant Family Literacy components. Identify the specific strategies you intend to use to encourage families to attend regularly in order to meet their goals.
- d.) Describe how you intend to provide and monitor instructional services to participating parents and children through home-based services. Be specific as to how the services provided through home visits and/or home-based programs will be integrated and coordinated with available center-based instruction.
- e.) Describe how the grant design will be coordinated with other local education agency programs such as Title I, any relevant programs under the Adult Education and Family Literacy Act, the Individuals with Disabilities Education Act, Head Start, Four Year Old at Risk, Parents as Teachers, volunteer literacy programs, and other relevant programs. Describe how coordination with these programs will facilitate the transition of children from Migrant Family Literacy services to public school and adults throughout the adult education and into the world of work. If applicable, describe how you intend to promote the continuity of family literacy to ensure that individuals retain and improve their educational outcomes after they exit Migrant Family Literacy services.
- f.) Describe how the Migrant Family Literacy grant design builds on and does not duplicate other existing services. Describe the role of any identified partners and/or other collaborating agencies in implementing the grant design. Include if applicable, evidence that firm agreements have been secured from various providers for the provision of services under this proposed design.

### **3. Quality of Services**

Migrant Family Literacy is a literacy intervention designed to improve the literacy outcomes for both adults and children, especially in the area of reading. In this section of the narrative, applicants are invited to address the quality of the instruction proposed in each of the four Migrant Family Literacy components and the extent to which strategies for instruction and resources and materials used to promote language and literacy development incorporate scientifically based reading research. Applicants should specifically address the following as applicable to program design:

- a.) Describe how the adult education services provided will support adults in meeting their educational goals. Include in the description information on the core instructional program that teachers will use as a basis for adult education, GED and/or ELL instruction, how teachers will monitor student progress and use data to individualize instruction.
- b.) Describe how the early childhood services provided (for school-age children) will support children's development of reading skills. Describe in detail how the Migrant Family Literacy grant will supplement the core instructional program teacher's use in the classroom.
- c.) Describe how the early childhood services provided (for 3-4 year olds) will support children's development of vocabulary, phonological and phonemic awareness, concepts of print and alphabetic awareness so children enter school ready to learn. Include information on how student progress will be monitored and used to adapt instruction. Describe key resources and strategies that will be used to individualize instruction.

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- d). Describe how the early childhood services provided (for infants and toddlers) will support children's development of vocabulary, oral language and print awareness. Include information on how student progress will be monitored and used to adapt instruction. Describe key resources and strategies that will be used to individualize instruction.
- e). Describe the content of parenting education services and the extent to which parenting educational opportunities will build parents' capacity to support children's language and literacy development. Include descriptions of the specific types of parenting skills that will be the focus of parenting education and the types of materials/resources you plan to use.
- f). Describe how you intend to provide opportunities for meaningful parent-child interactive literacy activities that support children's pre-reading and reading skills. Describe how parent-child activities will be coordinated with parenting education activities and early childhood instruction.
- g). Describe the learning environments for all four Migrant Family Literacy core services and to the extent possible, describe how you intend to ensure that these environments are print-rich and conducive to learning.
- h). If applicable, describe partner and/or community collaborator roles in providing core Migrant Family Literacy services. Describe how the applicant intends to ensure that all instructional services, whether paid by Migrant Family Literacy grant dollars or provided through a collaborating agency are high quality and research-based.

### **4. Quality of Management Plan/ Personnel**

Migrant Family Literacy is a complex set of coordinated services that require a significant amount of time to implement and administer. Much of the grant's success lies with the strong leadership and the ability of staff to provide high quality services tailored to the needs of individual learners. In articulating a management and staffing plan, applicants should address the following:

- a). Describe the administrative structure, including the fiscal agent, grant staff, advisory committees and outside consultants, if any. Describe how the grant will be managed in order to achieve the grant objectives. Include all cooperating agencies or institutions that are providing services. For first year grant applicants, identify timelines for grant implementation.
- b). Describe the skills and qualifications of the person who will be responsible for managing the Migrant Family Literacy grant. In particular describe her/his experience in managing comprehensive programs, experience with family literacy and expertise in one or more of the core components. Describe how the grant manager/director has received training in the operation of family literacy activities or will receive such training upon hire. New Migrant Family Literacy grantees must include a full resume as an appendix to the proposal.
- c). Identify Migrant Family Literacy staff and the duties for each position. Describe the percentage of time each staff member will devote to this grant and the *qualifications* of each staff member. If you will be using volunteers, describe their roles.
- d). Describe the plan for ensuring that all staff paid through Migrant Family Literacy funds and staff from other key organizations providing Migrant Family Literacy services, will receive sufficient training in

## Section II – Proposal Guidelines

scientifically based reading research, integrating family literacy services and other relevant topics to ensure that they develop the skills necessary to work with parents and young children in the full range of instructional services offered through this grant.

- e). Describe the plan for providing planning time for key instructional and other staff to ensure that services provided through the Migrant Family Literacy grant are integrated and to the extent practicable, individualized for families.

### 5. Evaluation

In responding to this section, applicants are asked to respond to the following:

- a). Describe the goals and objectives for your Migrant Family Literacy grant and how it will be determined if the grant has been successful in meeting the goals and objectives each year using a variety of data sources (diagnostic screenings, assessments, etc.). Include information on how parent input will be included, and the role of performance indicators in the evaluation design.
- b.) Be sure to include information on how the evaluation results will be used to inform instruction and identify strategies and practices that need improvement.

### D. Migrant Family Literacy Grant Planning Rubric (Forms Provided)

To gain a picture of how the Migrant Family Literacy Grant is designed to deliver services, applicants are required to submit a completed Migrant Family Literacy Grant Planning Rubric as provided in Appendix C. It is recommended applicants complete the Rubric prior to writing the grant narrative section. This will assist in designing the grant plan and ensure all key components have been incorporated.

### E. Adequacy of Resources (Forms Provided)

For the budget section of the proposal you are required to provide a summary budget using the form provided in Appendix C and a narrative explaining budget costs. Be sure to include a rationale for the purchase of equipment over \$5000 with details about how it is necessary for the implementation of the grant.

Migrant Family Literacy prohibits the use of **indirect costs** (see Appendix A, Glossary) either as part of the funding request and/or as part of the local match.

1. The budget will indicate how funds are assigned and how expenditures relate to the grant goals and objectives. The costs must be reasonable in relationship to the expected outcomes.
2. In addition to the budget summary sheet, briefly describe how the grant applicant will assess currently available resources. The budget narrative must provide sufficient information to support the requested amount of funds.
3. How do you propose to meet the requirement for matching funds? Detail the non-federal share of dollars contributing to the grant proposal. The in-kind services which contribute to the non-federal share must be converted into dollar amounts. Briefly describe how you intend to document the use of matching funds.

## **F. Putting the Proposal Together**

As you put your proposal together, be sure to assemble it in the following order:

- The cover sheet from Appendix C;
- The assurances form from Appendix C;
- The one page abstract form from Appendix C;
- The 15 page narrative.
- The budget narrative;
- The summary budget sheet from Appendix C;
- The Migrant Family Literacy Grant Planning Rubric
- Any appendices (e.g., optional resumes of key staff).

## DEFINITIONS

### MIGRANT FAMILY LITERACY GRANT

**adult education and literacy training:** One of the four core instructional components that local Migrant Family Literacy grantees must provide as part of “family literacy services.” (See “family literacy services” in this Glossary.) The adult education component provides high-quality, intensive instructional services in adult literacy or adult basic education, including English language literacy as necessary, that leads to economic self-sufficiency. (*Sections 1231(1), 1235(4) and 9101(20), ESEA; 20 U.S.C. 6381, 6381d(4) and 7801(20)*) (For further information on adult education research, see “National Institute for Literacy” in this Glossary. See also the Department’s What Works Clearinghouse (WWC), at the following website: <http://ies.ed.gov/ncee/wwc/>. The WWC gathers studies of the effectiveness of educational interventions (programs, products, practices, and policies), reviews the studies that have the strongest design, and reports on the strengths and weaknesses of those studies against the WWC Evidence Standards.

**adult education eligibility:** Eligible adult participants in Migrant Family Literacy services include (in part) those who are eligible for participation in “adult education and literacy activities under the Adult Education and Family Literacy Act.” (*Section 1236(a)(1)(A), ESEA; 20 U.S.C. 6381e(a)(1)(A).*) “Adult education” under the Adult Education and Family Literacy Act means: “services and instruction below the postsecondary level for individuals who have attained 16 years of age, who are not enrolled or required to be enrolled in secondary school under State law, and who—

- lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;
- do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
- are unable to speak, read, or write the English language.” (*Section 203, AEFLA; 20 U.S.C. 9292.*)

**core instructional or educational components:** The definition of “family literacy services” includes four core instructional or educational components that each local Migrant Family Literacy grant must provide:

- an age-appropriate education to prepare children for success in school and life experiences (early childhood education);
- training for parents regarding how to be the primary teacher for their children and full partners in the education of their children (parenting education);
- parent literacy training that leads to economic self-sufficiency (adult literacy or English language instruction); and
- interactive literacy activities between parents and their children (ILA)

**cost share or “matching” share:** As used in the Migrant Family Literacy grant, the portion of the cost of local Migrant Family Literacy applicants must provide from sources other than Migrant Family Literacy funds. This non-Migrant Family Literacy portion may be in cash or in-kind, fairly evaluated, and may obtain that portion from any source including any Federal funds under the ESEA other than federal Migrant Education funds.

**direct costs:** Generally, direct costs are those costs that can be identified specifically with a particular final cost objective (e.g., equipment). For example, direct costs chargeable are typically compensation of employees for the time devoted and identified specifically to the performance of the award; cost of

materials acquired or expended specifically for the purpose of the award; equipment and other approved capital expenditures; travel expenses incurred specifically to carry out the award.

**early childhood education services:** One of the four core instructional components that Migrant Family Literacy grant applicants must provide as part of the Migrant Family Literacy grant. The early childhood education instructional component provides high-quality, intensive, and age-appropriate early childhood educational services to prepare children for success in school and life experiences. All early childhood education services must be based on scientifically based reading research to the extent that research is available and to include reading-readiness activities for preschool children based on scientifically based reading research to the extent available, to ensure that children enter school ready to learn to read.

**evaluation:** One of the required 12 grant elements that each Migrant Family Literacy grant must include.

**family literacy services:** As defined services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:

- (A) Interactive literacy activities between parents and their children.
- (B) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.
- (C) Parent literacy training that leads to economic self-sufficiency.
- (D) An age-appropriate education to prepare children for success in school and life experiences.

**Federal Educational Rights and Privacy Act (FERPA):** Federal statute containing provisions for the protection of the privacy of parents and students, which applies to the Migrant Family Literacy grant (*Section 444, GEPA; 20 U.S.C. 1232g*). The statute is implemented by regulations located in Part 99 of EDGAR, 34 CFR 99.1–99.67. (For further information about FERPA requirements, contact the U.S. Department of Education’s Family Policy Compliance Office at the following website: <http://www.ed.gov/policy/gen/guid/fpco/index.html>.)

**interactive literacy activities (ILA):** Interactive literacy activities between parents and children (formerly called parent and child activities (PACT)). The interactive literacy activity (ILA) instructional component provides high-quality, intensive, interactive literacy activities between parents and their children. One of the four core instructional components that local Migrant Family Literacy grant.

**matching share:** See “cost share” in this Glossary.

**most-in-need:** Among the required grant elements that each Migrant Family Literacy grant. The criteria for determining the most at need such as low level of income, a low level of adult literacy or English language proficiency of the eligible parent or parents, and other need-related indicators.

**Parent:** As defined in section 9101(31) of the ESEA, the term “parent” includes, in addition to a biological or adoptive parent, a legal guardian or other person standing “*in loco parentis*.”

**parenting education:** One of the four core instructional components that Migrant Family Literacy grant applicants must provide as part of “family literacy services.” (See “family literacy services” in this Glossary.) The parenting education instructional component provides high-quality and intensive instructional services for parents about how to be the primary teacher for and full partners in the education of their children and support their children’s educational growth.

**parent involvement:** Generally, a term used to describe specific provisions applicable to programs funded under Title I, Part A of the ESEA regarding the involvement of parents in their children’s education and schools. As defined in section 9101(32), the term means: the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child’s learning;
- (B) that parents are encouraged to be actively involved in their child’s education at school;
- (C) that parents are full partners in their child’s education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child;
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA. (*Section 9101(32), ESEA; 20 U.S.C. 7801(32).*)

(For further information about these parental involvement provisions, including activities described in section 1118 of the ESEA, see the *Non-regulatory Guidance on Parental Involvement: Title I, Part A* (April 23, 2004) at the following website: <http://www.ed.gov/programs/titleiparta/parentinvguid.doc.>)

**performance indicators:** Specific performance measures for adult and child participants used to monitor, evaluate, and improve Migrant Family Literacy services and grants.

**professional development:** As defined in section 9101(34) of the ESEA, specific activities that, among other things, improve and increase teachers’ knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified. Professional development includes activities that are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher’s performance in the classroom, and, activities that advance teacher understanding of effective instructional strategies that are based on scientifically based research. (See also “staff training” in this Glossary.)

6. **grant elements:** These required program elements include: identification and recruitment of families most in need of Migrant Family Literacy services; screening and preparation of participants for full participation; flexible scheduling and support services; high-quality, intensive instructional services in the four core instructional components; meeting specific staff qualifications; staff training; home-based instructional services; year-round services; coordination with existing school/community resources to maximize efforts and prevent duplication of services; instructional services based on scientifically based reading research; regular attendance and retention; reading readiness activities for preschool children based on scientifically based reading research; continuity of services; providing services to families most-in-need; and an independent local evaluation used for grant improvement.

**scientifically based reading research (SBRR):** The term ‘scientifically based reading research’ means research that- (A) applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties; and (B) includes research that –

- (i) employs systematic, empirical methods that draw on observation or experiment;
- (ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- (iii) relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and

## Appendix A – Definitions

(iv) has been accepted by a peer-reviewed journal or approved panel of independent experts through a comparably rigorous, objective, and scientific review. (*Sections 1208(6) and 1232(e)(4), ESEA; 20 U.S.C. 6368(6) and 6381a(e)(4).*)

**school-age adult:** “School-age adult” means any parent attending elementary or secondary school. This term also includes those parents within the State's compulsory attendance age range who are being served in an alternative school setting such as directly through the Migrant Family Literacy grant.

**school-age children:** "School-age children" means children in kindergarten through twelfth grade.

**staff training:** One of the 12 grant elements that each local Migrant Family Literacy grant must provide.

**support services:** One of the 12 grant elements that each Migrant Family Literacy grant must provide when those services are unavailable from other sources and are necessary for an eligible family's participation in Migrant Family Literacy activities. Support services include child care for the period that parents are involved in the Migrant Family Literacy grant and transportation for the purpose of enabling parents and their children to participate in Migrant Family Literacy activities. To be allowable under the applicable OMB cost principles, the cost of any such support services must be reasonable in amount.

## **KANSAS MIGRANT FAMILY LITERACY PERFORMANCE INDICATORS**

### **Appendix C**

#### **Indicator 1: Children will demonstrate improved literacy skills.**

50% of the children in grades 1-3 whose families are enrolled in Migrant Family Literacy by November 1 and who are continuously enrolled until the end of the school year will read on or above grade level by June 1 as reported by the child's teacher and/or based on local assessment.

50% of the children ages 3-6 who have been enrolled in Migrant Family Literacy for at least 6 months demonstrate an increase in percentile rank on the Peabody Picture Vocabulary Test-III or other locally determined assessment from the pre-test score to the post-test score.

#### **Indicator 2: Children will attend school on a regular basis.**

Migrant Family Literacy children who are enrolled in Kindergarten through Grade 3 will attend 90% of the school days offered as documented by their report card.

Migrant Family Literacy children who are enrolled in an early childhood preschool program will attend 90% of the school days offered as documented by their early childhood teacher.

#### **Indicator 3: Children will be promoted to the next grade level.**

90% of Migrant Family Literacy children in grades K –3 who receive Migrant Family Literacy services for at least 8 months will be promoted to the next grade level.

#### **Indicator 4: Migrant Family Literacy infants and toddlers will receive early diagnostic screening and referrals.**

100% of infants and toddlers who receive Migrant Family Literacy services have a diagnostic screening within 45 days of their enrollment.

100% of the infants and toddlers who are screened and found in need of additional services and/or additional testing are referred to appropriate services within 45 days of the receipt of screening results.

#### **Indicator 5: The focus of parenting education is primarily on supporting early children's literacy and language development.**

75% of all parenting education and parent/child interactive literacy activities focus on supporting parents' role in developing children's language and pre-reading skills (i.e., phonemic awareness, alphabetic knowledge, concepts of print, oral language skills) as evidenced by lesson plans and/or written records.

85% of all parents participate in two or more parenting or parent/child literacy activities focused on supporting young children's language and literacy development per month.

#### **Indicator 6.1: Participants make significant educational gains in reading, English language acquisition, problem-solving and numeracy as demonstrated on the CASAS Assessment.**

50% or more of the adults who enroll in Beginning ABE Literacy (Level 1) or Beginning Basic Education (Level 2) and receive Migrant Family Literacy Services for at least 6 months will complete a level within a year.

50% or more of the adults who enroll at Low Intermediate Basic Education (Level 3) or High Intermediate Basic Education (Level 4) and Migrant Family Literacy Services for at least 6 months will complete a level within a year.

50% or more of the Migrant Family Literacy adults who enroll in Beginning ESL Literacy (Level 7) or Beginning ESL (Level 8) and receive Migrant Family Literacy Services for at least 6 months will complete a level within a year.

50% or more of the adults who enroll in Low Intermediate ESL (Level 9) or High Intermediate ESL (Level 10) and receive Migrant Family Literacy Services for at least 6 months will complete a level within a year.

50% or more of the adults who enroll in Low Advanced ESL (Level 11) or High Advanced ESL (Level 12) and receive Migrant Family Literacy Services for at least 6 months will complete a level within one year.

**Indicator 6.2: Participants not completing an educational functioning level within one year will make significant educational gains of 5 scale points or more as demonstrated on the CASAS.**

60% or more of the Migrant Family Literacy adults who receive Migrant Family Literacy Services for at least 6 months and did not complete an educational functioning level within the grant year will make significant educational gains of 5 scale points or more.

**Indicator 7: Participants will access postsecondary education opportunities.**

50% or more of all participants who receive Migrant Family Literacy Services for at least 6 months during the year and complete a high school diploma or GED credential and identify postsecondary education as a goal will enroll in postsecondary courses at the end of the grant year.

**Indicator 8: Participants will complete a program of study leading to a high school diploma or GED credential.**

50% or more of the participants who are enrolled in a program of study leading to a high school diploma or GED and receive Migrant Family Literacy Services for at least 6 months will complete all requirements.

60% or more of teen parents who receive Migrant Family Literacy services for at least 6 months while enrolled in a regular high school education program will maintain at least a “C” or 2.0 average in reading, English and/or language arts during the grant year.

60% or more of the teen parents who are enrolled as a senior in a regular school education program and receive Migrant Family Literacy services for at least 6 months will graduate from high school.

**KANSAS STATE DEPARTMENT OF EDUCATION  
TITLE PROGRAMS & SERVICES  
2012 Request For Proposals  
Migrant Family Literacy Grant Funds**

<b>ELIGIBLE ENTITY (Fiscal Agent):</b>	_____
<b>Mailing Address:</b>	_____
<b>City, Zip Code:</b>	_____
<b>GRANT CONTACT PERSON, Title:</b>	_____
<b>Mailing Address:</b>	_____
<b>City, Zip Code:</b>	_____
<b>Telephone:</b> _____	<b>Fax :</b> _____
<b>E-mail:</b> _____	
<b>COLLABORATING PARTNER, If Identified</b>	_____
<b>CONTACT PERSON, Title:</b>	_____
<b>Mailing Address:</b>	_____
<b>City, Zip Code:</b>	_____
<b>Telephone:</b> _____	<b>Fax :</b> _____
<b>E-mail:</b> _____	

**AUTHORIZED REPRESENTATIVES**

To the best of my knowledge and belief, all data in this application are true and correct. The document has been duly authorized by the governing body of the applicants and the applicants will comply with the attached assurances and certifications if the assistance is awarded.

Grantee

Collaborator (If Identified)

\_\_\_\_\_  
Signature of Authorized Representative

\_\_\_\_\_  
Signature of Authorized Representative

\_\_\_\_\_  
Title

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**ASSURANCES**

The following are additional assurances required by the Kansas State Department of Education:

1. The recipient will use fiscal control and accounting procedures that ensure proper accounting and disbursement of all federal funds made available pursuant to this application.
2. The recipient will report information about the recipient's Migrant Family Literacy grant, as may be required by the State Department of Education, including information on students, migrant education projects, expenditures, and accomplishments.
3. The recipient will amend its application if the Kansas State Department of Education determines that an amendment is necessary or if there is significant change in services.

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Title

\_\_\_\_\_  
Agency

\_\_\_\_\_  
USD Number

**ABSTRACT**

**Agency Name:** \_\_\_\_\_

**Grant Director:** \_\_\_\_\_

**Applicant Organization(s):** \_\_\_\_\_

**Total Grant Funds Requested For 2012-2013: \$** \_\_\_\_\_

**Target Population:** \_\_\_\_\_

**Objectives:** (State briefly the objectives of the grant.)

**Grant Design:** (Give a brief description of the overall design or plan of the Migrant Family Literacy grant design.)

**Budget**

100 Salary

Include salaries for all personnel who work with the Migrant Family Literacy Grant.

200 Benefits

Include amounts paid for group insurance, social security, unemployment compensation, worker's compensation, other employee benefits.

300 Professional and Technical Services

Include special services performed by person or firms with specialized skills and knowledge, but not regularly employed by the grant.

400 Purchased Property

500 Other Purchased Services, Travel, Communication

Include transportation costs related to the grant. These should include instructional travel, staff development travel costs, and costs related to advertising, printing, child care and staff travel.

600 Supplies and Materials

Include expenditures related to the purchase of general office and instructional supplies and materials.

700 Equipment

Include expenditures for the purchase of instructional equipment related to the Migrant Family Literacy grant. The State of Kansas will define supplies and equipment according to Edgar 74.132. Equipment means tangible personal property having a useful life of more than one year and an acquisition cost of \$500 or more. Be sure to include a rationale for the purchase of equipment over \$5000 with details about how it is necessary for the grant narrative section.

800 Other

List any costs that do not fall into the above categories

USD Name: \_\_\_\_\_ USD #: \_\_\_\_\_

**COMPLETE BY INDICATING THE BUDGETED EXPENDITURES for 2011-2012**

	<b>1000 Instruction</b>	<b>2100 Support Services – Students</b>	<b>2200 Support Services - Staff</b>	<b>2300 Support Services – General Administration</b>	<b>2400 Support Services – School Administration</b>	<b>2600 Operation Building Services</b>	<b>2700 Vehicle Operation Services</b>	<b>3100 Food Services Operation</b>
100 Personnel Services - Salaries								
200 Employee Benefits								
300 Purchased Professional & Technical Services								
400 Purchased Property Services								
500 Other Purchased Services								
600 Supplies & Materials								
700 Property								
800 Other								
Indirect Cost								
<b>TOTAL</b>								

### Migrant Family Literacy Grant Planning Rubric

Migrant Family Literacy Grant Applicant Name \_\_\_\_\_ USD # (If Applicable) \_\_\_\_\_ Director Name \_\_\_\_\_

Four Components of Migrant Family Literacy	Identified Needs and Gaps	Grant Goals and Objectives	Services to be Provided  Service Providers Roles/Responsibilities  Location of Services (including Home Based)  Hours for Services/Frequency per Week (Including Year Round)  Necessary Support Services	Timeline	Resources and Training for Staff	How Will Goal Be Evaluated?
Infants and Toddlers						
Preschool 3-4 Year Olds						
Kindergarten						
Elementary						
Parents Basic Education and/or English Language Acquisition						
Parent Child Interactive Literacy						
Parenting Education						

**Migrant Family Literacy Grant  
SCORING Checklist  
APPENDIX D**

<b>Required Forms</b>		
	YES	NO or N/A
<b>The grant includes a completed the Request for Proposals (Cover Page) with signatures, district information, etc.</b>		
<b>The grant includes a completed Abstract Page</b>		
1. Agency Name, Grant Director, Applicant Organization, Funds Requested and Target Population Complete		
2. The abstract includes MFL objectives that are clear and concise		
3. The abstract includes an overview of the MFL grant design that includes all four components.		
<b>The grant includes a completed Assurances Page (Cover Page) with signatures, district information, etc.</b>		
<b>Comments:</b>		
<b>Grant Narrative</b>		
	YES	NO or N/A
<b>The grant narrative includes a section describing the need for the MFL grant.</b>		
1. Local demographics of the community is described and includes statistics and data (rates of poverty, family needs, migrant/ELL, etc.).		
2. The target population is identified to be served through the MFL grant		
3. Existing community services identified with specific gaps in services the MFL services will address		
4. The grant describes the process for identification and recruitment of participating MFL families and children		
5. The grant describes how families and children will be screened and prepared for full participation in the grant		
6. The grant describes testing protocols and referral procedures to ensure appropriate services are provided		
<b>The grant narrative includes a section describing the MFL Design</b>		
1. The grant describes the delivery of services for each of the four components. (location, service providers, number of hours weekly).		
2. The grant provides justification that MFL design is of sufficient intensity in all four MFL components to improve literacy skills of both parent s and children.		

Appendix D – MFL Scoring Checklist

3. Describe how services are provided year round.		
4. The grant describes how service design accommodates participant’s work schedules and other responsibilities.		
5. The grant describes consideration of other supports services for families to participate (child care, transportation, etc.) when those services are unavailable from other sources.		
6. The grant describes strategies in place to encourage full participation of families in all four MFL components.		
7. The grant describes details of how home-based instruction will be provided and monitored and coordinated other MFL components.		
8. The grant describes how the MFL services will be coordinated with other programs such as Title I, Special Education, Head Start, etc.		
9. The grant describes how MFL services will transition preschool children to public school and adults into the world of work.		
10. The grant describes how MFL grant design builds on and does not duplicate other existing services.		
<b>The grant narrative includes describing the Migrant Family Literacy Services</b>		
1. The grant describes how the services provided to adults and how instruction will support adults in meeting their educational goals.	.	
2. The grant describes the core instruction program used for adult education, GED, and/or ELL instruction along with monitoring process.		
3. If applicable, for school age children, the grant describes services to support reading skills and how the MFL services supplement core instruction.		
4. For 3-4 year olds, the grant describes MFL reading services (vocabulary, phonics, oral language, etc) and how will it be monitored.		
5. For 3-4 year olds, the grant describes how the MFL services supplement core instruction if preschool is available.		
6. If applicable, for Infants and Toddlers ages 0-2, the grant describes the MFL reading services (vocabulary, phonics, oral language, etc.) and how it will be monitored.		
7. If applicable, for Infants and Toddlers ages 0-2, the grant describes core instruction. key resources, and progress monitoring.		
8. The grant describes parenting education services and extent to build capacity to support child learning.		
9. The grant describes parenting skills to be the focus of parent education services.		
10. The grant describes the intent to provide parent-child interactive literacy activities and coordinated with parenting education.		
11. The grant describes the learning environments where all four MFL core services will be provided and are print-rich supported.		
12. If applicable, the grant describes the role of partners in providing MFL services.		
<b>Quality of Management Plan/Personnel</b>		
1. The grant describes the administrative structure, fiscal agent, grant staff, advisory committees (if any).	.	
2. The grant describes how the MFL grant will be managed in order to achieve grant objectives.		
3. If first year grant recipient, the grant includes a timeline for implementation and resume of key MFL staff.		
4. The grant describes personnel qualifications for all persons paid through the MFL grant.		

Appendix D – MFL Scoring Checklist

5. The grant describes staff duties and FTE for each person paid for through the MFL grant.		
6. The grant describes professional development and training that will be provided to MFL staff.		
7. The grant describes planning time for key instructional and other staff to ensure services are provided and integrated.		
<b>Evaluation</b>		
1. The grant provides a description of the MFL goals and objectives and how the grant success will be evaluated annually.		
2. The grant provides a description of data (including parent input, performance indicators) included in the annual evaluation.		
3. The grant provides a description of how evaluation results will be used to inform instruction and areas in need of improvement.		
<b>Comments:</b>		
<b>Adequacy of Resources</b>		
The grant includes a budget narrative that adequately describes costs.	<b>YES</b>	<b>NO or N/A</b>
The grant provides a narrative describing the matching funds for at least 25% of the proposed grant request and it will be how documented.		
The proposed expenditures are reasonable in relationship to the expected outcomes.		
The grant includes a completed and accurate budget		
<b>Comments:</b>		