

Migrant Education Program (MEP)

Formula Grant Application

May 15, 2014

Jennifer Almeda, Ph.D., State Coordinator
Office of Federal and State Accountability

Technical Assistance Objectives

- Review programmatic and fiscal requirements
- Outline 2014 changes
- Present application timeline and key components
- Explain components of the Proposal Narrative
- Provide submission instructions
- Answer questions.

Purpose of Grant

To improve educational opportunities for migratory children and youth to

- help them succeed in the regular school program
- meet the same state academic achievement standards that all children and youth are expected to meet
- graduate from high school or high school equivalent.

Basic Information

- Deadline for submission: **Friday, May 23, 2014**
- Submit application online:
<https://adobeformscentral.com/?f=FBLGfkTU2JugLfXIeQswhw>
- SCDE's Grant Opportunities Web site:
<http://ed.sc.gov/SCDE-Grant-Opportunities/>

2014 Changes

- Updated measurable performance objectives and key strategies
- New budget narrative template
- New format for submission

Eligible Applicants

- Local education agencies
- Local operating agencies
- Private nonprofit organizations
- Institutes of higher education

Financial Requirements

- Funds distributed based on formula with pre-determined criteria
- Minimum of 50 migrant children and youth per program
- Must document a minimum of 120 hours per funding period for max allocation
- Funds may not be carried over.

Financial Requirements

Types of Programs	Expenditure Report Due
Summer/Intersession Programs only	September 16, 2014
All other programs; expenses through June 30, 2014	August 15, 2015
Regular School Year Programs (both types)	November 13, 2015

Eligible Students

Children and youth, including out-of-school youth (OSY), eligible for MEP services must meet definition of a migratory child in Title I, Part A, Subpart 1, Section 1115(b)(1)(a) and Part C, Section 1309 of Elementary and Secondary Education Act (ESEA).

Out-of-School Youth (OSY)

Students who

- have dropped out of school
- are working on a general education development credential (GED) outside of a K-12 school
- who are “here to work” only.

Priority for Services

- “...are failing, or at risk of failing, to meet the State’s challenging State academic content standards and challenging State student academic achievement standards, and
- whose education has been interrupted during the regular school year.”

Comprehensive Needs Assessment (CNA)

Conduct a CNA to identify and prioritize the special educational needs of migrant children and youth.

The CNA is used to

- Determine the needs of migrant students and how those needs relate to the priorities established by the SCDE
- Design local services
- Select students to receive services.

Service Delivery Plan (SDP)

Develop a comprehensive SDP that includes strategies to help migrant children and youth achieve performance goals that the SCDE has adopted.

The plan will include:

- Performance Targets
- Needs Assessment
- Measurable Program Outcomes
- Service Delivery
- Evaluation.

Parental Consultation

LEAs/LOAs that operate a regular school year program must consult with their parent advisory council (PAC) for input in planning and operating the MEP. Eligible PAC members include

- Parents or guardians of eligible migrant children and youth
- Individuals who represent the interest of such parents.

Private School Participation

Consult with private schools located within the boundaries of the geographical area to be served during program planning and development of application. Issues to discuss include:

- How the agency will identify children and youth's needs
- What services the program will offer
- How and where the agency will provide those services
- How the agency will assess the services and use results of the needs assessment to improve those services
- Amount of funds available for services
- Size and scope of the services to be provided
- How and when the agency will make decisions about the delivery of services
- How the student will be services.

Civil Rights and GEPA

Applicants must ensure proposed program is

- accessible to individuals with disabilities
- non-discriminatory, especially regarding race, color, sex, and national origin.

Programmatic Requirements

Applicants may operate any of the following types of MEP projects:

- Regular school year – school day only
- Regular school year – school day/extended day
- Summer/intersession only
- Both regular school year and summer/intersession.

Types of Services

- **Instructional services**
 - Educational activities for preschool-age children and youth
 - Tutoring instruction in elementary and secondary schools before and after school
- **Support services**
 - Educationally related activities
 - Necessary educational supplies
 - Transportation.

Service Delivery Designs

- Extended day programs
- Before/after school programs
- In-class programs
- Saturday or vacation programs
- In-home instruction
- Summer or intersession programs
- Distance learning programs
- Title I school-wide programs.

Instructional Program Service

- 120 hours of instructional programs
- Instructional program service to any one camp location or grouped individuals should meet a minimum of 20 hours as part of the overall instructional program
- Educationally-related service must be provided on more than one occasion to be considered a service.

Reporting Requirements

- Must provide a certification of eligibility for each child served using the Certificate of Eligibility (COE) form
- COEs must be submitted to the State Data Specialist within one week
- Student tracking forms must be reported to the SCDE within two weeks of the student being identified as eligible for services.

Final Evaluation Report

- Regular school year programs (both types) must submit the final report at program completion no later than June 16, 2015
- Summer/intersession programs must submit final report no later than September 16, 2015.

Final Evaluation Report

Components will include

- Description of how priority children and youth were identified and received priority service
- Measurable outcomes for the six components
- List of the support services
- List of the parent involvement activities

Final Evaluation Report (cont.)

Components will include

- Total number of students enrolled and served including
 - Students identified as non-English proficient or limited English proficient (LEP)
 - Eligible migrants served within family literacy
 - Eligible OSY
- Copies of enrollment and attendance for each class of instruction, participants of family literacy, and/or home-based services.

Questions?



Please type your
questions in the
chat box.

Online Application Sections

- Applicant Information
- Contact Information
- MEP Director Information
- Title I Director Information (if applicable)
- Financial Officer Information
- Superintendent Information
- Program Summary
- **Program Proposal Narrative**
- Budget Summary
- Application Attachments

Program Proposal Narrative Content



- A. Identification of Services
- B. Program Components That Address MEP
- C. General Education Provisions Act (GEPA)

A. Identification of Services

Based on the results of the local MEP Comprehensive Needs Assessment state

- The process to be used for identifying priority children and youth
- How their needs will be identified and met on a priority basis.

B. Program Components That Address MEP

Component 1 – GOAL 1: PROFICIENCY IN ENGLISH LANGUAGE ARTS

Component 2 – GOAL 2: MATHEMATICS

Component 3 – GOAL 3: SCHOOL READINESS

Component 4 – GOAL 4: GRADUATION FROM HIGH SCHOOL, CREDIT ACCRUAL, DROPOUT PREVENTION, AND SERVICES TO OUT-OF-SCHOOL YOUTH

Component 5 – Program Resources

Component 6 – Promote Migrant Parent Involvement Activities

Component 1

GOAL 1: PROFICIENCY IN ENGLISH LANGUAGE ARTS

Students will be proficient in reading, writing, speaking, listening, and language to ensure that all students are college and career ready in English Language Arts (ELA) no later than the end of high school.

Required Measurable Program Outcome:

By the end of the 2014-15 academic year, and each year thereafter, the percentage of migrant students passing state standardized tests measuring ELA will increase by 1%.

Component 2

GOAL 2: MATHEMATICS

Students will be proficient in comprehension of mathematical concepts, operations, and relations, procedural fluency, and productive disposition to ensure that all students are college and career ready in mathematics no later than the end of high school.

Required Measurable Program Outcome:

By the end of the 2014-15 academic year, and each year thereafter, the percentage of migrant students passing state standardized tests measuring mathematics will increase by 1%.

Component 3

GOAL 3: SCHOOL READINESS

Children and youth will engage in play to develop individual approaches to learning; show curiosity, eagerness and satisfaction as a learner; demonstrate initiative, engagement, and persistence in learning; demonstrate an ability to envision a goal and to accomplish it; and extend their learning through the use of memory, reasoning, and problem-solving skills.

Component 3, cont.

Required Measurable Program Outcomes:

- 3a. By the end of the 2014-15 school year, and each year after, there will be an improvement of data sharing between state agencies and data accuracy by 5%.
- 3b. By the end of the 2014-15 school year, and each year after, the percentage of parents' participation in the children's academic development will increase by at least 5%.
- 3c. After participating in at least 2 weeks of instruction, 50% of 3-4 year old migrant children and youth will demonstrate proficiency on assessments, checklists, or portfolios measuring developmental skills in language/literacy and math.

Component 4

GOAL 4: GRADUATION FROM HIGH SCHOOL, CREDIT ACCRUAL, DROPOUT PREVENTION, AND SERVICES TO OUT-OF-SCHOOL YOUTH

Increase the high school graduation rate through efforts to better prepare students for success after graduation, whether their preference is to immediately enter the workforce or to continue their education. By 2020, each high school will achieve a graduation rate of at least 90%.

Component 4, cont.

Required Measurable Program Outcomes:

- 4a. By the end of school year 2015, and thereafter, there will be a 1% increase of services to migrant students enrolled in high school.
- 4b. By the end of school year 2015, and thereafter, migrant student identified and enrolled in high school will show a 5% increase in credit accrual towards graduation.
- 4c. By the end of school year 2015, there will be an increased awareness of support programs for potential migrant students, dropouts, and families in order to decrease the migrant dropout rate by 2%

Component 4, cont.

Required Measurable Program Outcomes:

- 4d. By the end of school year 2015, and thereafter, 25% of identified OSY will have received individualized or small group instruction in life skills.
- 4e. By the end of school year 2015, and thereafter, 25% of identified OSY will have received individualized or small group instruction in ELA.
- 4f. By the end of school year 2015, and thereafter, 25% of identified OSY will have received individualized or small group instruction in mathematics.

Component 5

- Describe how program resources will be used to locate, identify, and enroll eligible migrant children and youth and provide support services may address special needs such as
 - Health services
 - Guidance
 - Home-school contact
 - Food service
 - Transportation
 - Facility maintenance
- List any additional resources coordinated within this activity that are funded from other sources.

Component 6

- Describe how program resources will be used to promote migrant parent involvement activities within the program and/or provide family literacy activities, to include eligible migrant OSY, to promote achievement in ELA and mathematics.
- For family literacy, list
 - Type of service and the amount of contact time proposed
 - Additional resources coordinated with the family literacy activities that are funded from other sources.

C. General Education Provisions Act (GEPA)

Create a GEPA statement explaining

- How you will ensure equal access to all program activities, training, and events for all intended program recipients
- How you will recruit and make services available and accessible to all interested students, parents, and community members.

Online Application Sections

- Applicant Information
- Contact Information
- MEP Director Information
- Title I Director Information (if applicable)
- Financial Officer Information
- Superintendent Information
- Program Summary
- Program Proposal Narrative
- Budget Summary
- Application Attachments

Application Attachments



- Private School Consultation and Inclusion
- Budget Narrative
- Certification Signature Page

Private School Consultation and Inclusion

South Carolina Department of Education

Migrant Education Program

Private School Consultation Form

The *Elementary and Secondary Education Act (ESEA)*, as reauthorized by the *No Child Left Behind Act (NCLB)* of 2001, requires that public school districts receiving financial assistance under the Migrant Education Program (MEP), authorized under Title I, Part C, provide equitable services to eligible private school students (ESEA §9501(b)(1)(B)).

To comply, LEAs/LOAs are required to engage in timely and meaningful consultation with appropriate private school officials about the provision of program services to private school students. This consultation must occur during the design and development of the proposed program before any decision is made that impacts the opportunities for participation of private school students throughout the design, development, implementation, and assessment of the program services. The quality of the consultative process will likely have an effect on the quality of services to private school students. (Authority: ESEA §9501(c)(3) and (4)).

Please complete the following related to the involvement of eligible private school students in MEP grant activities.

- ☐ There are no private schools located within the attendance boundaries of the school(s) proposed to be served by this project. (Signature below is required.)
- ☐ There are private schools located within the attendance boundaries of the school(s) proposed to be served by this project (listed below). These private schools were consulted (methods listed below) prior to the development of the MEP application.

Private school(s) within the attendance boundaries of the school(s) proposed to be served by this project:

Name of Private School	Name and Title of Person Contacted	Date of Contact	Method of Contact (e.g., in person, phone, email, other)	To receive services? (Yes or No*)

*If no, please provide a brief explanation.

Signature of Applicant's Authorized Representative

Date

Signature of Private School Representative

Date

Complete and save the form as a PDF document to upload in the attachments section.

Budget Narrative

- The budget has two parts – budget summary and budget narrative
- Budget summary lists the totals by object code (will be completed online)
- Budget narrative must include all calculations to justify that all costs are consistent with the proposal narrative
- Use the Excel template provided at <http://ed.sc.gov/SCDE-Grant-Opportunities/>.

Budget Narrative, cont.

- List each item by MPO/strategy, as detailed in application
- Ensure full vetting and compliance with appropriate Cost Principles
 - Is cost eligible, reasonable, necessary, and allocable?
 - Is cost consistent with policies, regulations, and procedures that apply uniformly to both federal and non-federal funds?
- If proposing both regular school year and a summer/intersession program, provide separate budget narratives for each.

Budget Narrative, cont.

**2014-15 Migrant Education Program
Budget Narrative**

District Site(s):		Site(s) Coordinator:		
Component Number:				
Strategy/Activity	Use of Funds	Activity Cost	Funding Source	Account Code
Insert row before this line to maintain formula				
Total Activity Costs:		\$0		

Save the narrative as an Excel spreadsheet to upload in the attachments.

Certification Signature Page

The applicant certifies to abide by the SCDE Terms and Conditions and Assurances by signing the Certification Signature Page.

Obtain all signatures prior to submitting the application.

South Carolina Department of Education

2014–15 Migrant Education Program

Certification Signature Page SCDECS-101

Certification

I hereby certify by signing below, to the best of my knowledge, the information and data contained in this application are true and correct. The applicant's governing body has duly authorized this application and documentation, and the applicant will comply with the Program Specific Assurances (if applicable) and the SCDE Assurances and Terms and Conditions for Federal Awards and Subawards if the grant is awarded. The applicant is registered and current (active) on the federal System for Award Management (SAM) at www.sam.gov (formerly CCR.gov).

Please type the names requested below (or equivalent positions as determined by the district) and obtain signatures.

MEP Director Name:	
Signature:	Date:
Title I Director:	
Signature:	Date:
Financial Officer:	
Signature:	Date:
Superintendent:	
Signature:	Date:

Questions?



Please type your
questions in the
chat box.

Migrant Education Program Application Submission Process

Julie W. Hicks

Grants Program, Office of General Counsel

South Carolina Department of Education

May 15, 2014

General Information

- Deadline: Friday, May 23, 2014
- Online submission progress can be saved
- Applications can not be accessed once submitted
- Applicants should read the entire Application Instructions prior to going online
- Migrant Education Program Open Grant Opportunity page: <http://ed.sc.gov/scde-grant-opportunities/MigrantEducationProgramapplication.cfm>
- Submit the application at <https://adobeformscentral.com/?f=FBLGfkTU2JugLfXIeQswhw>

GOLD AWARD



**PALMETTO
GOLD AND SILVER
AWARDS PROGRAM**

2014

to Gold and Silver Award Winners



**SUPERINTENDENT
OF EDUCATION**



**SCHOOL
DIRECTORY**



Ensuring every student acquiring every parent the an education that provides the opportunity to choose a school knowledge and skills to succeed in a safe environment and in careers or college as a member of a community that best fits the needs, contributing member of society and aspirations of his or her child.



Providing schools that are led by effective principals and effective teachers.

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State Board of Education

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Follow

SC Dept of Education @EducationSC 1h
Amazing! This #highschool ranks 3rd out of 196 in #SouthCarolina; but it has no gym or cafeteria: bit.ly/1mk7U1M #schweets #scde Expand

SC Policy Council @scpolicycouncil 4h
So South Carolina's withdrawing from

Tweet to @EducationSC

SCDE Grant Opportunities

<http://ed.sc.gov>

Home > SCDE Grant Opportunities > South Carolina Grant Opportunity

SCDE Grant Opportunities

Welcome to the agency's Web page of open grant opportunities. Our goal is to provide easy, one-stop access to open grant opportunities (federal, state, and privately funded) offered by the SCDE and all pertinent application requirements.

Closed grant opportunities are available using the "Archived Grants" link. These may help you prepare for the next available funding round.

For grant writing resources, program planning tools, and grant announcements from external funders, visit the [Grants Program](#) web site.

NOTE: The SCDE does not provide personal financial assistance. To learn where you may find personal help, please visit USA.gov. To report fraud, please contact the South Carolina Office of the Inspector General at <http://oig.sc.gov/Pages/default.aspx>

Open Grant Opportunities

Grant Opportunity	Program Office	Eligible Applicants	Total Available Funding	Application Due Date
Arts Curricular Innovation Grants - Strategic Planning	Office of Instructional Practices and Evaluations	SC K-12 public schools and school districts	\$21,000	5/16/2014
Arts Curricular Innovation Grants - Distinguished Arts Program	Office of Instructional Practices and Evaluations	SC K-12 public schools and school districts	\$1,000,000	6/9/2014
Migrant Education Program	Office of Federal and State Accountability	SC public school districts, local organizational agencies, private nonprofit organizations, and institutions of higher education	\$500,000	5/23/2014

Contact Information

1429 Senate Street
Columbia, SC 29201
Tel: 803-734-8500
E-mail: info@ed.sc.gov

[Archived Grants](#)
[Grants Program](#)

Migrant Education Program

[Back to SCDE Grant Opportunities](#)

Grant Name

Description:	The purpose of the South Carolina Department of Education's Migrant Education Program (MEP) is to improve educational opportunities for migratory children and youth to help them succeed in the regular school program, meet the same state academic content and student academic achievement standards that all children are expected to meet, and graduate from high school.
Program Office:	Federal and State Accountability
Eligible Applicants:	SC local education agencies, local organizational agencies, private nonprofit organizations, and institutions of higher education
Total Available Funding:	\$500,000
Funding Detail:	Funds are distributed based on a formula with pre-determined criteria giving the highest priority to those students who are designated as Priority for Service (see application instructions for definition).
Application Due Date:	May 23, 2014
Technical Assistance Session:	To be held during the SCMEP annual training on May 15, 2014, from 10:00 a.m. until 11:00 a.m. in the Rutledge Conference Center at the SC Department of Education (1429 Senate Street, Columbia, SC)
Project Term:	12 months
Contact(s):	Jennifer Almeda, Ph.D. 803-734-8219 jmalmeda@ed.sc.gov
Document(s):	Application Instructions Online Application Link Budget Narrative Template
Program Web Page:	Migrant Education Program

Saving Progress

You may return to an incomplete application.

Click on Save at the bottom of any page in the application.

Funding Information

Amount Requested:

The Grant Funding Period is March 19, 2014, through June 30, 2014.

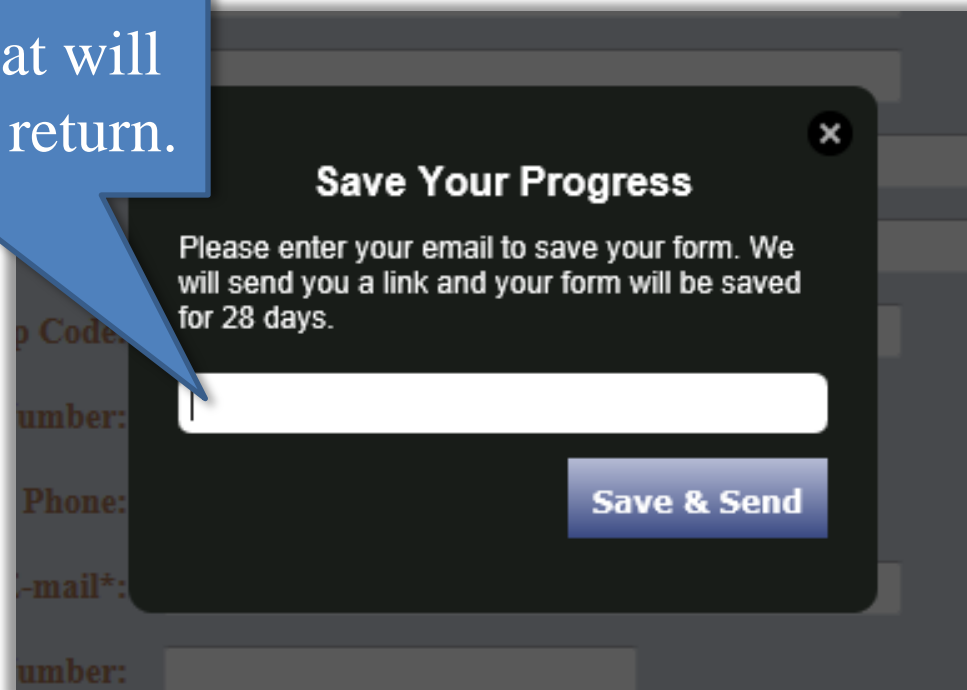
[Next](#)

[Save](#)

General Information

You may return to an incomplete application.

Enter the person's e-mail address that will need the link to return.



Save Your Progress

Please enter your email to save your form. We will send you a link and your form will be saved for 28 days.

Save & Send

The dialog box is overlaid on a form with visible labels: "p Code:", "umber:", "Phone:", "e-mail*:", and "umber:". A blue callout bubble points to the email input field.

General Information

Your data has been saved.

Please click the button within 28 days to complete and submit your form:

Retrieve Form

or click on the link below:

https://adobeformscentral.com/?f=lpfAZ--85xEICumkIleR*g#d=p0oZityminmWHyduPMVB4Q*jLAs1LMnQyWskZzx*ax52dvFFzJdAvp6yOarqIYDio

If you cannot access this link, copy and paste the entire URL into your browser.

Note: After 28 days your saved form will be discarded.

E-mail with link.

Online confirmation
each time you save.

ough June 30, 2014.

✓ Progress saved successfully. [Re-send email with link.](#)

Save

Prior to Submission

- Complete the proposal attachments
 - Obtain all signatures early
 - Save the documents as directed in the Application Instructions
- Compile the online form sections information using the screenshots and directions in the Application Instructions.

Application Proposal Content

- Applicant Information
- Contact Information
- MEP Director Information
- Title I Director Information (if applicable)
- Financial Officer Information
- Superintendent Information
- Program Summary
- Program Proposal Narrative
- Budget Summary
- Application Attachments

The image shows a digital representation of a grant application form. At the top left is the South Carolina State Department of Education logo. To its right, the text reads "Migrant Education Program 2014-15 Formula Grant Application". Below this, the section "Applicant Information" is highlighted. The form contains several fields and options: "Type of Application:" with radio buttons for "Regular school year", "Summer/intercession only", and a checked box for "Regular school year and summer/intercession"; "Type of regular school year:" with radio buttons for "School day only" and "School day/extended day"; "Type of summer/intercession:" with radio buttons for "Summer" and "Intercession"; and text input fields for "District Name:", "Street Address:", "City:", "State:" (with a dropdown arrow), "Zip Code:", "DUNS:", and "TIN:".

Applicant Information

Applicant Information

Type of Application: ☐ Regular school year
☐ Summer/intersession only
☒ Regular school year and summer/intersession

Type of regular school year: ☐ School day only ☐ School day/extended day

Type of summer/intersession: ☐ Summer ☐ Intersession

District Name:

Street Address:

City:

State: ▼

Zip Code:

DUNS#: ?

TIN: ?

Enter the formal name and address.

Do not use a person's name or contact information.

Contact your finance office for DUNS#
and Tax Identification Number (TIN).

Contact Information

Contact Information

Name and contact information of person to be contacted on matters involving this application.

Title: (select one): ▼

First Name:

Last Name:

Position:

Street Address:

City:

State: ▼

Zip Code:

Phone Number:

Cell Number:

E-mail:

Fax Number:

Provide the contact person's formal name and contact information.

This person will receive a confirmation e-mail
after the application is submitted.

Additional Contact Information

Provide the formal name and contact information for

- MEP Director
- Title I Director
- Financial Officer
- Superintendent



MEP Director Information

First Name:

Last Name:

Address:

City:

State:

Zip Code:

Phone Number:

Cell Phone:

E-mail:

Fax Number:

Program Summary

Applicants
proposing both a
summer and
regular school
year will
provide this
information for
both.

Program Summary - Regular School Year

Program Operation:

Beginning date:

Ending date:

Number of hours per day:

Hours of operation:

Number of days per week:

Number of weeks:

Projected number of children to be served in classroom-based program:

0-2:

Pre-K:

K-2:

3-6:

7-9:

10-12:

Total:

Projected number to be provided instructional or support services for out of school youth or family literacy services in home-based or facility-based services:

0-2:

Pre-K:

K-2:

3-6:

7-9:

10-12:

Adults:

Out of School Youth:

Total:

Program Proposal Narrative

1. Draft each section in a Word document
2. Copy and paste into the online application
3. Word limit for each section is 1500
4. If applying for regular school year and summer/intersession, provide this information for both.

Program Proposal Narrative

A. Identification and Services

Based on the results of the LEA's Comprehensive Needs Assessment, state the process used for identifying priority children and how their needs will be identified and met on a priority basis in the migrant program.

Budget Summary

Budget Summary

Budget Summary (Funds Requested Only)

Salaries (100)	<input type="text"/>	?
Employee Benefits (200)	<input type="text"/>	?
Purchased Services (300)	<input type="text"/>	?
Supplies and Materials (400)	<input type="text"/>	?
Capital Outlay (500)	<input type="text"/>	?
Other Objects (600)	<input type="text"/>	?
Total Direct Costs	<input type="text"/>	?
Indirect Costs (700)	<input type="text"/>	?
Total Costs	<input type="text"/>	

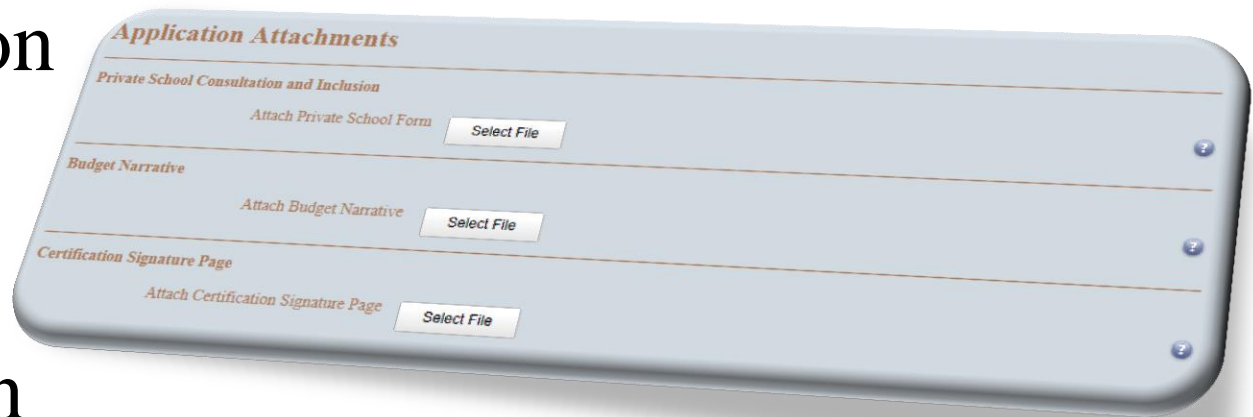
Indirect Cost Rate Agreement (If applicable. To be completed by financial officer.)

Rate Provided by the cognizant agency or the SCDE:	<input type="text"/>	?
Years Effective:	<input type="text"/>	

Enter the budget summary for your program.

Application Attachments

- Private School Consultation and Inclusion
- Budget Narrative
- Certification Signature Page



The screenshot shows a web form titled "Application Attachments" with three sections for uploading files:

- Private School Consultation and Inclusion**
Attach Private School Form
- Budget Narrative**
Attach Budget Narrative
- Certification Signature Page**
Attach Certification Signature Page

Each section is separated by a horizontal line, and there are small blue circular icons on the right side of the form.

Attaching a File

Click

Certification Signature Page

Attach Certification Signature Page

Select File

Select File

Documents library

Documents

Arrange by: Folder ▾

Name

- Budget Narrative.xlsx
- Appendices.pdf
- School Proposal Narrative.pdf
- Application Proposal.pdf
- Certification Signature Page.pdf
- School Proposal Narrative.docx

Click

File Attached

Certification Signature Page

Attach Certification Signature Page

 Certification Signature Page.pdf

Select File

All Files (*.*)

Open

Cancel

Prev

Submit

Page 9 of 9

[Save](#)

Submission

Click

Certification Signature Page

Attach Certification Signature Page  Certification Signature Page.pdf

Select File



Prev

Submit

Page 9 of 9

Be Patient!

Please Wait...

Uploading Attachment 1 of 3:

School Proposal Narrative.pdf

Please note that this will take some time, and
navigating away from the page will cancel the upload.

Select File



**SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION**

**Migrant Ed
2014-15 Formul**

Thank you for completing the submission of your Migrant Education Program application.

You will receive a confirmation e-mail in a few minutes. Retain the confirmation for your records.

Call Jennifer Almeda at 803-734-8219 or e-mail at jmalmeda@ed.sc.gov if you have any questions or concerns.

Confirmation

Reminders

- You cannot return to an application once it is submitted
- If needed, reenter the entire application; the last completed submission will be reviewed
- The person listed as the contact person will receive the confirmation e-mail and copy of data submitted
- Retain the confirmation and data along with the other important grant documents.



Contact Information

For additional assistance, please contact:

Jennifer Almeda, Ph.D.

Migrant Education Program State Coordinator

Office of Federal and State Accountability

803-734-8219

jmalmeda@ed.sc.gov