

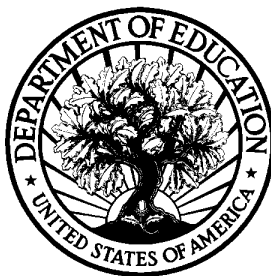
Archived Information

**U.S. DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION
OFFICE OF MIGRANT EDUCATION
WASHINGTON, D.C. 20202-6135**

**APPLICATION
FOR
MIGRANT EDUCATION EVEN START
FAMILY LITERACY PROGRAM**

CFDA Number: 84.214A

**FORM OMB No. 1890-0009
Expiration Date: June 30, 2008**



**DATED MATERIAL – OPEN IMMEDIATELY
Closing Date: May 12, 2006**

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**UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF MIGRANT EDUCATION
WASHINGTON, DC 20202-6135**

INTRODUCTION

The U.S. Department of Education is pleased once again to announce the availability of federal funds under the [William F. Goodling Even Start Family Literacy](#) Program, for Migrant Education Even Start grants for a fiscal year (FY) 2006 competition. Depending on future levels of appropriations, the Department may use the funding slate resulting from this competition as the basis for future years' awards.

The purpose of the Even Start program (Title I, Part B, Subpart 3 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended) is to help break the intergenerational cycle of poverty and low literacy by improving the educational opportunities of low-income families. Migrant Education Even Start (MEES) is a competitive grant program that is funded under Title I, Part B, Subpart 3, Section 1232. Family literacy services provided with Migrant Education Even Start funds must be targeted solely to families that meet both the eligibility requirements in the Even Start program statute and the eligibility requirements for migratory children and migratory agricultural workers and fishers under the ESEA, Title I, Part C, Migrant Education Program.

MEES (and all other Even Start) projects integrate early childhood education, adult literacy (adult basic and secondary-level education, and English language training for parents with limited English proficiency), parenting education, and interactive parent and child literacy activities, into a single, unified family literacy program. These intensive, family-centered educational programs serve (1) children from birth through age seven, and (2) their parents who are eligible to participate in an adult basic or adult secondary education program under the Adult Education and Family Literacy Act, or who are within the State's compulsory school attendance age range (so long as a local educational agency provides or ensures the availability of the basic education component), or who are attending secondary school.

The Even Start program focuses on program accountability and instruction based on scientifically-based reading research. At a minimum, a successful Even Start project should: build on high-quality community resources; employ qualified staff; carry out instructional activities grounded in scientifically based reading research; document significant literacy achievement results (for adults and children) for the majority of families served; and, annually, make and demonstrate sufficient progress against the approved goals of the project and established program indicators.

The Department has established a set of indicators to assess the effectiveness of the Even Start program. Under these indicators, MEES projects will measure increases in the: (1) percentages of adults who achieve significant learning gains on measures of literacy, and percentages of limited English acquisition, as measured by the Comprehensive Adult Student Assessment System (CASAS) or the Tests of Adult Basic Education (TABE); (2) percentages of Even Start adults with a high school goal who earn a high school diploma or the equivalent, or a General Equivalency Diploma (GED goal that earn a high school diploma or equivalent; (3) percentages of Even Start children entering kindergarten who demonstrate age-appropriate development of receptive language as measured by the Peabody Picture Vocabulary Test –III (PPVT-III); and (4) the average number of letters that Even Start children are able to identify as measured by the Uppercase Letter Naming Subtask on the PALS Pre-K assessment.

All entities that serve eligible migratory agricultural or fishing workers with young children are eligible to apply for these grants, which are awarded for up to four years. The Secretary will select proposals for funding on a competitive basis using the selection criteria printed in this application package. Novice

applicants will be eligible for a competitive priority, unrelated to the selection criteria. More detailed information on how an application is reviewed and scored is included in this package.

Coordination across SEAs and LEAs is at the heart of the Migrant Education's Program's purpose: preventing or mitigating disruptions in the education of qualifying migratory students. Short-term or seasonal MEES projects may not be of sufficient duration to effect long-term gains for parents or children. Therefore, for the FY 2006 competition, the Secretary has established two invitational priorities that reflect and emphasize allowed activities of the program. To promote opportunities for continuous learning by migratory families, the Secretary is particularly interested in receiving applications that propose to do one or more of the following:

Create Partnerships to Improve School Readiness

This invitational priority focuses on projects that develop collaborative efforts and partnerships that leverage Federal, State, and local funding in order to improve reading proficiency and advance English language acquisition so that migratory children enter elementary school with strong early reading skills.

Collaborate with Experienced MEES Projects

This invitational priority focuses on projects that would build networks among novice applicants and experienced MEES projects to leverage resources in order to eliminate disruptions in the education of participating families and engage migrant agricultural or fishing families wherever they move outside the project area. Networks among experienced and novice projects increase the likelihood of maintaining the academic progress of migratory adults and children regardless of where migratory families travel to do qualifying agricultural or fishing work (and related industries as defined in the attached non-regulatory guidance for the Migrant Education Program).

Grantees selected for funding will receive funds for the first (of four) budget periods. The decision to provide continuation funding for up to three additional years will be based on the availability of funds, the grantee's documentation that it is making substantial progress toward meeting the goals and objectives of the approved application, and the Department's conclusion that continuation funding is in the best interests of the Federal government.

This application package contains the instructions, forms, and other information needed to submit a complete application for a MEES program grant for the FY 2006 competition. It contains a copy of the *Federal Register* notice inviting applications, which includes information on funding available for this competition, sets forth the two invitational priorities, describes the selection criteria that will be used to evaluate applications, contains the statutory requirements for the application and the program, and describes the Secretary's performance indicators. This application package also contains all other documents needed to apply for these grant funds, including instructions to submit an application electronically using *grants.gov* or in hard copy.

Applications must be post-marked or hand-delivered to the Department, or submitted through the Department's electronic application system, in accordance with the attached "Transmittal Instructions" by May 12, 2006 for consideration. Applicants for MEES grants may submit their application to us in either electronic or paper format. If you use the Grants.Gov Application System you will submit your application online after preparing your application in the *grants.gov* system software. You may not e-mail an electronic copy of a grant application to us. *If you submit your application electronically using grants.gov, the data you enter online will be saved into a database.*

For further information, please contact DonnaMarie Marlow, Migrant Education Even Start Program, by telephone at (202) 260-2815 or by email: donnamarie.marlow@ed.gov

BACKGROUND

WHAT IS THE PURPOSE OF THE EVEN START FAMILY LITERACY PROGRAM?

The purpose of the Even Start program (Title I, Part B, Subpart 3 of the Elementary and Secondary Education Act of 1965, as amended, (ESEA) is to help break the intergenerational cycle of poverty and low literacy levels by improving the educational opportunities of low-income families. The program integrates early childhood education, adult literacy (adult basic and secondary-level education, and English language training for parents with limited English proficiency), parenting education, and interactive parent and child literacy activities, into a single, unified family literacy program. These intensive, family-centered educational programs serve children from birth through age seven, and their parents who are eligible to participate in an adult basic or adult secondary education program under the Adult Education and Family Literacy Act.

The Assistant Secretary for Elementary and Secondary Education awards grants under the authority of section 1232(a)(1) of the ESEA for Migrant Education Even Start (MEES) projects that—

- Improve the educational opportunities of low-income migratory agricultural or fishing families by integrating early childhood education, adult literacy (adult basic and secondary-level education, and English language training for migrant parents with limited English proficiency), parenting education, and interactive parent and child literacy activities, into a single, unified family literacy program;
- Are implemented through cooperative activities that build on high-quality existing community resources to create a new range of services;
- Promote the academic achievement of migratory children and their parents who perform qualifying work in agricultural, fishing, and related industries;
- Assist children and adults from low-income migrant families to achieve challenging State content standards and challenging State student achievement standards; and
- Use instructional programs based on scientifically based reading research (as defined in Title IX, 9101, (2252) of the ESEA, as amended) and the prevention of reading difficulties for migrant children and their parents, to the extent such research is available.

WHAT IS THE MIGRANT EDUCATION EVEN START PROGRAM?

Migrant Education Even Start (MEES) is a discretionary grant program that is intended to provide year-round, high-quality, intensive family literacy services solely to families who, because of moves in order to obtain qualifying migratory agricultural or fishing work, are eligible for the Migrant Education Program (MEP). (Further information is provided in relevant parts of the non-regulatory guidance for the MEP, attached in the “Reference” section of this document.)

GENERAL INFORMATION

WHAT ENTITIES ARE ELIGIBLE TO APPLY FOR A GRANT?

Applicants for MEES grants apply directly to the U.S. Department of Education, using this application package. Any entity is eligible to apply for a grant under the MEES program. However, the Assistant Secretary for Elementary and Secondary Education specifically invites applications from State educational agencies (SEAs) that administer migrant education programs; local educational agencies (LEAs) that have a high percentage of migratory students; non-profit community-based organizations; and faith-based organizations that work with migratory agricultural or fishing families, provided that they meet all statutory and regulatory requirements. The Assistant Secretary also invites applications from novice applicants. “Novice applicant” means: any applicant for a grant from the U.S. Department of Education (the Department) that has never received a grant under the MEES program; has never been a participant in a group application, submitted in accordance with sections 75.127-75.129 of the Education Department General Administrative Regulations (EDGAR), that received a grant under the MEES

program; and has not had an active discretionary grant from the Federal Government in five years before the deadline date for applications under the MEES program. (34 CFR 75.225.)

The Assistant Secretary has determined that special consideration of novice applications is appropriate and will give a competitive preference of 5 points to eligible novice applicants under the procedures in 34 CFR 75.105 (c)(2). In addition, before making a grant to a novice applicant, the Secretary imposes special conditions, if necessary, to ensure that the grant is managed effectively and project objectives are achieved.

WHAT IS THE DEADLINE TO TRANSMIT APPLICATIONS?

Applicants must transmit applications for these grants to the U.S. Department of Education on or before May 12, 2006. Transmittal instructions are found elsewhere in this application package.

HOW MANY NEW GRANTS WILL THE DEPARTMENT AWARD?

The Department estimates that there will be sufficient funds to award 10-12 new grants.

WHAT WILL BE THE AMOUNT OF EACH GRANT AWARD?

The Department estimates that awards will range between \$150,000 - \$500,000 per year. The Department estimates that the average size of an award will be \$345,000 per year.

NOTE: The combined estimate from both FY 2005 and FY 2006 funds available for funding awards from this competition is \$3,450,000. These figures are estimates based upon the Department's past experience. The Department is not bound by any estimates in this notice.

HOW LONG IS THE PROJECT PERIOD?

A project period is up to 48 months. Applicants propose services and budgets for a full four-year project period. The Department encourages applicants to use up to the first three months of the project period for planning and preparation to acquire and train staff, screen and recruit eligible families that are most in need of family literacy services, and to coordinate the community resources that are necessary to provide an integrated family literacy program of early childhood education, adult education, parenting education, and interactive literacy activities (ILA) between parents and their children.

BUDGET INFORMATION

WHAT IS THE DIFFERENCE BETWEEN A PROJECT PERIOD AND A BUDGET PERIOD?

A budget period is each year within a multi-year project period. Before each new budget period, a project must submit an annual performance report demonstrating that it has made substantial progress toward meeting the goals and objectives set forth in its approved application. If the Department determines that the project has made substantial progress toward its goals and objectives in the approved application; the Congress appropriates sufficient funds for the program; and the Department determines that continuation of the project is in the best interest of the Federal Government, the grantee will receive funds under a "continuation" grant for the next annual budget period.

At the end of a multi-year project period, a grantee may re-compete for a new project. All grantees that wish to apply for additional funding at the end of their 4-year project cycle (up to 4 years) must compete for funding with new applicants.

WHAT BUDGET INFORMATION MUST AN APPLICANT INCLUDE IN ITS APPLICATION?

Applicants must provide with this application budgetary information for each year of the proposed project period. Budget forms, the SF 424 for those using the *grants.gov* application system, are included for this purpose in this application. *For each year*, include an amount for all key project components (the object class categories listed on the standard budget form) with an accompanying breakdown of any subcomponents. Include the same information

for cash or in-kind contributions that you propose to use to meet the project's matching or cost share requirement described below. You should also provide a narrative justification for all requested amounts.

IS THERE ANY MATCHING OR COST-SHARE REQUIREMENT?

Yes. An Even Start Family Literacy project's funding is comprised of both a Federal portion of funds (Federal share) and a portion contributed by the eligible applicant or its partners (local project share). The local share of the project may be provided in cash or in kind and may be obtained from any source, including other Federal programs funded by the ESEA. You will need to complete a budget form (ED 524 or SF 424) and budget narrative for the local project share as well as for the Federal cost share for each year of the four-year project cycle.

Projects in their first through fourth years must provide an increasing local match, beginning with a 10% match of the annual total project cost in their first year; 20% of the annual total project cost in year two; 30% of the annual total project cost in year three; and 40% of the annual total project cost in year four. Projects applying for their fifth through eighth year must provide a match that is 50% of the annual total project cost for each of those years. Projects in their ninth year and beyond must provide 65% of the annual total project cost each year through a match. Thus, Federal MEES funding may not exceed 35% of the annual total project cost for projects in the ninth year and beyond.

NOTE: The Federal share of an Even Start project in any year is a percentage of the "total project cost." Applicants propose the Federal share amount, and then determine the local share by calculating the "total project cost." For example, in the first year of a project, if the amount of Federal Even Start funds an applicant requests is \$220,500, that amount will be 90 percent of the project's total budget. You would then calculate the total minimum project cost by dividing the Federal share by 90 percent ($\$220,500 \div .90 = \$245,000$). The amount of the local share may then be determined by multiplying the resulting total project cost by 10 percent ($\$245,000 * .10 = \$24,500$) or by subtracting the Federal share from the total project cost ($\$245,000 - \$220,500 = \$24,500$). Based on a Federal share of \$220,500, the project would be required to contribute at least \$24,500 in the first year. In subsequent years, the percentage of the local cost share provided in the formula will change to reflect the level required in those years.

USES OF FUNDS AND PROJECT ACTIVITIES

HOW MUST A GRANTEE USE EVEN START FUNDS?

Recipients of a MEES grant must use the grant funds (and the local matching or cost share contributions) to provide intensive family literacy services that involve parents and children, from birth through age seven, in a cooperative effort to help parents become full partners in the education of their children and to assist their children in reaching their full potential as learners.

The term "family literacy services" means services provided to participants on a voluntary basis that (1) are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and (2) integrate all of the following activities:

- Interactive literacy activities (ILA) between parents and their children;
- Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children (literacy-based parenting education);
- Parent literacy training that leads to economic self-sufficiency (adult basic or secondary education, or English language training); and
- An age-appropriate education (early childhood education) to prepare children for success in school and life experiences (including supplemental educational services for school-age children).

NOTE: Projects must build on existing high-quality community resources to help provide this range of services whenever those resources are available. For example, if an existing high-quality migrant education program or other preschool program is able to offer services for 3- and 4-year olds in the MEES project area, the MEES project should make arrangements to use those services for at least part of the early childhood education component for its 3- and 4-year old migratory children.

MAY EVEN START FUNDS BE USED FOR INDIRECT COSTS?

No. Grantees may not use Even Start Family Literacy Program funds for the indirect costs of a project. Grantees also may not claim indirect costs of a project as part of their matching or local project cost share. Moreover, applicants may not charge activities or expenses as direct costs if those activities or expenses are included in their indirect cost pool. Payroll processing, utilities, phones, mail, etc. are among the items that are often included in an indirect cost pool. Applicants should take care to learn whether these or similar items are included in their own indirect cost pools before proposing to budget them as costs they would charge to their MEES grants.

PROJECT PARTICIPANTS

WHO IS ELIGIBLE TO PARTICIPATE IN A MIGRANT EDUCATION EVEN START PROJECT?

Families are eligible to participate in MEES projects if they meet the following two conditions:

(1) Even Start Family Literacy Program Eligibility

The parent (or parents) is eligible for participation in adult education and literacy activities under the Adult Education and Family Literacy Act, **or** is within the State's compulsory school attendance age range (in which case a local educational agency must provide or ensure the availability of the basic education component), **or** is attending secondary school; **and**

The child (or children) is between birth and seven years of age at the time of enrollment.

Family members of the eligible participants described above, such as extended family, may also participate in appropriate Migrant Education Even Start Family Literacy Program activities.

(2) Migrant Education Program (MEP) Eligibility

MEES projects must also ensure that families meet eligibility requirements for the MEP, at the time that participants enroll in MEES services, including:

- Within the past 36 months, parents and their eligible young children moved to obtain temporary or seasonal in qualifying agricultural or fishing work; and
- The move was from one school district to another; (*or* in a State that is comprised of a single school district, has moved from one administrative area to another within such district); and
- The work is a principle means of livelihood for the family.

(Please review 34 CFR 200.81 and non-regulatory guidance for the MEP for further details on migrant education program eligibility requirements.)

HOW LONG MAY FAMILY MEMBERS CONTINUE TO PARTICIPATE IN MIGRANT EDUCATION EVEN START? (CONTINUING ELIGIBILITY)

Families generally may participate in MEES Family Literacy services until all family members become ineligible for participation. When the enrolled parent(s) has achieved his or her educational goals and become ineligible due to educational advancement, the parent(s) may continue participating in appropriate services (parenting education and PACT) until all children in the family reach age eight. In contrast, if all children in a family have reached the age of eight, the family continues to be eligible for two more years until the youngest participating child is 10 years old, or until the parents no longer are eligible for adult education under the Adult Education and Family Literacy Act, whichever occurs earlier.

For migratory agricultural families, the Department interprets the rules concerning eligibility for the Migrant Education Program in 34 CFR 200.70, together with ESEA section 1236(b)(3), to mean that MEES services may continue to be provided to a parent or child who is no longer migratory, **as long as** the family has at least one parent

or child who is a migratory worker or migratory child as these terms are defined under 34 CFR 200.81.) Once the family no longer has members who are migratory, it may no longer receive MEES services, and their participation in the MEES project must end as quickly as is reasonable.

PROJECT ACTIVITIES AND SERVICES

WHAT ACTIVITIES MUST A MEES PROJECT INCLUDE?

The Even Start law (Title I, Part B, Subpart 3, Section 1235 of the ESEA) requires you to incorporate **each of the following program requirements** into your MEES project. The statute is included in the *Reference* section of this application.

1. Projects must identify and recruit eligible migratory families that are **most in need** of services provided under the Even Start Family Literacy Program, as indicated by a 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. (See *NOTE* below.)

***NOTE:** In developing and using their need-related indicators to identify and recruit those families most in need of MEES program services, the Secretary believes that the most effective MEES projects are likely to focus on families that are highly mobile or who have only recently moved to the communities that projects propose to serve. In this regard, the MEP statute (section 1304(d) of the ESEA) requires that migratory students (1) whose education has been interrupted during the school year, and (2) who are failing, or at most risk of failing to meet challenging State academic content and academic achievement standards, be given a priority for the services that the MEP offers.*

While this MEP priority is not an explicit requirement of the MEES program, given the ages of the children served in MEES, and the purpose of the MEES program, we assume that those families receiving a priority under the MEP will typically also have the greatest need for MEES services, particularly where MEES students are enrolled in preschool, kindergarten, and elementary school.

MEES program services may be provided in communities where migratory families have resided for extended periods of time. The regulation published in 34 CFR 200.81 permits children to be eligible for the MEP, and thus for MEES services, for up to three years after the children make a move that makes them eligible for the MEP.

2. Screen and prepare children and parents, including teenage parents, to enable them to participate fully in program activities and services, including testing, referral to necessary counseling, and other developmental and support services.

3. Accommodate participants' work schedules and other responsibilities, including the provision of support services necessary for participation in the MEES activities, when such services are unavailable from other sources, such as—

- Scheduling and locating services to allow joint participation by parents and children;
- Child care for the period that parents are participating in the program provided under this part; and
- Transportation to enable parents and their children to participate in the MEES program;

4. Include high-quality, intensive instructional programs that teach reading skills and informs parents how to support the educational growth of their children; developmentally appropriate early childhood educational services; and preparation of children for success in the regular school programs.

5. Ensure that qualifications of project staff whose salaries are paid partially or totally with MEES or other federal Even Start funds meet the following requirements:

A majority of the staff providing academic instruction (1) must have obtained an associate's, bachelor's, or graduate degree in a field related to early childhood education, elementary or secondary school education, or adult education, and, (2) if applicable, must meet State qualifications for early childhood, elementary, or

secondary school education, or adult education provided as part of an Even Start program or another family literacy program.

The individual responsible for MEES local project administration must receive training in the operation of a family literacy program; and

Paraprofessionals who provide support for academic instruction must have a high school diploma or its recognized equivalent.

6. Provide special training of staff, including childcare staff, to develop the skills necessary to work with parents and young children in the full range of instructional services that MEES offers.

7. Provide and monitor integrated instructional services to participating parents and children through home-based activities.

8. Operate on a year-round basis, including the provision of instructional and enrichment services during the summer.

NOTE: For MEES projects, the Secretary interprets the requirement for year-round services to mean that project activities must be conducted throughout the period in which participating migratory families reside in the project area, and that alternative activities or services supporting the literacy goals of participating families are offered to them when they work and reside outside the project area.

9. Coordinate with other ESEA programs, any relevant programs under the Adult Education and Family Literacy Act, the Individuals with Disabilities Education Act, Title I of the Workforce Investment Act of 1998, Head Start, volunteer literacy programs, and other relevant programs.

NOTE: The Secretary believes that the most effective MEES projects are also likely to contain strong, ongoing collaborative relationships. Such collaborations are likely to lend strong support for ensuring year-round enrollment in family literacy services.

Projects funded under the State-administered Even Start Family Literacy program are required to be partnerships comprised of (1) a local educational agency (LEA), and (2) a non-profit community-based organization, a public agency other than an LEA, an institution of higher education, or a public or private nonprofit organization of demonstrated quality other than an LEA. (ESEA sections 1232(e) and 1237(a)). While these provisions are not requirements of the MEES program, the Secretary believes that the most effective MEES projects are also likely to develop such relationships among these kinds of local entities.

10. Use instructional programs based on scientifically based reading research for children and adults, to the extent such research is available.

NOTE: Title I, Section B, Section 1208 of the Elementary and Secondary Education Act defines the term scientifically-based reading research as 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 employs systematic empirical methods that draw on observation or experiment; involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

11. Encourage participating families to attend regularly and remain in the program for a period of time sufficient to meet their program goals.

12. Include of preschool reading-readiness activities for preschool children that are based on scientifically based reading research (as defined in ESEA Title I, Part B, section 1208), to ensure that children enter school ready to learn to read.

13. Promote of the continuity of family literacy, if applicable, to ensure that individuals retain and improve their educational outcomes.

***NOTE:** The Secretary believes that highly successful projects will likely view requirements for year-round services (# 8), strategies for retaining families until they complete their program goals (#11) and continuity of services to support and retain literacy gains (# 13) as closely related elements in the program design. In serving the most mobile migrant families, the Secretary also believes that highly successful projects are likely to continue to engage families and support transitions to literacy services across communities, as well as provide support for children who transition to public preschool, kindergarten, and primary programs throughout the cycle of their parents' migrant work.*

14. Ensure that the project will serve those families most in need of the activities and services provided by the MEES program; and

15. Provide for an independent evaluation of the program to be used for program improvement.

***NOTE:** The Secretary encourages projects to use evaluators for MEES projects who understand the family literacy model, who are able to work with the project as a partner in designing a rigorous, evidence-based evaluation, and who will help the project use its on-going evaluation results in a way that ensures continuous program improvement. High-quality projects are likely to identify components of a strong evaluation plan that, as appropriate, will shape the development of the project from the beginning of the grant period. The plan should include benchmarks to monitor progress toward specific project objectives and also outcome measures to assess the impact on teaching and learning or other important outcomes for project participants. More specifically, we urge applicants to identify such key matters as the individual and/or organization that will serve as evaluator for the project, the qualifications of that evaluator, and important elements of the evaluation design, such as (1) the types of data that will be collected; (2) when these data will be collected; (3) the methods to be used for data collection; (4) the evaluation instruments that will be developed and when this will occur; (5) how the data will be analyzed; (6) when reports of results and outcomes will be available; and (7) how the applicant will use the information collected through the evaluation to monitor progress of the funded project and to provide accountability information both about success at the initial site and effective strategies for replication in other settings. Applicants are encouraged to devote an appropriate level of resources to project evaluation.*

REPORTING REQUIREMENTS

WHAT TYPES OF REPORTS ARE REQUIRED AND HOW OFTEN ARE THEY SUBMITTED?

MEES grantees will be responsible for completing annual performance reports that are used as the basis for continued funding, local evaluation reports, and a final project report. The annual performance report is intended to demonstrate that the project has made substantial progress toward meeting the goals and objectives of its approved application. If the project has made substantial progress toward its goals and objectives, Congress appropriates sufficient funds for the program, and the Department determines that continuation of the project is in the best interest of the Federal government; the project will receive funds for the next budget period of its 48-month project cycle. Within ninety (90) days after the end of the completed 48-month project period, all grantees must submit a final report to the Department of Education on the effectiveness of their project.

As noted in the program requirements, each project conducts an independent local evaluation. Applicants should plan to provide copies of their local evaluations to the Department each year, within a reasonable time frame following their budget cycle. Further guidance on these submissions will be provided to grantees.

The Department has developed a set of performance objectives and indicators for the Even Start Family Literacy Program in accordance with the Government Performance and Results Act (GPRA) that relate to participant outcomes and project management. The Government Performance and Results Act (GPRA) directs Federal departments and

agencies to improve the effectiveness of their programs engaging in strategic planning, setting outcome-related goals for programs, and measuring program results against those goals. The Department has established a set of indicators to assess the overall effectiveness of the Even Start program.

The MEES Family Literacy projects will use these GPRA indicators to measure increases in the:

- (1) percentage of adults showing significant learning gains on measures of reading;
- (2) percentage of LEP adults showing significant learning gains on measures of English language acquisition;
- (3) percentage of school age adults who earn a high school diploma or GED;
- (4) percentage of non- school age adults who earn a high school diploma or GED;
- (5) percentage of children entering kindergarten who are achieving significant learning gains on measures of language development;
- (6) the average number of letters children can identify measured by the PALS Pre-K Uppercase Letter Naming Subtask;
- (7) percentage of school-aged children who are reading on grade level; and
- (8) percentage of parents who show improvement on measures of parental support for children's learning in the home, school environment, and through interactive learning activities.

All grantees will include in their annual performance reports and updates *information that* documents their success in addressing these performance indicators as well as the approved goals and objectives of their individual project plans.

ADDITIONAL BUDGET INFORMATION

WHAT ADDITIONAL ACTIVITIES AND RELATED COSTS SHOULD APPLICANTS CONSIDER?

We suggest that projects be sure to designate sufficient funds for conducting their independent local evaluation, as well as resources to coordinate information for their local evaluation, annual performance reports, and progress toward meeting the GPRA performance indicators. We also recommend that applicants budget for the cost of travel to Washington, DC and four nights' lodging for the project director, instructional services coordinator, and project evaluator, to participate in an annual technical assistance meeting. The budget should also include sufficient funds for staff training and professional development (including a staff travel plan, if needed) in the family literacy construct.

APPLICABLE REGULATIONS AND COST PRINCIPLES

WHAT REGULATIONS APPLY TO THESE GRANTS?

The following provisions of the Education Department General Administrative Regulations (EDGAR) apply to these grants. You may access these regulatory provisions at the following website:

<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>

- 34 CFR Part 75 (Direct Grant Programs).
- 34 CFR Part 77 (Definitions that Apply to Department Regulations).
- 34 CFR Part 79 (Intergovernmental Review of Applications).
- 34 CFR Part 80 (Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments).
- 34 CFR Part 81 (General Education Provisions Act--Enforcement).
- 34 CFR Part 82 (New Restrictions on Lobbying).
- 34 CFR Part 84 (Drug-Free Workplace).
- 34 CFR Part 85 (Government wide Debarment and Suspension (Nonprocurement) and Governmentwide Requirements for Drug-Free Workplace (Grants)).

- 34 CFR Part 86 (Drug and Alcohol Abuse Prevention)
- 34 CFR Part 97 (Student Rights in Research, Experimental Programs)
- 34 CFR Part 98 (Testing; Family Educational Rights and Privacy)

WHAT COST PRINCIPLES APPLY TO THESE GRANTS?

The cost principles in OMB Circulars A-87, A-122, and A-21 (depending on whether your agency is a State or local government agency, non-profit organization, or institution of higher education), apply to these grants. All agencies must implement the audit requirements under the Single Audit Act contained in OMB Circular A-133. These cost principles, along with the provisions in EDGAR referenced above, identify what types of costs are allowable to charge to these Federal grant funds (including to the local project matching or cost share).

You may obtain a copy of these cost principles by accessing the following website:
<http://www.whitehouse.gov/omb/circulars/index.html>.

Please note that funds for this program cannot be used for construction. (See §75.533 of EDGAR.) Because Federal grant funds cannot be used for this purpose, the use of non-Federal funds for construction that are provided as a match would not be considered reasonable or necessary costs, and so cannot be used for this purpose. (See §§ 74.23 and 80.24(a)(1) of EDGAR.) However, Federal and non-Federal funds may be used for “minor remodeling,” which is presumed not to involve any major structural alterations.

SELECTION PROCESS AND SELECTION CRITERIA

HOW WILL THE SECRETARY AWARD THE GRANT FUNDS?

The Secretary will use the selection criteria below to evaluate applications for grants under this competition. The selection criteria have been chosen from §75.210 of EDGAR. The Secretary has assigned a maximum number of points for each selection criteria, which is indicated in parentheses in the selection criteria section. The maximum composite score for all of the criteria is 100 points.

A panel of three experts with experience in at least one of the MEES program areas (adult education, early childhood education/family literacy, and migrant education) will review and evaluate each eligible application. Reviewers assess points for your responses to each selection criteria. Those points for all of the panel members will be added and then averaged to obtain a total score for the application. The Secretary will prepare a rank order of the applications based upon the evaluation of their quality according to the selection criteria. The Secretary then will consider the information in each application, the rank order of the application, and other factors set forth in §75.217 of EDGAR in selecting applications for awards.

NOVICE APPLICANT PREFERENCE

We award 5 additional points to the proposal’s average score if an application is submitted by a “novice applicant.” Under 34 CFR 75.225 a novice applicant is an applicant that has never received a grant or subgrant under the MEES program; has never been a participant in a group application, submitted in accordance with §§ 75.127-75.129 of EDGAR, that received a grant under the MEES program; and has not had an active discretionary grant from the Federal Government in the five years before the deadline date for applications under the MEES program. (34 CFR 75.225.)

WHAT ARE THE INVITATIONAL PRIORITIES?

The Secretary is especially interested in receiving applications that include a plan demonstrating that grant activities will focus on one or more approaches described in this section. An application that meets one of more of these invitational priorities does not receive competitive or absolute preference over other applications.

Coordination across SEAs and LEAs is at the heart of migrant education's purpose: preventing or mitigating disruptions in the education of qualifying migratory students. Seasonal MEES projects may not be of sufficient duration to effect long-term gains for parents or children. Therefore, to promote opportunities for continuous learning by migratory families, the Secretary is particularly interested in receiving applications that propose to do one or more of the following:

Partnerships to Improve School Readiness

The Secretary is especially interested in applications for projects that would develop collaborative efforts and partnerships that leverage Federal, State, and local funding in order to improve reading proficiency and advance English language acquisition so that migratory children enter elementary school with strong early reading skills.

Collaboration with Experienced MEES Projects

The Secretary is especially interested in applications that would build networks among novice applicants and experienced MEES projects in order to eliminate disruptions in the education of participating families and engage migrant agricultural or fishing families wherever they move outside the area where the project operates. Networks among experienced and novice projects increase the likelihood of maintaining the academic progress of migratory adults and children regardless of where migratory families travel to do qualifying agricultural or fishing work (and related industries as defined in the attached [non-regulatory guidance](#) for Migrant Education programs).

WHAT SELECTION CRITERIA WILL THE SECRETARY USE FOR THESE GRANTS?

The Secretary uses the following selection criteria to evaluate applications for grants under this competition. The maximum composite score for all of these criteria is 100 points. The maximum score for each criterion is indicated in parentheses.

1. Need for the project. (15 points).

The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the following factors:

- a) The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project.
- b) The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals (i.e., eligible migratory agricultural or fishing families).
- c) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

***NOTE:** Applicants are free to address this criterion in any way that they wish. However, given the purpose of the MEES program, the Secretary believes that high-quality applications will likely include a discussion of such key element as:*

(i) How the project will integrate age-appropriate early childhood education, adult literacy, parenting education activities, and interactive literacy activities with parents and children together.

(ii) Whether the project would be located in an area or areas with high percentages or large numbers of migratory agricultural or fishing workers with young children, their parents, guardians, or primary caretakers in need of MEES services.

(iii) How the project will address the lack of existing comprehensive family literacy services for the migrant population.

(iv) *How the project will assist migratory children and adults to achieve the State content standards and student academic achievement standards.*

(v) *How community resources will be used to benefit project participants both during the participants' period of eligibility for migrant education services and in the event that participating families lose their eligibility for MEES services during the project period.*

2. Quality of project personnel. (15 points). The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

a) The qualifications, including relevant training and experience, of the project director or principal investigator.

NOTE: Applicants may address this criterion and factor in any way that they choose. However, the Secretary anticipates that applicants with high-quality applications likely will have considered addressing whether the project director should be an individual who has received training in the operation of a family literacy program (section 1235(5)(A)(ii), ESEA), whose primary responsibility is the day-to-day operations of the project, and who is able to dedicate a substantial portion of his/her time to the project.

b) The qualifications, including relevant training and experience, of key project personnel.

NOTE: In order to comply with the statute (Title I, Part B, Sec.1235 (5),) applicants should ensure that staff proposed for the project will meet the requirements described in the "staff qualifications" paragraph under "Required Program Elements" in the "Program Information" portion of this section.

c) The qualifications, including relevant training and experience, of project consultants or subcontractors.

NOTE: Applicants may address this criterion and factor in any way that they choose. However, the Secretary anticipates that high-quality applications likely will include such key elements as: the selection or intended selection of a local evaluator with a background in family literacy, training in evaluation and measurement, evidence of experience in working with similar programs, evidence of experience with populations similar to those served by your project, and familiarity with state and Federal Even Start program and evaluation requirements.

3. Quality of the project design. (20 points).

The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

a) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

NOTE: Applicants may address this criterion and factor in any way that they choose. However, the Secretary anticipates that applicants submitting high-quality applications will likely consider addressing such key elements as how various stakeholders, including providers of core instructional services, participated in the development of the project design.

b) The extent to which the proposed project represents an exceptional approach for meeting statutory purposes and requirements.

NOTE: Applicants are free to address this criterion in any way that they wish. However, the Secretary believes that applicants with high-quality applications likely will have considered options such as describing what is exceptional about their approach, in addressing the needs of the migratory agricultural or fishing families whom the project will serve, to meeting each of the required program elements in ESEA section 1235, and listed in the PROGRAM REQUIREMENTS section of this notice. For example, given the mobility of these families, the Secretary believes

that applicants might choose to consider addressing such key elements as strategies for maintaining family literacy services to migratory families after they have moved from the local community.

In addressing the program element that projects conduct family literacy services year-round, we acknowledge that migratory families reside in communities for varying lengths of time. Therefore, the Department interprets that requirement to mean that grantees must provide project activities not only during the period in which participating migratory families reside in the project area but also at times when families reside or work outside the local community. The Secretary believes that high-quality applications will likely develop options to maintain contact and to monitor the progress of highly mobile families, whether or not they are resident in the applicant's community.

Examples of strategies that address this requirement for year-round operations and ongoing family participation include distance learning; capacity building and partnership efforts with sending and receiving States and school districts; self-paced learning packages; and other materials, technologies, and activities that make year-round literacy services viable and family-friendly for migrant workers.

- c) The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.

NOTE: The Secretary believes that applicants with high-quality applications likely will have considered how the proposed project will collaborate with different agencies to meet family needs for education and support services. In this regard, Even Start projects should build only on existing high-quality community resources and must coordinate with other programs funded under the Elementary and Secondary Education Act, the Adult Education and Family Literacy Act, the Individuals with Disabilities Education Act, Title I of the Workforce Investment Act of 1988, Head Start, the Bureau of Indian Affairs (BIA), volunteer literacy programs, and other relevant programs. If there are no high-quality community services available to build upon, the project should provide the needed services with MEES funds.

4. Quality of the project services. (20 points).

The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

- a) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from scientifically based research and effective practice.

NOTE: Applicants may address this criterion and factor in any way that they choose. However, consistent with the requirement for the State-administered Even Start Family Literacy programs that projects implement scientifically-based reading research as defined in section 1208 of the ESEA (the Reading first program), the Secretary anticipates that applicants with high-quality applications likely will consider ways to link this subcriterion to the use of "scientifically based reading research," as that term is defined in section 1208 of the ESEA. (See the definitions in Relevant Statutory Definitions in this application package.)

- b) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.
- c) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.

NOTE: Applicants may address this criterion in any way that they choose. However, the Secretary anticipates that applicants with high-quality applications will likely have considered such key elements as:

- (i) *how the project will provide core instructional services that are sufficiently intensive to have a significant likelihood that the project will result in learning gains for parents and children. (e.g., The most recent national evaluation of Even Start, indicated that learning gains were most significant when projects offered at least 60 hours per month, on average, of adult basic or secondary education or English language training per month; at least 65 hours per month, on average, of early childhood education for children ages 3-5, and 60 hours per month for children ages 0-2, some of which are provided in a group setting; and at least 20 hours per month of parenting education), and*
- (ii) *project services that will result in a high probability of meeting or exceeding the Performance Measures included in the evaluation section of the selection criteria.*

5. Quality of the management plan. (10 points).

The Secretary considers the quality of the management plan for the project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

- a) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.
- b) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

6. Quality of the project evaluation. (20 points).

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

- a) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.
- b) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.
- c) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.
- d) The extent to which methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.
- e) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.

***NOTE:** Applicants may address this criterion in any way that they wish. However, ESEA section 1235(10) and MEES provisions discussed in the Program Requirements section of this notice requires applicants to conduct an independent evaluation of their project. Given these requirements, the Secretary believes that applicants with high-quality applications are likely to have considered how the project will (1) conduct an ongoing, independent, local evaluation to ensure that the quality of the proposed family literacy services is validated and improved over the course of the four-year project period, and (2) measure the evaluation outcomes using measures that are valid, reliable, and scientifically based.*

Moreover, project performance reports and other evaluation information provide the Department and the Congress with objective data about the activities and services provided by the project, the participants served, the completion rates of those participants, and the success of the families in the project. In this regard, the Secretary anticipates that applicants with high-quality applications likely will consider incorporating into the plan for the project evaluation collection and use of data that reflect the objectives and indicators that the Department has developed

for the Even Start Family Literacy Program under the Government Performance and Results Act (GPRA). Those objectives and indicators are included in the reference section of this application package.

***** This is the end of the selection criteria. *****

HOW SHOULD YOU PREPARE YOUR APPLICATION?

APPLICATION INSTRUCTIONS

First, carefully read the description of the Even Start Family Literacy Program and MEES (pages 1-14 of this application), the required program activities and elements and the notes that follow the program requirements. Then review the selection criteria (pages 15-18) the Secretary will use to evaluate applications and the notes that are included with those criteria. Then consider the educational needs and resources for migrant families with young children in your community, and how you can document their needs for family literacy as well as the level of services you must plan to meet the program requirements. Finally, design your family literacy project with goals and objectives that meet the needs of your families, contain the required program activities and elements, and assist migrant workers with young children to make sustainable changes that help parents become full partners in the education of their children and assist their children in reaching their full potential as learners. The following information describes how the application package should be organized.

Project Abstract: The project abstract should not exceed **two** double spaced pages and **should** include a concise description of the following information:

- Rationale for the project
- Proposed project outcomes
- Project objectives and activities
- Strategies to ensure service to eligible migratory agricultural or fishing families
- Strategies/Partnerships to integrate educational and program requirements

Application Narrative: Applications should be concise and clearly written. Before preparing the narrative, applicants should review the Notice Inviting Applications for New Awards and follow the instructions for Part III, the program narrative. These instructions recommend that the application narrative be limited to 25 double spaced pages.

When preparing the program narrative, applicants should refer to the attached program statute, program regulations, and selection criteria for specific guidance or requirements. In particular, applicants should review the program requirements in this package. Applicants need to be aware of these types of services when preparing the program narrative. (See requirements for program design and services in the Selection Criteria.).

Selection Criteria: The Secretary evaluates an application on the basis of the criteria in EDGAR in 34 CFR Part 75 Subpart D--How Grants are made. The selection criteria from 34 CFR 75.209 and 75.210 that will be used for evaluating applications are in this application package. When preparing the program narrative, applicants are asked to provide a response to the items within each selection criteria.

Evaluation Requirements: A strong evaluation plan should be included in the application narrative and should be used, as appropriate, to shape the development of the project from the beginning of the grant period. The plan should include benchmarks to monitor progress toward specific project objectives and also outcome measures to assess the impact on teaching and learning or other important outcomes for project participants. The plan should describe the evaluation design, indicating: (1) what types of data will be collected; (2) what methods will be used; (3) how the data will be analyzed; (4) when reports of results and outcomes will be available; and (5) how the applicant will use the information collected through the evaluation to monitor

progress of the funded project and to provide accountability about the success of the project. Applicants are encouraged to devote an appropriate level of resources to project evaluation. Information on evaluation should be included in the program narrative. (See requirements for evaluation in the Selection Criteria.)

Successful applicants will be expected to report annually on the progress of each GPRA performance indicator and each project objective and include an explanation of any changes in project goals or objectives.

Budget Detail and Budget Narrative: This section should be organized in the following manner and include the following parts in order to expedite the review process.

Applicants must provide budgetary information for each year of the proposed project period. The cost categories for both Federal and non-Federal costs (matching or cost-sharing) must be completed on the ED 524. *For each year*, include an amount for all key project components (the object class categories listed on the standard budget form) with an accompanying breakdown of any subcomponents. This section also requires an itemized budget breakdown for each project year and the basis for estimating the costs of personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, indirect costs and any other projected expenditures. Be sure to complete an itemized budget breakdown and narrative for each year of the proposed project (48 months).

Each application must also provide a Budget Narrative for Federal funds and for the non-Federal (matching cost share). The Budget Narrative for requested Federal funds should provide a justification of how the money requested for each budget category is intended to be spent.

All costs from the applicant's budget should be linked directly to what the applicant is doing in the project and what they hope to achieve from the project. This Budget Narrative provides an opportunity for the applicant to identify the nature and amount of the proposed expenditures. There should be enough detail to enable reviewers and project staff to understand what funds will be used for, how much will be expended, and the relationship between expended funds and project activities and outcomes.

The budget narrative should contain the following information for each year of the project:

1) Personnel

- Provide the title and duties of each position to be compensated under this project.
- Provide the salary for each position under this project.
- Provide the amounts of time, such as hours or percentage of time to be expended by each position under this project.
- Explain the importance of each position to the success of the project.
- Provide the basis for cost estimates or computations.

2) Fringe Benefits

- Give the fringe benefit percentages of all personnel in the project.

3) Travel

- Explain the purpose of the travel, how it relates to project success, how it aligns with the project goals and objectives and which program participants or staff will participate.
- Submit an estimate for the number of trips, points of origin and destination, and purpose of travel.
- Submit an itemized estimate of transportation and/or subsistence costs for each trip.
- Provide the basis for cost estimates or computations.

4) Equipment

- Indicate the estimated unit cost for each item to be purchased.
- Identify each type of equipment.
- Provide adequate justification of the need for items of equipment to be purchased.
- Explain the purpose of the equipment, and how it relates to project success.
- Provide the basis for cost estimates or computations.

5) Supplies

- Provide an itemized estimate of materials and supplies by nature of expense or general category (e.g. instructional materials, office supplies, etc.).
- Explain the purpose of the supplies and how they relate to project success.
- Provide the basis for cost estimates or computations.

6) Contractual

- Provide the purpose and relation to project success.
- Describe the products to be acquired, and/or the professional services to be provided.
- Provide a brief justification for the use of the contractors selected.
- Identify the name(s) of the contracting party, including consultants, if available.
- Provide the cost per contractor.
- Provide the amount of time that the project will be working with the contractor(s).
- For professional services contracts, provide the amounts of time to be devoted to the project, including the costs to be charged to this proposed grant award.
- Provide a brief statement that you have followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.
- Provide the basis for cost estimates or computations.

7) Construction

- No costs allowed.

8) Other

- List and identify items by major type or category (e.g., communications, printing, postage, equipment rental, etc.).
- Provide the cost per item (printing = \$500, postage = \$750).
- Provide the purpose for the expenditures and relation to project success.
- Provide the basis for cost estimates or computations.

9) Total Direct Costs

- The amount that is the sum of expenditures, per budget category, of lines 1-8.

10) Indirect Costs

- There are no indirect costs allowed for this program. (See the explanation under “*May MEES funds be used for indirect costs?*” on page 9 of this package).

Assurances and Certifications: Applicants must complete all the required assurances and forms, with signatures as required. *All assurances for this program must be downloaded from www.ed.gov.* (See attached list of assurances and certifications to completed.)

GEPA Section 427 Statement: In response to the attached "Notice to all Applicants" regarding Section 427 of the General Education Provisions Act, please include in your application either a reference to the portion of the narrative to where you describe the steps your project will take to identify and remove barriers to equitable access and participation in the receipt of MEES services; or provide a separate statement that contains this information.

Appendices: Applicants must follow instructions in the Notice Inviting Applications for FY 2006 and limit the appendices to 15 pages. The appendices may include the following: resumes, job descriptions, letters of support, and bibliography.

APPLICATION CHECKLIST

Does your application package include each of the following?

- Application for Federal Assistance ED 524 (or, if applying by grants.gov, SF-424)
- Application Abstract
- Application Narrative
- Appendices (Curriculum vitae or Position Descriptions of Key Personnel)
- Appendices (Endnote Citations: limited to no more than two pages for scientifically-based reading research)
- Budget Summary Form (ED 424); Budget Narrative (limited to 3 double-spaced typed pages)
- Statement of Equitable Access (GEPA 427 Statement)

Are you submitting a paper application by mail or courier?

- If submitting a paper application by mail, provide one (1) original plus 2 copies of the application.
- Include all completed required forms (with original signatures and dates).

GRANT APPLICATION RECEIPT ACKNOWLEDGEMENT

(If you send your application by mail or if you or your courier deliver it by hand, the Application Control Center will mail a Grant Application Receipt Acknowledgement to you.) If you fail to receive the notification of application receipt within fifteen (15) days from the closing date call:

**U.S. Department of Education
Application Control Center
(202) 708-9493**

(If your application is late, we will notify you that we will not consider the application.)

APPLICATION FORMS, NOTICES, AND OTHER IMPORTANT INFORMATION

Please NOTE: All forms, certificates, surveys, and assurances are available on line at www.ed.gov/fund/grant/apply/appforms/appforms.html.

Application for Federal Education Assistance (ED 524) and Instructions

Assurances – Non-Construction Programs (SF 424B Form)

Certifications Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions (form ED 80-0014)

Disclosure of Lobbying Activities (SF LLL Form)

General Education Provisions Act (GEPA) Requirements – Section 427

Survey on Ensuring Equal Opportunity for Applicants

Grant Application Receipt Acknowledgement (See page 28.)

Executive Order 12372

Intergovernmental Review of Federal Programs

This program is subject to the requirements of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR part 79.

The objective of the Executive Order is to foster an intergovernmental partnership and to strengthen federalism by relying on state and local processes for state and local government coordination and review of federal financial assistance.

Applicants must contact the appropriate state single point of contact to find out about, and to comply with, the state's process under Executive Order 12372. Applicants proposing to perform activities in more than one state should immediately contact the single point of contact for each of those states and follow the procedures established in each state under the Executive order.

In keeping with the Executive Order, the Office of Management and Budget has established and maintains a list of the states participating in the program. This list provides the names, addresses, telephone, and fax numbers of designated state single points of contact and can be accessed at: <http://www.whitehouse.gov/omb/grants/spoc.html>

In states that have not established a process or chosen a program for review, state, area-wide, regional and local entities may submit comments directly to the Department.

Any state process recommendation and other comments submitted by a state single point of contact and any comments from state, area-wide, regional, and local entities must be mailed or hand-delivered by the date indicated in this notice to the following address:

The Secretary
EO 12372–CFDA no. 84.214A
U.S. Department of Education
Room 7E200
400 Maryland Avenue SW
Washington, DC 20202

Proof of mailing will be determined on the same basis as applications (see 34 CFR § 75.102).

Recommendations or comments may be hand-delivered until 4:30 p.m. (Washington, DC time) on the date indicated in this notice.

Please note that the above address is not the same address as the one to which the applicant submits its completed applications. Do not send applications to the above address.

Please note: The only official and up to date version of the State Single Point of Contact (SPOC) List is posted on the Grants Management section of the OMB web site: <http://www.whitehouse.gov/omb/grants/spoc.html>. You may review and/or download the Adobe pdf (portable document format) version of this document at the aforementioned site.

Transmitting Applications by U.S. Mail or Courier Services

ATTENTION ELECTRONIC APPLICANTS: Please note that you must follow the Grants.gov Application Procedures as described in the Federal Register notice announcing the grant competition. Participation in Grants.gov is voluntary for the MEES competition; however, if you decide to use the Grants.gov option, you must use ONLY the application package that is available on Grants.gov, and you must exactly follow all requirements for participating in the Grants.gov system.

INSTRUCTIONS FOR TRANSMITTING PAPER APPLICATIONS BY MAIL OR COURIER

Applications Sent by Mail

You must mail the original and two copies of the application on or before the deadline date to. To help expedite our review of your application, we would appreciate your voluntarily including an additional two (2), copies of your application.

Please mail copies to:

**U.S. Department of Education
Application Control Center
Attention: CFDA# 84.214A
400 Maryland Avenue, SW
Washington, DC 20202 - 4260**

You must show one of the following as proof of mailing:

- (1) A legibly dated U. S. Postal Service Postmark.
- (2) A legible mail receipt with the date of mailing stamped by the U. S. Postal Service.
- (3) A dated shipping label, invoice, or receipt from a commercial carrier.
- (4) Any other proof of mailing acceptable to the Secretary.

If you mail an application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

- (1) A private metered postmark.
- (2) A mail receipt that is not dated by the U.S. Postal Services.

An applicant should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should check with its local post office.

Applications Delivered by Hand, Commercial Carrier, or Courier:

Special Note: Due to recent disruptions to normal mail delivery, the Department encourages you to consider using an alternative delivery method (for example, a commercial carrier, such as Federal Express or United Parcel Service; or U. S. Postal Service Express Mail) to transmit your application for this competition to the Department. If you use an alternative delivery method, please obtain the appropriate proof of mailing under “Applications Sent by Mail,” then follow the mailing instructions under the appropriate delivery method.

Applications that are delivered by commercial carrier, such as Federal Express, United Parcel Service, etc. should be mailed to the:

**U.S. Department of Education
Application Control Center – Stop 4260
Attention: CFDA# 84.214A
7100 Old Landover Road
Landover, MD 20785-1506**

Applications Delivered by Hand

You or your courier must hand deliver the original and number of copies requested of the application by 4:30 p.m. (Washington, DC time) on or before the deadline date.

To help expedite our review of your application, we would appreciate your voluntarily including an additional three (3) copies of your application.

Please hand-deliver original, signed application and copies to:

**U.S. Department of Education
Application Control Center
Attention: CFDA# 84.214A
550 12th Street, SW
PCP - Room 7041
Washington, DC 20202 – 4260**

The Application Control Center (ACC) accepts application deliveries daily between 8:00 a.m. and 4:30 p.m. (Washington, DC time), except Saturdays, Sundays and Federal holidays.

GRANT APPLICATION RECEIPT ACKNOWLEDGEMENT

(If you send your application by mail or if you or your courier deliver it by hand, the Application Control Center will mail a Grant Application Receipt Acknowledgement to you.) If you fail to receive the notification of application receipt within fifteen (15) days from the closing date call:

**U.S. Department of Education
Application Control Center
(202) 708-9493**

(If your application is late, we will notify you that we will not consider the application.)

DEPARTMENT OF EDUCATION GRANT AND CONTRACT FUNDING INFORMATION

The Department of Education provides information about grant and contract opportunities electronically in several ways:

ED Internet Home Page	http://www.ed.gov
OCFO Web Page Internet	http://www.ed.gov/about/offices/list/ocfo/grants/grants.html
OCFO Contracts Page	http://www.ed.gov/about/offices/list/ocfo/contracts/contracts.html

REFERENCE MATERIALS SECTION

Materials in the following section include:

- [Notice inviting Applications, Federal Register, March 28, 2006](#)
- [The full text of the William F. Goodling Even Start Family Literacy law as published in January 2000](#)
- [Statutory definitions describing the requirements of the program that are enacted in Title IX, Section 9101, of the ESEA](#)
- [The Code of Federal Regulations \(CFR\) citation for Migrant Education Even Start participant eligibility](#)
- [The Code of Federal Regulations \(CFR\) citation for Migrant Education Program eligibility](#)
- [Excerpts from the Non-Regulatory Guidance for Migrant Education Programs](#)
- [DRAFT Frequently Asked Questions about the Migrant Education Even Start program](#)

4000-01-U
DEPARTMENT OF EDUCATION
Office of Elementary and Secondary Education
Overview Information
Migrant Education Even Start Family Literacy Program

[Notice inviting applications for new awards for fiscal years \(FY\) 2005 and 2006.](#)

Catalog of Federal Domestic Assistance (CFDA) Number: 84.214A

Dates:

Applications Available: March 28, 2006.

Deadline for Transmittal of Applications: May 12, 2006

Deadline for Intergovernmental Review: June 22, 2006

Eligible Applicants: Any entity is eligible to apply for a grant under the Migrant Education Even Start (MEES) Family Literacy Program. For example, the following types of entities are eligible to apply: State educational agencies (SEAs) that administer migrant education programs; local educational agencies (LEAs) that have a high percentage of migratory students; nonprofit community-based organizations that work with migratory agricultural or fishing families; and faith-based organizations.

Estimated Available Funds: \$3,450,000. This is the combined estimate from both FY 2005 and FY 2006 funds. Contingent upon the availability of funds and the quality of applications, we may make additional awards in FY 2007 from the list of unfunded applicants from this competition.

Estimated Range of Awards: \$150,000 - \$500,000 per year.

Estimated Average Size of Awards: \$345,000 per year.

Estimated Number of Awards: 10.

Note: The Department is not bound by any estimates in this notice.

Project Period: Up to 48 months.

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: MEES Family Literacy program grants are intended to help break the cycle of poverty and illiteracy of migratory agricultural or fishing families by improving the educational opportunities of these families through the integration of early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program. This program is implemented through cooperative activities that build on high-quality existing community resources to create a new range of educational services for most-in-need migratory agricultural or fishing families; promote the academic achievement of migratory children and adults; assist migratory children and adults from low-income families in achieving challenging State content standards and challenging State student achievement standards; and use instructional programs based on scientifically based reading research on preventing and overcoming reading difficulties for children and adults. The application package contains a description of the 15 program elements that MEES projects must provide, as required under Title I, Part B, Section 1235 of the Elementary and Secondary Education Act of 1965, as amended (ESEA).

Priorities: This notice includes one competitive preference priority and two invitational priorities.

Competitive Preference Priority: For the FY 2006 competition and any subsequent year in which we make awards based on the list of unfunded applicants from this competition, this priority is a competitive preference priority. In accordance with 34 CFR 75.105, this priority is from the Education Department General Administrative Regulations (EDGAR) that apply to this program

(34 CFR 75.225). Under 34 CFR 75.105(c)(2)(i) we award an additional five points to an application that meets this competitive preference priority.

This priority is:

Novice Applicant

The applicant must be a “novice applicant.” Under 34 CFR 75.225 a novice applicant is an applicant that has never received a grant or subgrant under the MEES program; has never been a participant in a group application, submitted in accordance with §§75.127 through 75.129 of EDGAR, that received a grant under the MEES program; and has not had an active discretionary grant from the Federal Government in the five years before the deadline date for applications under the MEES program.

Invitational Priorities: For the FY 2006 competition and any subsequent year in which we make awards based on the list of unfunded applicants from this competition, these priorities are invitational priorities. Under 34 CFR 75.105(c)(1) we do not give an application that meets these invitational priorities a competitive or absolute preference over other applications.

These priorities are:

Invitational Priority 1--Partnerships to Improve School Readiness

The Secretary is especially interested in applications for projects that would develop collaborative efforts and partnerships that leverage Federal, State, and local funding in order to improve reading proficiency and advance English language acquisition so that migratory children enter elementary school with strong early reading skills.

Invitational Priority 2—Collaboration with Experienced MEES Projects

The Secretary is especially interested in applications that would build networks among novice applicants and experienced MEES projects in order to eliminate disruptions in the education of participating families and engage migrant agricultural or fishing families wherever they move outside the area in which the project operates. Networks among experienced and novice projects increase the likelihood of maintaining the academic progress of migratory adults and children regardless of where migratory families travel to perform qualifying agricultural or fishing work.

Program Authority: 20 U.S.C. 6381a(a)(1)(A).

Applicable Regulations: EDGAR in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98, and 99.

Note: The regulations in 34 CFR part 79 apply to all applicants except federally recognized Indian tribes.

Note: The regulations in 34 CFR part 86 apply to institutions of higher education only.

II. Award Information

Type of Award: Discretionary grants.

Estimated Available Funds: \$3,450,000. This is the combined estimate from both FY 2005 and FY 2006 funds. Contingent upon the availability of funds and the quality of applications, we may make additional awards in FY 2007 from the list of unfunded applicants from this competition.

Estimated Range of Awards: \$150,000 - \$500,000 per year.

Estimated Average Size of Awards: \$345,000 per year.

Estimated Number of Awards: 10.

Note: The Department is not bound by any estimates in this notice.

Project Period: Up to 48 months.

III. Eligibility Information

1. Eligible Applicants: Any entity is eligible to apply for a grant under the MEES Family Literacy Program. For example, the following types of entities are eligible to apply: SEAs that administer migrant education programs; LEAs that have a high

percentage of migratory students; nonprofit community-based organizations that work with migratory agricultural or fishing families; and faith-based organizations.

2. Cost Sharing or Matching: See ESEA section 1234(b). Matching requirements for the MEES program begin at 10 percent of the total cost of the project in the project's first year and increase incrementally as the project continues to receive Federal support. A project funded for a second cycle, years 5 through 8, must maintain a 50 percent cost share of the total cost of the project. A project funded for cycles beginning in year 9 must maintain a 65 percent cost share of the total cost of the project.

3. Other: Eligible MEES participants consist of migratory children and their parents who meet the definitions of a migratory child, a migratory agricultural worker, or a migratory fisher in 34 CFR 200.81 and who also meet the conditions specified in section 1236(a) of the ESEA.

IV: Application and Submission Information

1. Address to Request Application Package: Education Publications Center (ED Pubs), P.O. Box 1398, Jessup, MD 20794-1398. Telephone (toll free): 1-877-433-7827. FAX: (301) 470-1244. If you use a telecommunications device for the deaf (TDD), you may call (toll free): 1-877-576-7734.

You may also contact ED Pubs at its Web site: www.ed.gov/pubs/edpubs.html or you may contact ED Pubs at its e-mail address: edpubs@inet.ed.gov.

If you request an application from ED Pubs, be sure to identify this competition as follows: CFDA number 84.214A.

Individuals with disabilities may obtain a copy of the application package in an alternative format (e.g., Braille, large print, audiotope, or computer diskette) by contacting the program contact person listed under section VII of this notice.

2. Content and Form of Application Submission: Requirements concerning the content of an application, together with the forms you must submit, are in the application package for this program.

Page, Appendices, and Other Limits:

(1) The application narrative (Part III of the application) is where you, the applicant, address the selection criteria that reviewers use to evaluate your application. In addition, the budget narrative is where you provide an itemized budget breakdown, by project year, for each budget category listed in Sections A and B of Budget Form 524. You are encouraged to limit your application narrative (Part III of the application) to the equivalent of no more than 25 pages and limit the additional budget narrative to the equivalent of no more than 4 typed pages. Use the following standards for both the application and budget narratives:

- A "page" is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
- Double space (no more than three lines per vertical inch) text in the application and budget narratives, including titles, headings, footnotes, quotations, references, and captions. However, you may single space information in tables, charts, or graphs in the application and budget narratives and appendices.
- Use a font that is either 12-point or larger or no smaller than 10 pitch (characters per inch). You may use other point fonts for any tables, charts, and graphs, but those tables, charts, and graphs should be in a font size that is easily readable by the reviewers of your application.

Any application or budget narrative, table, chart, or graph is included in the over-all narrative page limit. The appendices are not part of these page limits.

(2) You are encouraged to limit the appendices, curriculum vitae, or position descriptions of no more than five people (including key contract personnel and consultants), and endnote citations to no more than two pages for the scientifically based reading research upon which your instructional programs are based.

(3) Additionally, please limit other application materials to the specific materials indicated in the application package and do not include any video or other non-print materials.

3. Submission Dates and Times:

Applications Available: March 28, 2006

Deadline for Transmittal of Applications: May 12, 2006

Applications for grants under this program may be submitted electronically using the Grants.gov Apply site (Grants.gov), or in paper format by mail or hand delivery. For information (including dates and times) about how to submit your application electronically, or by mail or hand delivery, please refer to section IV. 6. Other Submission Requirements in this notice.

We do not consider an application that does not comply with the deadline requirements.

Deadline for Intergovernmental Review: June 22, 2006.

4. Intergovernmental Review: This program is subject to Executive Order 12372 and the regulations in 34 CFR part 79. Information about Intergovernmental Review of Federal Programs under Executive Order 12372 is in the application package for this program.

5. Funding Restrictions: Recipients of a MEES Family Literacy program grant may not use funds awarded under this competition for the indirect costs of a project or claim indirect costs as part of the local project share. (ESEA section 1234(b)(3)) We reference regulations outlining additional funding restrictions in the Applicable Regulations section of this notice.

6. Other Submission Requirements: Applications for grants under this program may be submitted electronically or in paper format by mail or hand delivery.

a. Electronic Submission of Applications.

We have been accepting applications electronically through the Department's e-Application system since FY 2000. In order to expand on those efforts and comply with the President's Management Agenda, we are continuing to participate as a partner in the new government-wide Grants.gov Apply site in FY 2006. The MEES Family Literacy Program-CFDA Number 84.214A is one of the programs included in this project. We request your participation in Grants.gov.

If you choose to submit your application electronically, you must use the Grants.gov Apply site at <http://www.Grants.gov>. Through this site, you will be able to download a copy of the application package, complete it offline, and then upload and submit your application. You may not e-mail an electronic copy of a grant application to us.

You may access the electronic grant application for the MEES Family Literacy Program at <http://www.grants.gov>. You must search for the downloadable application package for this program by the CFDA number (84.214). Do not include the CFDA number's alpha suffix in your search.

Please note the following:

- Your participation in Grants.gov is voluntary.
- When you enter the Grants.gov site, you will find information about submitting an application electronically through the site, as well as the hours of operation.
- Applications received by Grants.gov are time and date stamped. Your application must be fully uploaded and submitted, and must be date/time stamped by the Grants.gov system no later than 4:30 p.m., Washington, DC time, on the application deadline date. Except as otherwise noted in this section, we will not consider your application if it is date/time stamped by the Grants.gov system later than 4:30 p.m., Washington, DC time, on the application deadline date. When we retrieve your application from Grants.gov, we will notify you if we are rejecting your application because it was date/time stamped by the Grants.gov system after 4:30 p.m., Washington, DC time, on the application deadline date.
- The amount of time it can take to upload an application will vary depending on a variety of factors including the size of the application and the speed of your Internet connection. Therefore, we strongly recommend that you do not wait until the application deadline date to begin the application process through Grants.gov.

- You should review and follow the Education Submission Procedures for submitting an application through Grants.gov that are included in the application package for this program to ensure that you submit your application in a timely manner to the Grants.gov system. You can also find the Education Submissions Procedures pertaining to Grants.gov at <http://e-grants.ed.gov/help/GrantsgovSubmissionProcedures.pdf>.

- To submit your application via Grants.gov, you must complete all of the steps in the Grants.gov registration process (see <http://www.Grants.gov/GetStarted>). These steps include (1) registering your organization, (2) registering yourself as an Authorized Organization Representative (AOR), and (3) getting authorized as an AOR by your organization. Details on these steps are outlined in the Grants.gov 3-Step Registration Guide — <http://www.grants.gov/assets/GrantsgovCoBrandBrochure8X11.pdf> .

You also must provide on your application the same D-U-N-S Number used with this registration. Please note that the registration process may take five or more business days to complete, and you must have completed all registration steps to allow you to successfully submit an application via Grants.gov.

- You will not receive additional point value because you submit your application in electronic format, nor will we penalize you if you submit your application in paper format.

- You may submit all documents electronically, including all information typically included on the Application for Federal Education Assistance (ED 424), Budget Information--Non-Construction Programs (ED 524), and all necessary assurances and certifications. If you choose to submit your application electronically, you must attach any narrative sections of your application as files in a .DOC (document), .RTF (rich text), or .PDF (Portable Document) format. If you upload a file type other than the three file types specified above or submit a password-protected file, we will not review that material.

- Your electronic application must comply with any page limit requirements described in this notice.

- After you electronically submit your application, you will receive an automatic acknowledgment from Grants.gov that contains a Grants.gov tracking number. The Department will retrieve your application from Grants.gov and send you a second confirmation by e-mail that will include a PR/Award number (an ED-specified identifying number unique to your application).

- We may request that you provide us original signatures on forms at a later date.

Application Deadline Date Extension in Case of System Unavailability

If you are prevented from electronically submitting your application on the application deadline date because of technical problems with the Grants.gov system, we will grant you an extension until 4:30 p.m., Washington, DC time, the following business day to enable you to transmit your application electronically, or by hand delivery. You also may mail your application by following the mailing instructions as described elsewhere in this notice. If you submit an application after 4:30 p.m., Washington, DC time, on the deadline date, please contact the person listed elsewhere in this notice under For Further Information Contact, and provide an explanation of the technical problem you experienced with Grants.gov, along with the Grants.gov Support Desk Case Number (if available). We will accept your application if we can confirm that a technical problem occurred with the Grants.gov system and that that problem affected your ability to submit your application by 4:30 p.m., Washington, DC time, on the application deadline date. The Department will contact you after a determination is made on whether your application will be accepted.

Note: Extensions referred to in this section apply only to the unavailability of or technical problems with the Grants.gov system.

We will not grant you an extension if you failed to register fully to submit your application to Grants.gov before the deadline date and time or if the technical problem you experienced is unrelated to the Grants.gov system.

b. Submission of Paper Applications by Mail.

If you submit your application in paper format by mail (through the U.S. Postal Service or a commercial carrier), you must mail the original and two copies of your application, on or before the application deadline date, to the Department at the applicable following address:

By mail through the U.S. Postal Service:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.214A)
400 Maryland Avenue, SW.
Washington, DC 20202-4260

or

By mail through a commercial carrier:

U.S. Department of Education
Application Control Center – Stop 4260
Attention: (CFDA Number 84.214A)
7100 Old Landover Road
Landover, MD 20785-1506

Regardless of which address you use, you must show proof of mailing consisting of one of the following:

- (1) A legibly dated U.S. Postal Service postmark,
- (2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service,
- (3) A dated shipping label, invoice, or receipt from a commercial carrier, or
- (4) Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

If you mail your application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

- (1) A private metered postmark, or
- (2) A mail receipt that is not dated by the U.S. Postal Service.

If your application is postmarked after the application deadline date, we will not consider your application.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

c. Submission of Paper Applications by Hand Delivery.

If you submit your application in paper format by hand delivery, you (or a courier service) must deliver the original and two copies of your application by hand, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.214A)
550 12th Street, SW.
Room 7041, Potomac Center Plaza
Washington, DC 20202-4260

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30 p.m., Washington, DC time, except Saturdays, Sundays, and Federal holidays.

Note for Mail or Hand Delivery of Paper Applications: If you mail or hand deliver your application to the Department:

(1) You must indicate on the envelope and — if not provided by the Department — in Item 4 of the ED 424 the CFDA number – and suffix letter, if any – of the competition under which you are submitting your application.

(2) The Application Control Center will mail a grant application receipt acknowledgment to you. If you do not receive the grant application receipt acknowledgment within 15 business days from the application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.

V. Application Review Information

Selection Criteria: The selection criteria for this program are in 34 CFR 75.210. The selection criteria are included in the application package.

VI. Award Information

1. Award Notices: If your application is successful, we notify your U.S. Representative and U.S. Senators and send you a Grant Award Notification (GAN). We may also notify you informally.

If your application is not evaluated or not selected for funding, we notify you.

2. Administrative and National Policy Requirements: We identify administrative and national policy requirements in the application package and reference these and other requirements in the Applicable Regulations section of this notice.

We reference the regulations outlining the terms and conditions of an award in the Applicable Regulations section of this notice and include these and other specific conditions in the GAN. The GAN also incorporates your approved application as part of your binding commitments under the grant.

3. Reporting: At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. If you receive a multi-year award, you must submit an annual performance report that provides the most current performance and financial expenditure information as specified by the Secretary in 34 CFR 75.118.

4. Performance Measures: The Government Performance and Results Act (GPRA) directs Federal departments and agencies to improve the effectiveness of their programs by engaging in strategic planning, setting outcome-related goals for programs, and measuring program results against those goals. Program officials must develop performance measures for all of their grant programs in order to assess their performance and effectiveness. The Department has established a set of indicators to assess the effectiveness of the Even Start program. The MEES Family Literacy projects will use these indicators to measure increases in the (1) percentage of adults showing significant learning gains on measures of reading; (2) percentage of limited English proficient (LEP) adults showing significant learning gains on measures of English language acquisition; (3) percentage of school-age adults who earn a high school diploma or GED; (4) percentage of non-school-age adults who earn a high school diploma or GED; (5) percentage of children entering kindergarten who are achieving significant learning gains on measures of language development; (6) the average number of letters children can identify as measured by the PALS Pre-K Uppercase Letter Naming Subtask; (7) percentage of school-age children who are reading on grade level; and (8) percentage of parents who show improvement on measures of parental support for children's learning in the home, school environment, and through interactive learning activities.

All grantees will be expected to submit, as part of an annual performance report, information documenting their progress with regard to these performance measures.

VII. Agency Contact

For Further Information Contact: DonnaMarie Marlow, U.S. Department of Education, 400 Maryland Avenue, SW., room 3E313, Washington, DC 20202-6135. Telephone: (202) 260-2815 or by e-mail: DonnaMarie.Marlow@ed.gov.

If you use a telecommunications device for the deaf (TDD), you may call the Federal Relay Service (FRS) at 1-800-877-8339.

Individuals with disabilities may obtain this document in an alternative format (e.g., Braille, large print, audiotape, or computer diskette) on request to the program contact person listed in this section.

VIII. Other Information

Electronic Access to This Document: You may view this document, as well as all other documents of this Department published in the Federal Register, in text or Adobe Portable Document Format (PDF) on the Internet at the following site:
www.ed.gov/news/fedregister.

To use PDF you must have Adobe Acrobat Reader, which is available free at this site. If you have questions about using PDF, call the U.S. Government Printing Office (GPO), toll free, at 1-888-293-6498; or in the Washington, DC, area at (202) 512-1530.

Note: The official version of this document is the document published in the Federal Register. Free Internet access to the official edition of the Federal Register and the Code of Federal Regulations is available on GPO Access at:
www.gpoaccess.gov/nara/index.html.

Dated: March 28, 2006

/s/
Henry L. Johnson,
Assistant Secretary for Elementary and Secondary Education.

Even Start Family Literacy Program Statute—

Title I, Part B, Subpart 3, Elementary and Secondary Education Act of 1965, as amended— William F. Goodling Even Start Family Literacy Programs

SEC. 1231. STATEMENT OF PURPOSE.

It is the purpose of this subpart to help break the cycle of poverty and illiteracy by —

(1) improving the educational opportunities of the Nation's low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program, to be referred to as 'Even Start'; and

(2) establishing a program that shall —

(A) be implemented through cooperative projects that build on high-quality existing community resources to create a new range of services;

(B) promote the academic achievement of children and adults;

(C) assist children and adults from low-income families to achieve to challenging State content standards and challenging State student achievement standards; and

(D) use instructional programs based on scientifically based reading research and addressing the prevention of reading difficulties for children and adults, to the extent such research is available.

SEC. 1232. PROGRAM AUTHORIZED.

(a) RESERVATION FOR MIGRANT PROGRAMS, OUTLYING AREAS, AND INDIAN TRIBES-

(1) IN GENERAL- For each fiscal year, the Secretary shall reserve 5 percent of the amount appropriated under section 1002(b)(3) (or, if such appropriated amount exceeds \$200,000,000, 6 percent of such amount) for programs, under such terms and conditions as the Secretary shall establish, that are consistent with the purpose of this subpart, and according to their relative needs, for —

(A) children of migratory workers;

(B) the outlying areas; and

(C) Indian tribes and tribal organizations.

(2) SPECIAL RULE- After December 21, 2000, the Secretary shall award a grant, on a competitive basis, of sufficient size and for a period of sufficient duration to demonstrate the effectiveness of a family literacy program in a prison that houses women and their preschool age children and that has the capability of developing a program of high quality.

(3) COORDINATION OF PROGRAMS FOR AMERICAN INDIANS- The Secretary shall ensure that programs under paragraph (1)(C) are coordinated with family literacy programs operated by the Bureau of Indian Affairs in order to avoid duplication and to encourage the dissemination of information on high-quality family literacy programs serving American Indians.

(b) RESERVATION FOR FEDERAL ACTIVITIES-

(1) EVALUATION, TECHNICAL ASSISTANCE, PROGRAM IMPROVEMENT, AND REPLICATION ACTIVITIES- Subject to paragraph (2), from amounts appropriated under section 1002(b)(3), the Secretary may reserve not more than 3 percent of such amounts for purposes of —

(A) carrying out the evaluation required by section 1239; and

(B) providing, through grants or contracts with eligible organizations, technical assistance, program improvement, and replication activities.

(2) RESEARCH- In any fiscal year, if the amount appropriated under section 1002(b)(3) for such year —

(A) is equal to or less than the amount appropriated for the preceding fiscal year, the Secretary may reserve from such amount only the amount necessary to continue multi-year activities carried out pursuant to section 1241(b) that began during or prior to the fiscal year preceding the fiscal year for which the determination is made; or

(B) exceeds the amount appropriated for the preceding fiscal year, then the Secretary shall reserve from such excess amount \$2,000,000 or 50 percent, whichever is less, to carry out section 1241(b).

(c) RESERVATION FOR GRANTS-

(1) GRANTS AUTHORIZED-

(A) IN GENERAL- For any fiscal year for which at least one State educational agency applies and submits an application that meets the requirements and goals of this subsection and for which the amount appropriated under section 1002(b)(3) exceeds the amount appropriated under that section for the preceding fiscal year, the Secretary shall reserve, from the amount of the excess remaining after the application of subsection (b)(2), the amount of the remainder

or \$1,000,000, whichever is less, to award grants, on a competitive basis, to State educational agencies to enable them to plan and implement statewide family literacy initiatives to coordinate and, where appropriate, integrate existing Federal, State, and local literacy resources consistent with the purposes of this subpart.

(B) COORDINATION AND INTEGRATION- The coordination and integration described in subparagraph (A) shall include coordination and integration of funds available under the Adult Education and Family Literacy Act, the Head Start Act, this subpart, part A of this title, and part A of title IV of the Social Security Act.

(C) RESTRICTION- No State educational agency may receive more than one grant under this subsection.

(2) CONSORTIA-

(A) ESTABLISHMENT- To receive a grant under this subsection, a State educational agency shall establish a consortium of State-level programs under the following provisions of laws:

(i) This title (other than part D).

(ii) The Head Start Act.

(iii) The Adult Education and Family Literacy Act.

(iv) All other State-funded preschool programs and programs providing literacy services to adults.

(B) PLAN- To receive a grant under this subsection, the consortium established by a State educational agency shall create a plan to use a portion of the State educational agency's resources, derived from the programs referred to in subparagraph (A), to strengthen and expand family literacy services in the State.

(C) COORDINATION WITH SUBPART 1- The consortium shall coordinate its activities under this paragraph with the activities of the reading and literacy partnership for the State educational agency established under section 1203(d), if the State educational agency receives a grant under section 1202.

(3) READING INSTRUCTION- Statewide family literacy initiatives implemented under this subsection shall base reading instruction on scientifically based reading research.

(4) TECHNICAL ASSISTANCE- The Secretary shall provide, directly or through a grant or contract with an organization with experience in the development and operation of successful family literacy services, technical assistance to State educational agencies receiving a grant under this subsection.

(5) MATCHING REQUIREMENT- The Secretary shall not make a grant to a State educational agency under this subsection unless the State educational agency agrees that, with respect to the costs to be incurred by the eligible consortium in carrying out the activities for which the grant was awarded, the State educational agency will make available non-Federal contributions in an amount equal to not less than the Federal funds provided under the grant.

(d) STATE EDUCATIONAL AGENCY ALLOCATION-

(1) IN GENERAL- From amounts appropriated under section 1002(b)(3) and not reserved under subsection (a), (b), or (c), the Secretary shall make grants to State educational agencies from allocations under paragraph (2).

(2) ALLOCATIONS- Except as provided in paragraph (3), from the total amount available under paragraph (1) for allocation to State educational agencies in any fiscal year, each State educational agency shall be eligible to receive a grant under paragraph (1) in an amount that bears the same ratio to the total amount as the amount allocated under part A to that State educational agency bears to the total amount allocated under that part to all State educational agencies.

(3) MINIMUM- No State educational agency shall receive a grant under paragraph (1) in any fiscal year in an amount that is less than \$250,000, or one-half of 1 percent of the amount appropriated under section 1002(b)(3) and not reserved under subsections (a), (b), and (c) for such year, whichever is greater.

(e) DEFINITIONS- For the purpose of this subpart —

(1) the term eligible entity' means a partnership composed of —

(A) a local educational agency; and

(B) a nonprofit community-based organization, a public agency other than a local educational agency, an institution of higher education, or a public or private nonprofit organization other than a local educational agency, of demonstrated quality;

(2) the term eligible organization' means any public or private nonprofit organization with a record of providing effective services to family literacy providers, such as the National Center for Family Literacy, Parents as Teachers, Inc., the Home Instruction Program for Preschool Youngsters, and the Home and School Institute, Inc.;

(3) the terms Indian tribe' and tribal organization' have the meanings given those terms in section 4 of the Indian Self-Determination and Education Assistance Act;

(4) the term scientifically based reading research' has the meaning given that term in section 1208; and

(5) the term State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

SEC. 1233. STATE EDUCATIONAL AGENCY PROGRAMS.

(a) STATE EDUCATIONAL AGENCY LEVEL ACTIVITIES- Each State educational agency that receives a grant under section 1232(d)(1) may use not more than a total of 6 percent of the grant funds for the costs of —

- (1) administration, which amount shall not exceed half of the total;
- (2) providing, through one or more subgrants or contracts, technical assistance for program improvement and replication, to eligible entities that receive subgrants under subsection (b); and
- (3) carrying out sections 1240 and 1234(c).

(b) SUBGRANTS FOR LOCAL PROGRAMS-

(1) IN GENERAL- Each State educational agency shall use the grant funds received under section 1232(d)(1) and not reserved under subsection (a) to award subgrants to eligible entities to carry out Even Start programs.

(2) MINIMUM SUBGRANT AMOUNTS-

(A) IN GENERAL- Except as provided in subparagraphs (B) and (C), no State educational agency shall award a subgrant under paragraph (1) in an amount less than \$75,000.

(B) SUBGRANTEES IN NINTH AND SUCCEEDING YEARS- No State educational agency shall award a subgrant under paragraph (1) in an amount less than \$52,500 to an eligible entity for a fiscal year to carry out an Even Start program that is receiving assistance under this subpart or its predecessor authority for the ninth (or any subsequent) fiscal year.

(C) EXCEPTION FOR SINGLE SUBGRANT- A State educational agency may award one subgrant in each fiscal year of sufficient size, scope, and quality to be effective in an amount less than \$75,000 if, after awarding subgrants under paragraph (1) for that fiscal year in accordance with subparagraphs (A) and (B), less than \$75,000 is available to the State educational agency to award those subgrants.

SEC. 1234. USES OF FUNDS.

(a) IN GENERAL- In carrying out an Even Start program under this subpart, a recipient of funds under this subpart shall use those funds to pay the Federal share of the cost of providing intensive family literacy services that involve parents and children, from birth through age 7, in a cooperative effort to help parents become full partners in the education of their children and to assist children in reaching their full potential as learners.

(b) FEDERAL SHARE LIMITATION-

(1) IN GENERAL-

(A) FEDERAL SHARE- Except as provided in paragraph (2), the Federal share under this subpart may not exceed —

- (i) 90 percent of the total cost of the program in the first year that the program receives assistance under this subpart or its predecessor authority;
- (ii) 80 percent in the second year;
- (iii) 70 percent in the third year;
- (iv) 60 percent in the fourth year;
- (v) 50 percent in the fifth, sixth, seventh, and eighth such years; and
- (vi) 35 percent in any subsequent year.

(B) REMAINING COST- The remaining cost of a program assisted under this subpart may be provided in cash or in kind, fairly evaluated, and may be obtained from any source, including other Federal funds under this Act.

(2) WAIVER- The State educational agency may waive, in whole or in part, the Federal share described in paragraph (1) for an eligible entity if the entity —

(A) demonstrates that it otherwise would not be able to participate in the program assisted under this subpart; and

(B) negotiates an agreement with the State educational agency with respect to the amount of the remaining cost to which the waiver will be applicable.

(3) PROHIBITION- Federal funds provided under this subpart may not be used for the indirect costs of a program assisted under this subpart, except that the Secretary may waive this paragraph if an eligible recipient of funds reserved under section 1232(a)(1)(C) demonstrates to the Secretary's satisfaction that the recipient otherwise would not be able to participate in the program assisted under this subpart.

(c) USE OF FUNDS FOR FAMILY LITERACY SERVICES-

(1) IN GENERAL- A State educational agency may use a portion of funds reserved under section 1233(a), to assist eligible entities receiving a subgrant under section 1233(b) in improving the quality of family literacy services provided under

Even Start programs under this subpart, except that in no case may a State educational agency's use of funds for this purpose for a fiscal year result in a decrease from the level of activities and services provided to program participants in the preceding year.

(2) **PRIORITY-** In carrying out paragraph (1), a State educational agency shall give priority to programs that were of low quality, as evaluated based on the indicators of program quality developed by the State educational agency under section 1240.

(3) **TECHNICAL ASSISTANCE TO HELP LOCAL PROGRAMS RAISE ADDITIONAL FUNDS-** In carrying out paragraph (1), a State educational agency may use the funds referred to in that paragraph to provide technical assistance to help local programs of demonstrated effectiveness to access and leverage additional funds for the purpose of expanding services and reducing waiting lists, including requesting and applying for non-Federal resources.

(4) **TECHNICAL ASSISTANCE AND TRAINING-** Assistance under paragraph (1) shall be in the form of technical assistance and training, provided by a State educational agency through a grant, contract, or cooperative agreement with an entity that has experience in offering high-quality training and technical assistance to family literacy providers.

SEC. 1235. PROGRAM ELEMENTS.

Each program assisted under this subpart shall —

(1) include the identification and recruitment of families most in need of services provided under this subpart, as indicated by a 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;

(2) include screening and preparation of parents, including teenage parents, and children to enable those parents and children to participate fully in the activities and services provided under this subpart, including testing, referral to necessary counselling, other developmental and support services, and related services;

(3) be designed to accommodate the participants' work schedule and other responsibilities, including the provision of support services, when those services are unavailable from other sources, necessary for participation in the activities assisted under this subpart, such as —

(A) scheduling and locating of services to allow joint participation by parents and children;

(B) child care for the period that parents are involved in the program provided under this subpart; and

(C) transportation for the purpose of enabling parents and their children to participate in programs authorized

by this subpart;

(4) include high-quality, intensive instructional programs that promote adult literacy and empower parents to support the educational growth of their children, developmentally appropriate early childhood educational services, and preparation of children for success in regular school programs;

(5) with respect to the qualifications of staff the cost of whose salaries are paid, in whole or in part, with Federal funds provided under this subpart, ensure that —

(A) not later than December 21, 2004 —

(i) a majority of the individuals providing academic instruction —

(I) shall have obtained an associate's, bachelor's, or graduate degree in a field related to early childhood education, elementary school or secondary school education, or adult education; and

(II) if applicable, shall meet qualifications established by the State for early childhood education, elementary school or secondary school education, or adult education provided as part of an Even Start program or another family literacy program;

(ii) the individual responsible for administration of family literacy services under this subpart has received training in the operation of a family literacy program; and

(iii) paraprofessionals who provide support for academic instruction have a secondary school diploma or its recognized equivalent; and

(B) all new personnel hired to provide academic instruction —

(i) have obtained an associate's, bachelor's, or graduate degree in a field related to early childhood education, elementary school or secondary school education, or adult education; and

(ii) if applicable, meet qualifications established by the State for early childhood education, elementary school or secondary school education, or adult education provided as part of an Even Start program or another family literacy program;

(6) include special training of staff, including child-care staff, to develop the skills necessary to work with parents and young children in the full range of instructional services offered through this subpart;

(7) provide and monitor integrated instructional services to participating parents and children through home-based programs;

- (8) operate on a year-round basis, including the provision of some program services, including instructional and enrichment services, during the summer months;
- (9) be coordinated with —
 - (A) other programs assisted under this Act;
 - (B) any relevant programs under the Adult Education and Family Literacy Act, the Individuals with Disabilities Education Act, and title I of the Workforce Investment Act of 1998; and
 - (C) the Head Start program, volunteer literacy programs, and other relevant programs;
- (10) use instructional programs based on scientifically based reading research for children and adults, to the extent that research is available;
- (11) encourage participating families to attend regularly and to remain in the program a sufficient time to meet their program goals;
- (12) 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;
- (13) if applicable, promote the continuity of family literacy to ensure that individuals retain and improve their educational outcomes;
- (14) ensure that the programs will serve those families most in need of the activities and services provided by this subpart; and
- (15) provide for an independent evaluation of the program, to be used for program improvement.

SEC. 1236. ELIGIBLE PARTICIPANTS.

- (a) **IN GENERAL-** Except as provided in subsection (b), eligible participants in an Even Start program are —
 - (1) a parent or parents —
 - (A) who are eligible for participation in adult education and literacy activities under the Adult Education and Family Literacy Act; or
 - (B) who are within the State's compulsory school attendance age range, so long as a local educational agency provides (or ensures the availability of) the basic education component required under this subpart, or who are attending secondary school; and
 - (2) the child or children, from birth through age 7, of any individual described in paragraph (1).
- (b) **ELIGIBILITY FOR CERTAIN OTHER PARTICIPANTS-**
 - (1) **IN GENERAL-** Family members of eligible participants described in subsection (a) may participate in activities and services provided under this subpart, when appropriate to serve the purpose of this subpart.
 - (2) **SPECIAL RULE-** Any family participating in a program assisted under this subpart that becomes ineligible to participate as a result of one or more members of the family becoming ineligible to participate may continue to participate in the program until all members of the family become ineligible to participate, which —
 - (A) in the case of a family in which ineligibility was due to the child or children of the family attaining the age of 8, shall be in 2 years or when the parent or parents become ineligible due to educational advancement, whichever occurs first; and
 - (B) in the case of a family in which ineligibility was due to the educational advancement of the parent or parents of the family, shall be when all children in the family attain the age of 8.
 - (3) **CHILDREN 8 YEARS OF AGE OR OLDER-** If an Even Start program assisted under this subpart collaborates with a program under part A, and funds received under the part A program contribute to paying the cost of providing programs under this subpart to children 8 years of age or older, the Even Start program may, notwithstanding subsection (a)(2), permit the participation of children 8 years of age or older if the focus of the program continues to remain on families with young children.

SEC. 1237. APPLICATIONS.

- (a) **SUBMISSION-** To be eligible to receive a subgrant under this subpart, an eligible entity shall submit an application to the State educational agency in such form and containing or accompanied by such information as the State educational agency shall require.
- (b) **REQUIRED DOCUMENTATION-** Each application shall include documentation, satisfactory to the State educational agency, that the eligible entity has the qualified personnel needed —
 - (1) to develop, administer, and implement an Even Start program under this subpart; and
 - (2) to provide access to the special training necessary to prepare staff for the program, which may be offered by an eligible organization.

(c) PLAN-

(1) IN GENERAL- The application shall also include a plan of operation and continuous improvement for the program, that includes —

(A) a description of the program objectives, strategies to meet those objectives, and how those strategies and objectives are consistent with the program indicators established by the State;

(B) a description of the activities and services that will be provided under the program, including a description of how the program will incorporate the program elements required by section 1235;

(C) a description of the population to be served and an estimate of the number of participants to be served;

(D) as appropriate, a description of the applicant's collaborative efforts with institutions of higher education, community-based organizations, the State educational agency, private elementary schools, or other eligible organizations in carrying out the program for which assistance is sought;

(E) a statement of the methods that will be used —

(i) to ensure that the programs will serve families most in need of the activities and services provided by this subpart;

(ii) to provide services under this subpart to individuals with special needs, such as individuals with limited English proficiency and individuals with disabilities; and

(iii) to encourage participants to remain in the program for a time sufficient to meet the program's purpose;

(F) a description of how the plan is integrated with other programs under this Act or other Acts, as appropriate;

and

(G) a description of how the plan provides for rigorous and objective evaluation of progress toward the program objectives described in subparagraph (A) and for continuing use of evaluation data for program improvement.

(2) DURATION OF THE PLAN- Each plan submitted under paragraph (1) shall —

(A) remain in effect for the duration of the eligible entity's participation under this subpart; and

(B) be periodically reviewed and revised by the eligible entity as necessary.

(d) CONSOLIDATED APPLICATION- The plan described in subsection (c)(1) may be submitted as part of a consolidated application under section 9305.

SEC. 1238. AWARD OF SUBGRANTS.

(a) SELECTION PROCESS-

(1) IN GENERAL- The State educational agency shall establish a review panel in accordance with paragraph (3) that will approve applications that —

(A) are most likely to be successful in —

(i) meeting the purpose of this subpart; and

(ii) effectively implementing the program elements required under section 1235;

(B) demonstrate that the area to be served by the program has a high percentage or a large number of children and families who are in need of those services as indicated by high levels of poverty, illiteracy, unemployment, limited English proficiency, or other need-related indicators, such as a high percentage of children to be served by the program who reside in a school attendance area served by a local educational agency eligible for participation in programs under part A, a high number or percentage of parents who have been victims of domestic violence, or a high number or percentage of parents who are receiving assistance under a State program funded under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.);

(C) provide services for at least a 3-year age range, which may begin at birth;

(D) demonstrate the greatest possible cooperation and coordination between a variety of relevant service providers in all phases of the program;

(E) include cost-effective budgets, given the scope of the application;

(F) demonstrate the applicant's ability to provide the non-Federal share required by section 1234(b);

(G) are representative of urban and rural regions of the State; and

(H) show the greatest promise for providing models that may be adopted by other family literacy projects and other local educational agencies.

(2) PRIORITY FOR SUBGRANTS- The State educational agency shall give priority for subgrants under this subsection to applications that —

(A) target services primarily to families described in paragraph (1)(B); or

(B) are located in areas designated as empowerment zones or enterprise communities.

(3) REVIEW PANEL- A review panel shall consist of at least three members, including one early childhood professional, one adult education professional, and one individual with expertise in family literacy programs, and may include other individuals, such as one or more of the following:

- (A) A representative of a parent-child education organization.
- (B) A representative of a community-based literacy organization.
- (C) A member of a local board of education.
- (D) A representative of business and industry with a commitment to education.
- (E) An individual who has been involved in the implementation of programs under this title in the State.

(b) DURATION-

(1) IN GENERAL- Subgrants under this subpart may be awarded for a period not to exceed 4 years.

(2) STARTUP PERIOD- The State educational agency may provide subgrant funds to an eligible recipient, at the recipient's request, for a 3- to 6-month start-up period during the first year of the 4-year grant period, which may include staff recruitment and training, and the coordination of services, before requiring full implementation of the program.

(3) CONTINUING ELIGIBILITY- In awarding subgrant funds to continue a program under this subpart after the first year, the State educational agency shall review the progress of each eligible entity in meeting the objectives of the program referred to in section 1237(c)(1)(A) and shall evaluate the program based on the indicators of program quality developed by the State under section 1240.

(4) INSUFFICIENT PROGRESS- The State educational agency may refuse to award subgrant funds to an eligible entity if the agency finds that the eligible entity has not sufficiently improved the performance of the program, as evaluated based on the indicators of program quality developed by the State under section 1240, after —

- (A) providing technical assistance to the eligible entity; and
- (B) affording the eligible entity notice and an opportunity for a hearing.

(5) GRANT RENEWAL- (A) An eligible entity that has previously received a subgrant under this subpart may reapply under this subpart for additional subgrants.

(B) The Federal share of any subgrant renewed under subparagraph (A) shall be limited in accordance with section 1234(b).

SEC. 1239. EVALUATION.

From funds reserved under section 1232(b)(1), the Secretary shall provide for an independent evaluation of programs assisted under this subpart —

- (1) to determine the performance and effectiveness of programs assisted under this subpart;
- (2) to identify effective Even Start programs assisted under this subpart that can be duplicated and used in providing technical assistance to Federal, State, and local programs; and
- (3) to provide State educational agencies and eligible entities receiving a subgrant under this subpart, directly or through a grant or contract with an organization with experience in the development and operation of successful family literacy services, technical assistance to ensure that local evaluations undertaken under section 1235(15) provide accurate information on the effectiveness of programs assisted under this subpart.

SEC. 1240. INDICATORS OF PROGRAM QUALITY.

Each State educational agency receiving funds under this subpart shall develop, based on the best available research and evaluation data, indicators of program quality for programs assisted under this subpart. The indicators shall be used to monitor, evaluate, and improve those programs within the State. The indicators shall include the following:

- (1) With respect to eligible participants in a program who are adults —
 - (A) achievement in the areas of reading, writing, English-language acquisition, problem solving, and numeracy;
 - (B) receipt of a secondary school diploma or a general equivalency diploma (GED);
 - (C) entry into a postsecondary school, job retraining program, or employment or career advancement, including the military; and
 - (D) such other indicators as the State may develop.
- (2) With respect to eligible participants in a program who are children —
 - (A) improvement in ability to read on grade level or reading readiness;
 - (B) school attendance;
 - (C) grade retention and promotion; and
 - (D) such other indicators as the State may develop.

SEC. 1241. RESEARCH.

(a) IN GENERAL- The Secretary shall carry out, through grant or contract, research into the components of successful family literacy services, in order to —

- (1) improve the quality of existing programs assisted under this subpart or other family literacy programs carried out under this Act or the Adult Education and Family Literacy Act; and
- (2) develop models for new programs to be carried out under this Act or the Adult Education and Family Literacy Act.

(b) SCIENTIFICALLY BASED RESEARCH ON FAMILY LITERACY-

(1) IN GENERAL- From amounts reserved under section 1232(b)(2), the National Institute for Literacy, in consultation with the Secretary, shall carry out research that —

(A) is scientifically based reading research; and

(B) determines —

- (i) the most effective ways of improving the literacy skills of adults with reading difficulties; and
- (ii) how family literacy services can best provide parents with the knowledge and skills the parents need to support their children's literacy development.

(2) USE OF EXPERT ENTITY- The National Institute for Literacy, in consultation with the Secretary, shall carry out the research under paragraph (1) through an entity, including a Federal agency, that has expertise in carrying out longitudinal studies of the development of literacy skills in children and has developed effective interventions to help children with reading difficulties.

(c) DISSEMINATION- The National Institute for Literacy shall disseminate, pursuant to section 1207, the results of the research described in subsections (a) and (b) to State educational agencies and recipients of subgrants under this subpart.

SEC. 1242. CONSTRUCTION.

Nothing in this subpart shall be construed to prohibit a recipient of funds under this subpart from serving students participating in Even Start simultaneously with students with similar educational needs, in the same educational settings where appropriate.

RELEVANT STATUTORY DEFINITIONS

The following definitions found in the ESEA, Title IX, Section 9101) are applicable to this notice and grant competition:

“Family literacy services” means 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 integrates all of the following instructional 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.
- (Section 9101(20) of the ESEA.)

“Parent” includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child’s welfare). (Section 9101(30) of the ESEA.)

“Professional Development”—

(A) includes activities that —

(i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;

(ii) are an integral part of broad schoolwide and districtwide educational improvement plans;

(iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;

(iv) improve classroom management skills;

(v)(I) 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

(II) are not 1-day or short-term workshops or conferences;

(vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;

(vii) advance teacher understanding of effective instructional strategies that are —

(I) based on scientifically based research; and

(II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and

(viii) are aligned with and directly related to —

(I) State academic content standards, student academic achievement standards, and assessments; and

(II) the curricula and programs tied to the standards described in subclause (I);

(ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under the ESEA;

(x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;

(xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;

(xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;

(xiii) provide instruction in methods of teaching children with special needs; personnel, and school administrators may work more effectively with parents; and

(B) may include activities that ---

(i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;

(ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I of the ESEA) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and

(iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.. (Section 9101(34) of the ESEA.)

“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;

(iv) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review. (Section 1208(6) of the ESEA.)

MIGRANT EDUCATION PROGRAM REGULATIONS

34 CFR, Section 200.80

Online link:

http://a257.g.akamaitech.net/7/257/2422/12feb20041500/edocket.access.gpo.gov/cfr_2004/julqtr/pdf/34cfr200.80.pdf

Eligible participants under the Migrant Education Even Start Program (MEES) must meet the definitions of a migratory child, a migratory agricultural worker, or a migratory fisher in § 200.81.

34 CFR, Section 200.81

Online Link:

http://a257.g.akamaitech.net/7/257/2422/12feb20041500/edocket.access.gpo.gov/cfr_2004/julqtr/pdf/34cfr200.81.pdf

The following definitions apply to programs and projects operated under subpart C of this part:

(a) **Agricultural activity** means--

- (1) Any activity directly related to the production or processing of crops, dairy products, poultry or livestock for initial commercial sale or personal subsistence;
- (2) Any activity directly related to the cultivation or harvesting of trees; or
- (3) Any activity directly related to fish farms.

(b) **Fishing activity** means any activity directly related to the catching or processing of fish or shellfish for initial commercial sale or personal subsistence.

(c) **Migratory agricultural worker** means a person who, in the preceding 36 months, has moved from one school district to another, or from one administrative area to another within a State that is comprised of a single school district, in order to obtain temporary or seasonal employment in agricultural activities (including dairy work) as a principal means of livelihood.

(d) **Migratory child** means a child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work—

- (1) Has moved from one school district to another;
- (2) In a State that is comprised of a single school district, has moved from one administrative area to another within such district; or
- (3) Resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

(e) **Migratory fisher** means a person who, in the preceding 36 months, has moved from one school district to another, or from one administrative area to another within a State that is comprised of a single school district, in order to obtain temporary or seasonal employment in fishing activities as a principal means of livelihood.

This definition also includes a person who, in the preceding 36 months, resided in a school district of more than 15,000 square miles, and moved a distance of 20 miles or more to a temporary residence to engage in a fishing activity as a principal means of livelihood.

(f) **Principal means of livelihood** means that temporary or seasonal agricultural or fishing activity plays an important part in providing a living for the worker and his or her family.

MIGRANT EDUCATION PROGRAM INFORMATION

NON-REGULATORY GUIDANCE FOR TITLE I, PART C, EDUCATION OF MIGRATORY CHILDREN

The complete text of the Non-Regulatory Guidance for Migrant Education Programs is available on line at: <http://www.ed.gov/programs/mep/Toc49570543>. The excerpt below includes descriptions of the type of work that families who are eligible for the Migrant Education Even Start perform. We strongly encourage you to read all chapters related to migrant child eligibility and qualifying work prior to completing your application. If you have questions about how to enroll children and families in the Migrant Education Program or Migrant Education Even Start, please contact your State Director of Migrant Education. Contact information for each state is located at the bottom of the Office of Migrant Education web page: <http://www.ed.gov/programs/mep/contacts.html>.

Qualifying Work

What is “qualifying work?”

Work qualifies if it:

- meets the definition of an “agricultural or fishing activity in sections 34 CFR 200.81(a) or (b); *and*
- is a principal means of livelihood; *and*
- is temporary or seasonal.

Agricultural or Fishing Activity

What is the definition of “agricultural activity” for purposes of the MEP?

An “agricultural activity” is:

- any activity directly related to the production or processing of crops, dairy products, poultry, or livestock for initial commercial sale or as a principal means of personal subsistence;
- any activity directly related to the cultivation or harvesting of trees; or
- any activity directly related to fish farms. 34 CFR 200.81(a).

Production or Processing for Initial Commercial Sale

What are some examples of work directly related to the production of crops?

Some examples include, but are not limited to:

- Planting - oranges, apples, trees
- Cultivating - cotton, beans, onions
- Pruning - grapes, trees, hops
- Thinning - sugar beets, tomatoes, cotton
- Weeding - lettuce, tomatoes, celery
- Fertilizing - peanuts, apples, oranges, cotton, lettuce
- Harvesting - picking or gathering agricultural or fishing products

What are some examples of work directly related to the production of livestock?

According to the U.S. Department of Labor, the production of livestock involves actively taking care of animals. Such activities include: herding, handling, feeding, watering, caring for, branding, tagging, and assisting in the raising of livestock.

Fish Farms

What is a “fish farm”?

A fish farm is a tract of water reserved for the cultivation of fish or shellfish, such as catfish, eels, oysters, or clams. The fish are artificially cultivated, rather than caught in open running water as they would be in a “fishing activity.”

Fishing Activities

What is a “fishing activity”?

A “fishing activity” is any activity directly related to the catching or processing of fish or shellfish for initial commercial sale or personal subsistence. (See 34 CFR 200.81(b) and Questions I8 through I11 of this chapter for more information on initial commercial sale and personal subsistence.)

MIGRANT EDUCATION EVEN START—FREQUENTLY ASKED QUESTIONS (FAQS)

Q1. Is there a minimum or maximum award?

A. No. Applicants should plan a full budget for the program they propose.

Q2. Are local matching costs required in Migrant Even Start?

A. Yes. All projects must ensure matching costs based on a percentage of their TOTAL annual project cost whether they are new or continuing projects. The percentage is stated in the Even Start statute. In the first year of a project, your award is equal to 90% of the total project cost; the second year award is equal to 80% of the total annual project cost; the third year award equals 70% of the total annual project cost; and the fourth year equals 60% of the total annual project cost. You are required to provide an increasing percentage of the total project cost as the project carries through its four-year plan. In a continued cycle, for years 5-8, the award equals 50% of the total annual project cost for each of those years. For projects that continue into a third (or later) cycle, beginning in year 9, the federal amount is equal to 35% of the total annual project cost.

To determine the matching amount, you must first calculate the total annual project cost, an amount that exceeds your request for federal funds. The total annual project cost is based on the amount of the Federal award, divided by the percentage of the value of each year of the project. For example: In year one of a MEES project, the award amount is equal to 90% of the total annual project cost value. The mathematical formula to compute the total first year project cost is: $\$ \text{requested federal funds} / 90\% = \text{total annual project cost}$. The matching requirement for that first year is then computed as 10% of the total annual project cost.

Q3. Can I use migrant education program funds as part of the required match?

A. Yes. However you CANNOT use any Even Start funds or in-kind contributions to support the match. You may use resources from Title I Part A of the Elementary and Secondary Education Act and Head Start. You may also use resources (cash or in-kind contributions) from State programs, employer contributions, and community-based organizations as part of the requirement.

Before submitting your application, carefully determine the resources and partners that you will contribute to the full program of services you propose. Your proposed budget will establish that you will meet or exceed the requirement stated in the ES statute. For further information on calculating the match, you may contact your State Even Start Coordinator or the MEES Discretionary Grants Team (202/260-1164).

Q4. Are indirect cost rates allowed to be charged to a MEES grant?

A. No. Indirect costs are NOT allowed, either as a charge to the MEES grant or as a matching contribution. Also, applicants may not charge activities or expenses as direct costs if those activities or expenses are treated as indirect costs for other purposes. Payroll processing, utilities, phones, mail, etc. are among the items that may be included in an entity's indirect cost rate, that, in which case, those items would not be proper to charge to the MEES grant. (Talk with your fiscal officer or call the MEES team for more information.)

Q5. Is there a limit on the cost per family?

A. No. Across the universe of Even Start projects, the average cost per family is about \$2,500, depending on the design of the program and the approved application. However, this amount is not prescribed, but a reflection of practice. Project planners should consider carefully how many families can be enrolled while ensuring the project maintains high-quality, high-intensity, interactive and well-integrated family literacy services.

Q6. Is there a limit on the number of families we serve?

A. No. MEES projects currently serve from 24 to 100 families per project, depending on the design of the program and the approved application. Your project design is likely to determine the number of families you serve, and may be based on how you develop partnerships in Early Childhood Education, Adult Education, and Parenting Education; how you schedule home visits; and other ways your project ensures that you provide a full program of high-quality, intensive instructional activities with adults and children.

Q7. The families in my community are only present for about two months. Am I required to operate a project on a year-round basis?

- A. Yes. All Even Start projects operate on a year-round basis. MEES projects are also required to provide continuity for family literacy services for their families. This means that project activities must be not only during the period when participating migrant families reside in the project area but throughout the year.

If you are working with families who enter from another state to do farm work, you might want to think about how you can coordinate with the home state or the community where they worked before coming to your region. These kinds of strategies include distance learning, capacity building and partnership efforts with sending and receiving States and school districts, self-paced learning packages, and other materials, technologies, and activities that make year-round literacy services viable and family-friendly for migrant workers.

Q8. Does the requirement for employing instructional staff with certain educational qualifications pertain to MEES?

- A. Yes. The statutory requirement (ESEA, Title I, Part B, Section 1235) that all instructional staff who are paid in full or in part with Even Start funds (and are hired after December 21, 2000) meet certain educational qualifications applies to MEES projects. These qualifications include having at least an Associate's of Arts degree and meeting applicable State qualifications such as certification in their subject areas. Paraprofessionals who are employed by the project must have earned a High School diploma or GED.

You will need to ensure that teachers, home visitors, paraprofessionals, and all other instructional staff hired after December 21, 2000, meet these requirements. We strongly suggest that you look carefully at how you define the roles and responsibilities of all project staff, and provide with your position descriptions that reflect these requirements for those who work with MEES families.

Further, if you use parents or community members to assist or support instructional activities in some way (as parent volunteers or child care providers, for example) we urge you to ensure that these individuals work under the supervision and guidance of qualified instructors.

Does this requirement apply to home visitors?

Yes. The purpose of home visits is to monitor and provide instruction in the core Even Start instructional components – adult education, early childhood education, parenting education, and interactive literacy activities (ILA, formerly known as PACT).

Q9. Can I use project funds to train instructional staff toward meeting the staff qualification requirements?

- A. It depends. Please remember that MEES projects are required to hire appropriately qualified instructional staff (ESEA, Title I, Part B, Section 1235). Professional development (staff training) is also a required activity for all MEES projects. MEES projects are also required to train staff and to conduct ongoing professional development for staff involved in family literacy services. Project administrators also must be trained in administration of family literacy projects. We encourage all professional development provided to MEES staff to meet the elements in the definition of that term in section 9101 of the ESEA, such as being intensive, classroom focused, and ongoing.

The principal focus of MEES grants is to improve the literacy development of migrant parents and children, and it is important that all staff understand how the educational components of family literacy services deliver high-quality and intensive services. MEES funds can be used for to further the qualifications of staff, but projects should first ensure that professional development meets all requirements and definitions referenced above.

Q10. Can I delay the start of my grant?

- A. No. Each application cover sheet (SF-424) includes a requested start date. We expect most projects will need a start-up period to consolidate their staffing and partnerships, conform to local administrative procedures, and recruit and prepare families for participating in the full range of Even Start services. The requested start date should include this time frame. Applicants may be asked to estimate the start-up time they will need before enrolling and serving families.

Q11. What kind of evaluation should I plan?

A. Applicants must provide for an ongoing independent local evaluation of their project. Plan to contract with an independent evaluator to conduct a rigorous evaluation that validates the quality of the proposed family literacy services by evaluating achievement of parents and children. Evaluation data should also be used to inform project improvement over the course of all four years. Each project must also report on their progress according to the Government Performance Reporting Act. The GPRA indicators are included in the application. Find local evaluators for Even Start projects who understand the family literacy model, who are able to work with the project as a partner in designing the evaluation, and who will help the project use its evaluation results in an on-going way for continuous program improvement. You may want to build a team that can observe instructional activities and achievement, analyze data, and provide recommendations in annual formative evaluations.

We expect that each MEES project will inform the field of family literacy about the practices that result in improved language and literacy outcomes for families who are highly mobile, English Language Learners, poorly educated, and underemployed. The MEES team has asked each successful applicant to develop a research question that will confirm the value of family literacy practices including research-based instructional practices with migrant families.

In addition to the independent evaluation, funded projects are also required to submit an Annual Performance Report (APR) reports on the grantee's progress and is the basis for justifying the project's continued funding. At the end of each budget cycle, the APR is updated to reflect a full year of data. At that time, the local evaluation is submitted for review.

Q12. How much does evaluation cost?

A. Overall, projects should plan a high-quality, rigorous, independent evaluation. The cost will vary depending on the design of the evaluation and the approved application.

Projects are expected to contract an independent evaluator who will work with the project to establish a long-term evaluation plan that evaluates the effectiveness of the project. Some community and educational agencies have requirements that will affect how you budget for your evaluation and whom you hire to conduct it. You may find local evaluators at local colleges and universities, or you may want to contact other Even Start projects to determine how they budget for and ensure effective local evaluation.

Q13. Am I required to form a partnership with an LEA and a community based organization?

A. No. However, the most successful MEES projects employ highly collaborative, well-defined. Historically, the practice of building partnerships with local schools, State Migrant, Head Start, Childcare, Even Start directors, and community organizations has been the foundation of the majority of MEES project models.

Q14. How do we demonstrate our ability to provide “a unified program of family literacy services?”

A. In the appendix of your application, you might want to include statements of work or letters of commitment from your partner organizations that clearly describe the services they will provide, the value (whether contracted or contributed) of the services and staff they will assign to the project, and their agreement to participate in coordinated planning, outreach, and evaluation efforts. If you are planning to provide referrals for several of the required elements of the Even Start program, consider describing the way you will gather and evaluation information on student achievement from volunteer literacy programs, extension services, ESL/Adult Education/GED programs, and similar programs. If you are an “umbrella organization” that provides all the requisite services, include demonstrations of your students successes with a projection of how you expect to improve those outcomes by using a family literacy approach.

Q15. Can I use project funds to meet health, housing, and other family needs besides instructional services?

A. It depends. Even Start funding is often referred to as “thread” that weaves together services that help families reach their educational goals. To that end, MEES projects should focus the use of their grant funds on educational and instructional services. MEES projects also must provide other support services, such as transportation and childcare, when unavailable from other sources and necessary to enable families to participate in the program. In addition, many migrant families need support services to provide for their health and wellbeing in order to participate in

educational programs. Support services funded by Even Start are intended to promote *access to* and *participation in* core educational services, rather than directly providing housing, medical care, and other family welfare services. The MEES Team encourages MEES projects to build strong relationships with service organizations that can provide for the health and basic social service needs that challenge migrant families.

Q17. Do I have to certify that families are eligible for migrant education?

A. Yes. MEES project funds may only support services for families who meet the definitions for migratory worker under Title I, Part C of the Elementary and Secondary Education Act of 1994 and its final regulations as published in 34CFR 200.80. (MEES projects, however, may serve children from birth and adults older than age 22, extending the age-range of eligible participants.) You may work also with local and State migrant education programs to identify eligible families, but grantees are accountable directly to the US Department of Education for ensuring that they are serving eligible families.

Q18. Are families who are coming to my community to work in construction, at hotels, and for food service businesses eligible for this program?

A. No. Families who are eligible for MEES have moved across school district boundaries within the past 36 months to perform work in agriculture, fishing, farming, and related industries. If you aren't sure if the families you intend to serve meet the definitions cited in Q/A17, check with your State Migrant Education Director, or contact the MEES discretionary grants team.

Q19. Can a MEES project serve families more than three years?

A. Yes, in certain limited circumstances. The Department of Education believes that recent migration is one of the indicators of "families most in need of Even Start." If you enroll families near their arrival date, some may still be enrolled in your project at the end of your four-year project cycle.

The Migrant Education regulation on eligibility, 34 CFR 200.81, aligned with the Even Start statute, Section 1236 (a); means that projects must ensure that migrant families have at least one parent who is a migrant worker, and one child who is a migrant child to continue receiving services after their Qualifying Arrival Date. Therefore, AS LONG AS one parent or child in the family continues to migrate/perform qualifying work, then the entire family may continue services until the provisions in section 1236 (a) of the ESEA are met.

In the case of a family in which the parent or parents lose eligibility because of their educational advancement, the parent or parents can still participate in MEES activities until all children in the family reach age eight, AS LONG AS one parent or child in the family continues to migrate/perform qualifying work. If all children in the family have reached the age of eight, AS LONG AS one parent or child in the family continues to migrate/perform qualifying work, the family continues to be eligible for Even Start services for two more years (until the youngest participating child turns ten) or until the parents are no longer eligible for adult basic education under the Adult Education and Family Literacy Act, whichever occurs first.

Once all family members have reached the end of their migrant eligibility as prescribed by the MEP, the family is NO LONGER eligible to continue in MEES, and must be removed from the MEES program as quickly as is reasonable, and in no case may continue to receive services after the end of the family does not meet any criteria for enrollment or participation in MEES. (For more information on the Migrant Education Program requirements, please see, in the [DRAFT non-regulatory guidance](#) for the Migrant Education Program, Title I, Part C of the Elementary and Secondary Act as amended by the No Child Left Behind Act.)

Q20. Can I use funds to build and renovate facilities for our project?

A. No. MEES grants are "non-construction" funds. Funds for this program, either Federal or cost-share, cannot be used for construction. (See EDGAR, 34 CFR 75.533.) That means that they cannot be used to build or substantially renovate real property, such as buildings, offices, or portable classrooms. However, funds may be used for "minor remodeling," which does not involve any major structural alterations. The principal use of MEES funds should be directed to educational services that assist participants to obtain the academic skills that will lead to a GED and English Proficiency for parents, and success for their children in the early grades.