



**KANSAS STATE
DEPARTMENT OF
EDUCATION**

**MIGRANT
FAMILY LITERACY
CONTINUING
GRANT APPLICATION**

FY 2017-2018

Applicant (Legal name of District)

USD #

Contact Person

Collaborative Partner

Mailing Address

Mailing Address

City, State, Zip

City, State, Zip

Telephone

Fax

Applicant Email Address

Applications must be received by May 5, 2017

**Mail to: Doug Boline, Assistant Director
Early Childhood, Special Education & Title Services
Kansas State Department of Education
Landon State Office Building
900 SW Jackson Street, Suite 620
Topeka, Kansas 66612-1212
Telephone (785) 296-2600
Email: dboline@ksde.org**

An Equal Employment/Educational Opportunity Agency

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

KSDE General Counsel, 900 SW Jackson Street, Suite 102, Topeka, KS 66612; 785-296-3201

DURATION OF PROJECTS AND GRANTEE CONTRIBUTIONS

Grants are awarded for a three-year period. In order to continue for a second and third year, however, the grantee must submit a continuation application to the Kansas State Department of Education. The applications will be reviewed to determine if sufficient progress has been made in meeting the objectives of the project, the Performance Indicators, and if the grantee meets applicable state and federal requirements.

The total cost of a Migrant Family Literacy Project is composed of the grantee portion from the Kansas State Department of Education and a portion contributed by the eligible entity (local partners). The local share of the Projects' cost will be 25% from local match.

Grantee contributions may be cash or in-kind. This share may be obtained from any source, including other federal funds. Migrant Family Literacy may not match with Migrant funds. Examples of sources include federal, state and local funds, community colleges, literacy associations, private foundations, and public and private contributions.

REVIEW PROCESS AND SELECTION CRITERIA

Each proposal will be reviewed by Kansas State Department of Education to determine the progress being made toward meeting the objectives of the program and the Performance Indicators as stated in the current year's application. The SEA may refuse to award sub-grant funds if such agency finds that sufficient progress has not been made toward meeting such objectives, but only after affording the applicant notice and an opportunity for a hearing.

FUNDING and GRANT PERIOD

Grants will be funded based on the quality of the application and availability of funds. The grant period will run from July 1, 2017—June 30, 2018.

INSTRUCTIONS

Complete the attached forms in this continuation packet and return by May 5, 2017. Applications must be received by 5:00 pm on May 5, 2017 to be considered for funding.

SECTION I—COVER PAGE AND ASSURANCES

- A. Complete the cover page with all requested information
- B. Obtain the signature of the authorized representatives for the assurance page.

SECTION II—BUDGET

- A. Complete the budget page and provide a narrative to support the expenditures. Note that funds:
 - may not be used for indirect costs;
 - may not be carried over, and must be encumbered by June 30, 2018.

SECTION III—PROJECT REVISIONS

Provide a brief description on the project and all changes that are planned for 2017-2018.

SECTION I

**KANSAS STATE DEPARTMENT OF EDUCATION
EARLY CHILDHOOD, SPECIAL EDUCATION & TITLE SERVICES
Continuation Application for Migrant Family Literacy Grant Funds**

2017-2018 Project Year Grant Year

2nd 3rd

Eligible Entity (Fiscal Agent):	_____
Mailing Address:	_____
City, Zip Code:	_____
Project Contact Person:	_____
Title:	_____
Mailing Address:	_____
City, Zip Code:	_____
Telephone # _____ Fax # _____	
E-mail address _____	
Collaborating Partner:	_____
Contact Person:	_____
Title:	_____

AUTHORIZED REPRESENTATIVES

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

Grantee

Collaborator

Signature of Authorized Representative

Signature of Authorized Representative

Title

Title

Date

Date

RECEIVED _____ APPROVED BY _____ DATE _____

SECTION I (cont.)—

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 funds made available pursuant to this application.
2. The recipient will report information about the recipient's Migrant Family Literacy Program, as may be required by the Kansas State Department of Education, including information on students, 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 the program.

Authorized Name (Printed or Typed)

Date

Authorized Signature

Title

Agency

USD Number

SECTION II—BUDGET

100 Salary

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

200 Benefits

Include amounts paid for group insurance, social security, unemployment compensation, worker's compensation, and 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 Program. The state of Kansas defines supplies and equipment according to Edgar 74.132, tangible personal property having a useful life of more than one year.

900 Other

List any costs that do not fall into the above categories.

SECTION II (cont.)—

USD Name: _____ **USD #:** _____

MIGRANT FAMILY LITERACY BUDGET

FY 2017-2018

Please provide a narrative to support the budget.

Code	Services/Benefits	Grant Share	Match	Source of Match	Total
100	Personnel Services - Salaries				
200	Employee Benefit				
300	Purchased Professional and Technical Services				
400	Purchased Property Services				
500	Other Purchased Services (travel, communications)				
600	Supplies and Materials				
700	Property or Equipment				
900	Other				
Totals		\$	\$		\$

Total Grant Funds Requested \$ _____

SECTION III—PROJECT REVISIONS

1. Projected number of families to be served. _____

2. Projected number of children to be served. Age 0 – 2 _____

Age 3 – 5 _____

Age 6 – 8 _____

Provide a brief description of the project for 2017-2018.

**KANSAS MIGRANT FAMILY LITERACY PROGRAMS
DATA REPORTING SHEET for the 2016-2017 Year**

Date of reporting period: July 1, 2016 - June 30, 2017

Please submit by
May 5, 2017 to:
Doug Boline at
dboline@ksde.org
Early Childhood, Special
Education & Title Services
Landon State Office Bldg.
900 SW Jackson Street, Suite 620
Topeka, KS 66612-1212

Program Name:	Project Director
Demographic Information	2016-2017 Program Data
Number of families participating 0 – 3 months.	
Number of families participating 3 - 6 months.	
Number of families participating 6 – 12 months.	
Number of families participating 12 months or more.	
1a. Total number of families participating (add rows above).	
Adult Participant Information	
2a. Total number of adults participating in one or more family literacy services.	
2b. Total number of adults enrolled in basic education classes.	
2c. Total number of adults receiving 40 hours or more of instruction in basic education.	
2d. Total number of adults in 2c completing a level on the Test for Adult Basic Education (TABE).	
2e. Total number of adults enrolled in English language acquisition classes.	
2f. Total number of adults receiving 40 hours or more instruction in English language acquisition.	
2g. Total number of adults in 2f completing a level on the Comprehensive Adult Student Assessment System (CASAS).	

2h. Total number of adults receiving their GED or high school diploma.	
Provide a brief description of the English language acquisition and/or basic education classes provided by the MFL program during 2016-2017.	
Child Participant Information	
3a. Total number of children birth through age 2 participating in one or more family literacy services.	
3b. Total number of children ages 3 through 5 (pre-K) participating in one or more family literacy services.	
3c. Total number of children ages 5 through 8 (K-3) participating in one or more family literacy services.	
3d. Total number of children above age 8 participating in one or more family literacy services.	
3e. Total number of kindergarten age-eligible children (children eligible for kindergarten entry in August 2016) who participated in the program for at least 6 months.	
3f. Total number of children in 3e who have a PPVT III pretest and PPVT posttest (<i>there should be at least 6 months between pre and posttests</i>).	
3g. Total number of children in 3f who demonstrate significant gains in receptive language skills as measured by a standard score increase of 4 or more points between pre- and posttest on the PPVT III.	
3h. Total number of school age children served. (3c + 3d)	
3i. Total number children in 3h reading on grade level.	
What other data does the MFL program collect to measure participants (either adults and/or children) progress?	

Performance Indicators

Please provide the actual numbers used to determine the percentage for each indicator below. Then provide the actual percentage next to each indicator statement. Check the box on the left to indicate whether the program met the performance indicator or did not meet the performance indicator. Check N/A only when children at the specific age/grade level or for a length of time did not participate in the Migrant Family Literacy program.

Indicator 1: Children will Demonstrate Improved Literacy Skills.

Indicator Met			Actual %	
Yes	No	N/A		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	(50%) of the children in Grades 1-3, whose families were enrolled in Migrant Family Literacy by November 1 and who were continuously enrolled until the end of the school year, are reading on or above grade level by June 1 as reported by the child's teacher and/or based on the local school district assessment.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	(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 from the pre-test score to the post-test score.

Indicator 2: Children will Attend School on a Regular Basis.

Indicator Met			Actual %	
Yes	No	N/A		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	(90%) of the Migrant Family Literacy children in Kindergarten through Grade 3 have attended 90% of the school days offered as reported in their report card.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	(75%) of the Migrant Family Literacy children who attended an early childhood program have a 75% or better attendance record as reported by the early childhood teacher.

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Indicator 3: Children will be Promoted to the Next Grade Level.

Indicator Met		
Yes	No	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Actual %

_____ **(90%)** of Migrant Family Literacy children in grades K –3, who have attended for at least 8 months were promoted to the next grade level.

Indicator 4: Migrant Family Literacy Infants and Toddlers will Benefit from Early Diagnostic Screening and Referrals.

Indicator Met		
Yes	No	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Actual %

_____ **(90%)** of infant and toddlers participating in Migrant Family Literacy had a diagnostic screening within 45 days of their enrollment.

_____ **(90%)** of the infant and toddlers who were screened and found in need of additional services and/or additional testing were 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.

Indicator Met		
Yes	No	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Actual %

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

_____ **(85%)** of all parents have participated in two or more parenting or parent/child literacy activities focused on supporting young children’s language and literacy development per month.

Indicators 1-5 Explanation for Unmet:

Provide an explanation if Indicator 1, 2, 3, 4, or 5 was not met in the textbox below. In the explanation, provide reasons as to why the indicator or indicators were not met and what revisions may need to be implemented in the MFL program this year to meet the indicator(s).

Indicator 6.1 Participants make significant educational gains in reading, English language acquisition, problem solving and numeracy.

Indicator Met			Actual %	
Yes	No	N/A		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	(50% or more) of the Migrant Family Literacy adults enrolled in Beginning ABE Literacy (Level 1) or Beginning Basic Education (Level 2) who received 40 hours or more of instruction completed a level within a year.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	(50% or more) of the Migrant Family Literacy adults enrolled at Low Intermediate Basic Education (Level 3) or High Intermediate Basic Education (Level 4) who received 40 hours or more of instruction completed a level within a year.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	(50% or more) of the Migrant Family Literacy adults enrolled in Beginning ESL Literacy (Level 7) or Beginning ESL (Level 8) who received 40 or more hours of instruction progressed a level with a year
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	(50% or more) of the Migrant Family Literacy adults enrolled in Low Intermediate ESL (Level 9) or High Intermediate ESL (Level 10) who received 40 or more hours of instruction progressed a level within a year.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	(50% or more) of the Migrant Family Literacy adults enrolled in Low Advanced ESL (Level 11) or High Advanced ESL (Level 12) who received 40 or more hours of instruction progressed a level within a year.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	(50% or more) of teen parents who have been in Migrant Family Literacy for more than 40 hours of service while enrolled in a regular high school education program maintained at least a “C” or 2.0 average in Reading, English and/or Language arts during the program 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.

Indicator Met		
Yes	No	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Actual %

(30% or more) of all participants who received more than 40 hours of instruction and did not complete an educational functioning level within the program year will make significant educational gains of 5 scale points or more.

Indicator 7: Participants will access postsecondary education opportunities.

Indicator Met		
Yes	No	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Actual %

(25%) of the participants who have received at least 40 hours of instruction who also complete a high school diploma or GED credential and identify postsecondary education as a goal will enroll in post-secondary courses at the end of the program year.

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

Indicator Met		
Yes	No	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Actual %

(50%) of the participants enrolled in a program of study leading to a high school diploma or GED credential will complete all requirements.

(60%) of the teen parents who have received more than 40 hours of instruction and who were in their senior year graduated from high school.

Indicators 6-8 Explanation for Unmet:

Provide an explanation if Indicator 6 (6.1, 6.2), 7, 8, was not met in the textbox below. In the explanation, provide reasons as to why the indicator or indicators were not met and what revisions may need to be implemented in the MFL program this year to meet the indicator(s).

