STATE OF DELAWARE
Department of Education

APPENDIX B – SCOPE OF WORK AND TECHNICAL SPECIFICATIONS

The DDOE Title I, Part C Migrant Education Program (MEP) invites Delaware School Districts and Charter Schools (also known as local education agencies or LEAs) and non-profit or private organizations with which a local education agency makes an arrangement to submit proposals to provide Migrant Education Summer School Programs in one or more of the following counties: New Castle County, Kent County, and/or Sussex County. Applicants may submit proposals for one county, multiple counties, or all three counties. Vendors are not required to propose services in every county to be considered for award. Proposals will be accepted for countywide projects within the county or counties proposed.

The Delaware Department of Education reserves the right to make one or more awards under this solicitation. Awards may be made for individual counties, multiple counties, or all counties, as determined to be in the best interest of the Department.

Children who are eligible for the MEP Summer School range from Pre-K through 12th grade and have moved, either with their parents or guardians, across state and/or school district lines to seek or obtain seasonal or temporary work in agriculture or fishing. Migrant workers, for example, work within Delaware's mushroom farms, watermelon packing houses and poultry industries. Delaware migrant students move from other states or countries to attend school here during the regular school year and/or migrant summer school. While students and their families may return annually during the agricultural season, others remain in the state and make Delaware their home.

The DDOE State MEP Director and State MEP Recruiter conduct the identification and recruitment activities to screen for eligibility and enroll eligible students into the migrant program. The State MEP Office provides the migrant summer school site with migrant student and family information, and provides ongoing support and advocacy as needed for the summer program. The State MEP Office provides daily/weekly communication throughout the summer program until the conclusion of the project. Technical assistance is provided to ensure the collection of data for federal reporting purposes.

Applicants must demonstrate all the following requirements:

1. Evidence of a commitment to the MEP as support to migrant families and students ranging from pre-K through 12th grade.
2. Evidence that MEP services will be targeted at children and families most at risk due to:
    a. High mobility associated with migrant work

b. Interrupted schooling
c. Incomplete course work required for graduation

3. Evidence that intensive MEP services will be targeted to individual migrant students whom the State MEP Office identifies as priority for service (PFS) eligible.

   Note: Section 1304 (d) of the statute gives priority for services to migrant children: (1) who are failing, or most at risk of failing, to meet the state's challenging state academic content standards and challenging state student academic achievement standards and (2) whose education has been interrupted during the regular school year.

4. Evidence of a commitment to collect, maintain and report data to the State MEP Office for federal and state reporting requirements to gauge the effectiveness of the program.

Introduction and Purpose

The Migrant Education Program Summer School is a supplemental education program that exists to ensure that migrant children fully benefit from the same public education provided to other children. To achieve this purpose, the program helps local operating agencies address the unique educational needs of migrant children to help them succeed academically. Specifically, the purpose includes:

- Support high-quality and comprehensive educational programs for migrant children to reduce the educational disruption and other problems that result from repeated moves;
- Ensure that migrant children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, academic content and student achievement standards;
- Ensure that migrant children are provided with appropriate educational services, including support services that address their special needs in a coordinated and efficient manner;
- Ensure that migrant children are provided with transportation to and from the MEP Summer School in accordance with Delaware's School Transportation Regulations.
- Ensure that migrant children receive full and appropriate opportunities to meet the same challenging academic content and student achievement standards that children are expected to meet; and,
- Design programs to help migrant children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to do well in school, and to prepare them to make a successful transition to post-secondary education or employment.

Use of Funds:

The services provided by this funding must meet the federal MEP guidelines for educational activities, for both instructional and support services, including those which:

- Benefit the migrant child directly.
- Address the instructional and support needs of the migrant child and are based upon scientifically based research.
- Build the knowledge level, expertise and capacity of the local migrant site in serving migrant students more effectively.
- Enable the program to meet its measurable outcomes and contribute to student achievement.
- Engage and involve the parents of migrant students in meaningful activities that increase parents' knowledge of the education system and ways to support their children's education.

Proposals must contain the following elements:

Delivery of Services

Applicants should clearly identify the county or counties for which they are submitting a proposal. Vendors are not required to propose services in all three counties to be considered for award.

Describe the bidding organization's experience and ability to deliver high quality, comprehensive services, including experience and reputation, expertise around this particular project, capacity to meet requirements, location (geographic), and familiarity with federal grants.

Applicants shall clearly identify on the Proposal Cover Sheet and throughout their proposal the county or counties for which they are submitting a proposal. Proposals that include more than one county should include a separate program narrative and budget for each proposed county.

Program Design

The program design should describe how the vendor proposes to fulfil the goals and objectives. The following program requirements apply only to the county or counties included in the vendor's proposal. Vendors shall address the requirements for each county they propose to serve:

PART 1: GOALS AND OBJECTIVES

- Conduct developmental screenings, educate families on developmental milestones and prepare migrant Pre-K children for entrance into kindergarten.

- Assist with kindergarten registration.
- Improve reading proficiency for all migrant students using a DDOE approved curriculum.
- Improve English language development of migrant students who are English learners with the use of a DDOE approved curriculum.
- Improve migrant student graduation preparation.
- Provide parents and students with health-related information through collaboration with local health agencies and dental practitioners.
- Conduct a parent engagement family day event – one in each county included in the vendor's proposal at the opening of summer school that is well organized, has a planned agenda, culturally appropriate, and includes instructional and enrichment activities for migrant parents and children.
- Organize a second family day event in each county included in the vendor's proposal at the close of the summer school program and conduct individual parent conferences to review the academic progress of each student with his/her parents. Identify the areas of academic needs and provide recommendations to migrant parents to support their children's educational advancement.
- Provide ESL services to migrant students identified as English learners that will support their language development in reading, writing, speaking, and listening.
- Provide enrichment activities in the form of educational field trips, excursions (i.e. swimming lessons, culinary activities, art, music or technology).
- Provide intensive support to migrant PFS students that are in addition to the regular program of instruction provided to all migrant students.
- Provide migrant parents an orientation overview of the U.S. education system, attendance and grading policies, discipline and related information.
- Provide migrant students with school supplies, backpacks and materials before or during the close of summer school to equip migrant students to begin the fall semester of the regular school year.
- Conduct a culinary arts day in each county included in the vendor's proposal in partnership with the Food Bank of Delaware's Culinary Arts School.
- Safely transport migrant children to and from MEP Summer School in timely manner in accordance with DDOE School Transportation Regulations.
- Serve migrant children breakfast, lunch and snack daily.

PART 2: PROJECT WORK PLAN AND SCHEDULE OF SERVICES

The MEP Summer School Program shall operate for seven (7) consecutive weeks, Monday through Friday, beginning during the last full week of June and concluding in mid-August. Specific program dates will be established annually by the DDOE MEP Office.

The daily program should include instruction, and activities appropriate for pre-k, kindergarten, elementary, middle and high school students, and operate during specified

MEP Summer School hours. The focus of the program is on providing instructional support that leads to increased academic achievement of migrant students. A creative program that also includes enrichment activities is welcomed and extracurricular activities for all students are encouraged. Staff should be culturally responsive and can communicate with both students and their families both in English and their languages of origin. A strong parent involvement component that includes parent face-to face contact through meetings scheduled at the beginning and close of the program is required. Vendor responses to this section should include:

- The daily/weekly schedule for administering the instructional programs for migrant students ages 3 to 18, which focuses on reading and increasing English language proficiency using a DDOE approved curriculum for pre/posttests and placement.
- Calendar of enrichment activities; including field trip destinations with stated educational objectives.
- Logistics for location, schedule, transportation, and staff in-service meetings.
- Plan for coordination with the State Migrant Recruiter for summer school registrations of eligible migrant students.
- Plan for coordination with the State Migrant Education Director for bi-weekly check-ins and program evaluation.
- Plan for parental involvement component with a listing of activities/programs that will be provided to the parents during the program.
- Description of a plan for employing a sufficient number of instructional staff to ensure appropriate instruction to PFS students who may need intensive instruction time and that ensures teacher/student ratios.
- Description of the plan for employing sufficient bilingual instruction and support staff to ensure proper communication with students and parents.
- Statement of other federal, state and local resources available to be used to meet program goals.
- Strategies for working with the PFS students as identified by the DDOE MEP.
- Plan to detail the manner in which meals will be provided to migrant students including breakfast, lunch and snacks and how they will meet the CACFP Nutritional Guidelines.
- Maintain bus routes that are no longer than one hour.
- Plan for monitoring student attendance and conducting follow-up; communicate with DDOE Migrant Recruiter any attendance issues.

PART 3: PROGRAM ADMINISTRATION AND REPORTING

ADMINISTRATION

The MEP Summer School program administration requires strong organizational planning that allows for ongoing adjustments, attention to daily/weekly details and careful data management. Responses should be sure to:

- Describe the organization's capacity to manage the program at the administrative, instructional, extracurricular, and support services levels successfully, including data collection and reporting.
- Describe prior organizational experience, or promise of success, in providing educational and related activities that will complement and enhance the academic achievement and positive development of migrant students.
- Describe the instructional and support staffing for proposed activities and services, including the job descriptions and certification licensures of key staff and personnel assigned to and responsible for data management.
- Describe use of volunteer staff, if applicable.
- Describe the organization's capacity to participate in a full day of training and co-planning with the program administrator, seasonally employed migrant instructional and support teams in attendance once the award has been made and prior to the start of the MEP Summer School Program.
- Describe the organization's ability to consistently respond, process, and address incoming information in a timely manner.

REPORTING

Provide a detailed evaluation plan of the overall program, not limited to but including:

- Summary of migrant student performance citing pre/post test results using a DDOE approved curriculum.
- Completion of required program reports specific to a DDOE approved curriculum.
- Documentation of parent engagement meetings with bilingual promotional flyers, dated agendas and sign-in sheets, pictures, videos, etc., students' daily attendance, and documentation of staff attempts to ensure continuous student participation in the MEP Summer School Program.
- Completion of migrant bilingual parent surveys with oral interpretation provided as needed to ensure understanding.
- Completion of individual student forms to document MEP Summer School Program enrollment and withdrawal dates, number of days enrolled, and number of days present.
- Document electronically in DDOE MEP data system, MIS2000, the provided supplemental instructional services/support services for each student, such as:
    - Distance learning

- ○ GED
- ○ ESL for EL students
- ○ Life skills
- ○ Math instruction
- ○ Reading instruction
- ○ Social studies
- ○ Pre-school/School Readiness
- ○ Technology Instruction
- ○ Credit Accrual Assistance
- ○ Extra-curricular programming
- ○ School Supplies
- ○ Specific activities:
- ○ Other Instructional Services
- ○ Other Direct – Supplemental Support Services
- ○ Other Referrals – Supplemental Support Services
- ○ List of federal, state and local resources used to support inter-agency collaboration.

PART 4: BUDGET

Prepare a budget that will cover the program expenses. Provide a justification for each category outlined on the budget sheet explaining why the expenses are necessary and how they relate to the program goals and objectives.

Note: The Migrant Summer School Site Director and selected staff members are funded for and required to attend either face to face or virtually, the annual National Association of State Directors of Migrant Education (NASDME) conference in the spring of each year in which the migrant grant is awarded. Additionally, the migrant site director(s) and staff are required to be active participants at the NASDME conference, attend conference calls or webinars for planning purposes prior to the conference, be present at onsite internal planning meetings scheduled by the DDOE MEP Director, and serve as co-presenters in workshop sessions lead by the DDOE migrant team. Each county MEP project must plan for and include the attendance of one Migrant Parent Advisory Council Officer in the Migrant Parent Strand of the NASDME Conference.