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Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
25 Hall Street
Concord, NH 03301
TEL. (603) 271-3495
FAX (603) 271-1953

December 18, 2023

His Excellency, Governor Christopher T. Sununu
and the Honorable Council
State House
Concord, New Hampshire 03301

REQUESTED ACTION

Authorize the Department of Education, Division of Learner Support, to enter into a **sole source** Memorandum of Understanding with IDEA (Institute for the Development of Educational Advancement) (474500), Fort Scott, Kansas, in an amount of \$58,500.00 to provide technical assistance and support services to assist in the Identification and Recruitment Consortium (IDRC) Consortium Incentive Grant, effective upon Governor and Council approval through September 30, 2026. 100% Federal Funds

Funds to support this request are available in the account titled Migrant Education Program Consortium Incentive Grants in FY 24 and FY25 and are anticipated to be available in FY26 upon the availability and continued appropriation of funds in the future operating budget as follows:

	FY24	FY25	FY26
06-56-56-562010-25130000-102-500731			
Contracts for Program Services	\$19,500.00	\$19,500.00	\$19,500.00
Total			\$58,500.00

EXPLANATION

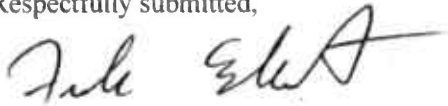
This request is **sole source** because IDEA is the fiscal agent for the Identification and Recruitment Consortium (IDRC). The New Hampshire Department of Education (NHED) received funding through the U.S. Department of Education for the Migrant Education Program Consortium Incentive Grants. The purpose of the program is to provide financial incentives for state education agencies to participate in high quality consortia that improve the interstate or intrastate coordination of migrant education programs by addressing key needs of migratory children who have their education interrupted. NHED is part of the IDRC, along with 32 other states, to address the priority of providing services designed to improve the proper and timely identification and recruitment of eligible migratory children whose education is disrupted due to frequent moves across state lines. IDRC will support NHED to design and develop systems, materials, strategies, and resources for consistent and reliable identification and recruitment of

His Excellency, Governor Christopher T. Sununu
and the Honorable Council
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eligible migrant children and youth. IDRC was developed specifically to ensure that resources and systems are adaptable to small state diverse needs and local contexts, with summer and regular year programs.

The funds will be distributed to IDEA to pay for the IDRC three-year consortium activities. Participation each year includes: attendance at two annual IDRC State Steering Team (SST) and to help the consortium address and meet its required activities, goals, and objectives (1 virtual and one in person); Workgroup participation or the nomination of an individual to represent NHED on the Technical Support Team (TST) which will consist of three (3) meetings/webinars per year (2 in person and 1 virtual); and facilitation of the identification and recruitment of eligible students in the state. NHED will have access to experts from the region, to help support efforts to identify and recruit qualifying students.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Frank Edelblut', written in a cursive style.

Frank Edelblut
Commissioner of Education

MEMORANDUM OF AGREEMENT

Between

Institute for the Development of Educational Advancement (IDEA)

Fiscal Agent for

Identification & Recruitment Consortium (IDRC)

And

New Hampshire Department of Education (NHED)

Institute for the Development of Educational Advancement (**IDEA**) enters into the following agreement with the New Hampshire Department of Education (**NHED**) to provide technical assistance and other professional support services to assist the Identification & Recruitment Consortium (IDRC) Consortium Incentive Grant. The purpose of the IDRC is to address the absolute priority of providing services designed to improve the proper and timely identification and recruitment of eligible migratory children whose education is disrupted due to frequent moves across state lines. Through IDRC, states will design and develop systems, materials, strategies, and resources for consistent and reliable Identification & Recruitment (ID&R) of eligible migrant children and youth that are adaptable to small and large states, summer and regular year programs, and diverse state and local contexts.

NHED shall send a check to **IDEA**, 2108 S. Horton Street, Fort Scott, KS 66701 in the amount of **\$19,500.00** to pay for the IDRC year one (1) (FY24) consortium activities as outlined in the project narrative that is included in the IDRC grant proposal with the U.S. Department of Education, Office of Migrant Education. **NHED** agrees to provide these funds to **IDEA** by net 30 upon Governor and Council approval. Further payments in the amount of **\$19,500.00** will be made by December 15, 2024 and by December 15, 2025 upon receipt of an invoice for IDRC year 2 and 3 activities. Invoices shall be submitted electronically to Janna.M.Jobel@doe.nh.gov. Participation each year includes attendance at two annual IDRC State Steering Team (SST) and to help the consortium address and meet its required activities, goals, and objectives (1 virtual and one in person); Workgroup participation or the nomination of an individual to represent **NHED** on the Technical Support Team (TST) which will consist of three (3) meetings/webinars per year (2 in person and 1 virtual); and facilitating activities unique to ID&R in your state. **IDEA** is the designated fiscal agent for these funds and shall be responsible for the distribution of funds.

Funds to support this request are available in the account titled Migrant Education Program Consortium Incentive Grants in FY24 and FY25 and are anticipated to be available in FY26 upon the availability and continued appropriation of funds in the future operating budget as follows:

	FY24	FY25	FY26
06-56-56-562010-25130000-102-500731			
Contracts for Program Services	\$19,500.00	\$19,500.00	\$19,500.00
Total			\$58,500.00

In addition, if **NHED** would like to send additional funds to pay for travel for the TST member(s) to attend the 2 in-person meetings this year please list the amount here that you would like to send. **IDEA** will assist with the travel arrangements for staff with these funds.



No funds for this purpose.

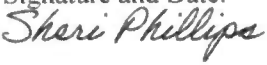
This agreement shall be effective on upon approval of New Hampshire's Governor and Council and shall continue through September 30, 2026. **IDEA's** obligations to distribute are contingent upon the availability of funds from the thirty-two (32) states listed below.

All states are contributing equally to the consortium activity. These states are **Alabama, Arizona, Arkansas, Colorado, Delaware, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas (lead state), Kentucky, Louisiana, Maine, Michigan, Minnesota, Mississippi, Missouri, Montana,**

Nebraska, New Hampshire, New Jersey, New Mexico, New York, North Carolina, Ohio, Oregon, South Carolina, Texas, Vermont, Virginia, and Wisconsin.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives, all intending to be legally bound hereby.

By An Authorized Official of:	By An Authorized Official of:
Department of Education	Fort Scott Community College
Frank Edelblut	Name: Janet Fancher
Commissioner of Education NHED 25 Hall Street Concord, NH 03301	Executive Director IDEA 2108 South Horton Street Fort Scott, KS 66701
Signature and Date: 	Signature and Date:  12/26/2023

By An Authorized Official of:	By An Authorized Official of:
The New Hampshire Office of the Attorney General	The New Hampshire Governor & Executive Council
Elizabeth Brown	
Attorney	
Signature and Date:  , AAG for Attorney Brown 12/27/2023	Signature and Date:

Certificate of Authority

I, Alysia Johnston, hereby certify that I am a duly appointed representative of Institute for the Development of Educational Advancement (IDEA). I hereby certify that Janet Fancher, Executive Director is authorized to execute contracts on behalf of Institute for the Development of Educational Advancement (IDEA) and may bind the organization thereby.

I hereby certify that said authority has not been amended or repealed and remains in full force and effect as of the date of the contract to which this certificate is attached. This authority **remains valid for thirty (30) days**. I further certify that it is understood that the State of New Hampshire will rely on this certificate as evidence that the person(s) listed above currently occupy the position(s) indicated and that they have full authority to bind the corporation. To the extent that there are any limits on the authority of any listed individual to bind the corporation in contracts with the State of New Hampshire, all such limitations are expressly stated herein.

Dated: 12/4/2023

Attest: Alysia C. Johnston
Alysia Johnston, Chair of Board

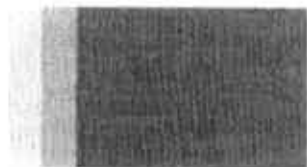
IDEA

Institute for the Development of
Educational Advancement

2108 S Horton
Fort Scott, KS 66701

620-223-2700 office
620-223-4927 fax

www.fortscott.edu



October 23, 2023

NH Dept of Education
101 Pleasant St
Concord, NH 03301

To whom it may concern:

Institute for the Development of Educational Advancement was not required to file a 990 tax form for 2022 due to IDEA not incorporating until December 30, 2022.

Please see attached the Articles of Incorporation from the State of Kansas' Secretary of State showing when IDEA was incorporated.

Sincerely,

A handwritten signature in cursive script that reads "Janet A. Fancher".

Janet Fancher
Executive Director
IDEA



2108 S Horton
Fort Scott, KS 66701

SCOTT SCHWAB
Secretary of State



Memorial Hall, 1st Floor
120 S.W. 10th Avenue
Topeka, KS 66612-1594
(785) 296-4564

STATE OF KANSAS

December 30, 2022

ZACKERY E. REYNOLDS - THE REYNOLDS LAW F
102 SOUTH JUDSON
FORT SCOTT KS 66701

RE: INSTITUTE FOR THE DEVELOPMENT OF EDUCATIONAL ADVANCEMENT
ID. # 2095306 (USE IN ALL CORRESPONDENCE WITH OUR OFFICE)

Enclosed are your certified articles of incorporation for a Kansas not for profit corporation. Your corporation's business entity identification number is at the top of this page. This business entity identification number should be used in all correspondence with our office.

Every not for profit corporation must file an annual report with the Secretary of State and pay a filing fee. The annual report and fee are due together on the 15th day of the sixth month following the tax closing month. (For example, if the tax closing month is December, the due date is June 15 of the following year). The annual report may be filed as early as January 1. An annual report is not required if the company has not been incorporated for six months prior to its first tax year end. If your company operates on a tax year end other than the calendar year, you must notify our office in writing prior to December 31.

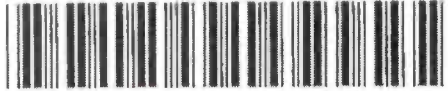
The annual report may be filed electronically at www.sos.ks.gov or you may obtain a paper form from the Web site.

PLEASE NOTE: For information regarding taxes, contact the Kansas Department of Revenue at (785) 368-8222 or www.ksrevenue.org.

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2095306

4662 01	FILED BY KS SOS
051 002	12-30-2022
\$20.00	1 11:51:06 AM
	FILE#: 2095306



06386184

**ARTICLES OF INCORPORATION
OF
INSTITUTE FOR THE DEVELOPMENT OF EDUCATIONAL ADVANCEMENT
(a Kansas nonprofit corporation)**

The undersigned, a natural person, for the purpose of incorporating a corporation under the Kansas General Corporation Code, as amended and supplemented, hereby adopts the following Articles of Incorporation:

ARTICLE I - NAME

The name of the corporation (the "Corporation") is Institute for the Development of Educational Advancement.

ARTICLE II - REGISTERED OFFICE AND REGISTERED AGENT

The address, including street, number, city, and county, of the registered office of the Corporation in the State of Kansas is 2108 S. Horton, Fort Scott, Kansas 66701. The name of the Corporation's resident agent at such address is Alysia Johnston.

ARTICLE III - OBJECTS AND PURPOSES

The Corporation is organized exclusively for charitable, religious, educational and scientific purposes within the meaning of Sections 501(c)(3), 170(c)(2)(B), 2055(a)(2) and 2522(a)(2) of the Internal Revenue Code of 1986, as amended or the corresponding section of any future federal tax code (the "Code"), including for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(a) of the Code by reason of description in Section 501(c)(3) of the Code. The Corporation's purposes shall include, but not be limited to:

1. To conduct research to support funding opportunities in the pursuit of educational advancement and innovation.
2. Increase educational opportunities for under-served populations to include but not limited to, first generation college students, low socio-economic individuals, minority, at risk students and rural populations.
3. Develop proposals to apply for new state and federal monies to serve the target populations mentioned above.

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4. Explore the areas of environment, homeland security, and economic development in search of innovations that could be developed to meet diverse and advancing societal needs in rural areas.

5. Provide consultation and technical assistance on a local, regional, state, and national levels to address current concerns or areas of need.

6. Provide evaluation and assessments to assist in the educational advancement or innovation.

To enable the Corporation to carry out such purposes, it shall have the power to do any and all lawful acts and to engage in any and all lawful activities, directly or indirectly, alone or in conjunction with others, which may be necessary, proper or suitable for the attainment of any of the purposes for which the Corporation is organized.

ARTICLE IV - CAPITAL STOCK

The Corporation shall have no authority to issue capital stock.

ARTICLE V - INCORPORATOR

The name and the mailing address of the incorporator is Alysia Johnston, 2108 S. Horton, Fort Scott, Kansas 66701.

ARTICLE VI - BOARD OF DIRECTORS

A. Upon filing these Articles of Incorporation, all powers of the incorporator shall terminate. The affairs of the Corporation shall be managed by its Board of Directors.

B. The number of directors to constitute the initial Board of Directors shall be five, to include the original incorporator. Thereafter, the number of directors shall be fixed in the manner provided in the Bylaws of the Corporation. The names and mailing addresses of the persons who will serve as the initial directors until the First Annual Meeting of the Voting Members when their successors shall be elected and qualified are:

<u>Name</u>	<u>Address</u>
<u>Alysia Johnston</u>	<u>2108 S. Horton, Fort Scott, Kansas 66701</u>
<u>Juley McDaniel</u>	<u>2108 S. Horton, Fort Scott, Kansas 66701</u>
<u>Dave Elliott</u>	<u>2108 S. Horton, Fort Scott, Kansas 66701</u>
<u>Cindy Bartelsmeyer</u>	<u>22 N. Main St. Fort Scott, Kansas 66701</u>
<u>John Farrell</u>	<u>Eudora USD 491, KS MEP, 1310 Winchester Rd., PO</u> <u>Box 490, Eudora, Kansas 66025</u>

ARTICLE VII - MEMBERSHIP

The Voting Members of the Corporation shall be all the Members of the Corporation.

The conditions of membership shall be limited to those who are Members of the Board of Directors.

ARTICLE VIII - DISSOLUTION

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provisions for the payment of all of the liabilities of the Corporation, distribute all of the assets of the Corporation to an organization or organizations organized and operated exclusively for charitable, educational, scientific or religious purposes as shall at the time qualify as an exempt organization or organizations by reason of description in Section 501(c)(3) of the Code. Any of such assets not so disposed of shall be disposed of by the District Court of the County in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE IX - NO SUBSTANTIAL LOBBYING OR PRIVATE INUREMENT

No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation. The Corporation shall not participate in, or intervene (including the publishing or distributing of statements) in any political campaign on behalf of (or in opposition to) any candidate for public office.

No part of the net earnings or other assets of the Corporation shall inure to the benefit of, or be distributable to, its members, directors, officers, contributors or other persons in their private capacity, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and make payments and distributions in furtherance of the purposes set forth in this Article.

To further the Corporation's objectives and purposes, the Corporation shall have and shall exercise all of the powers conferred by the provisions of The Kansas General Corporation Code, not outside the scope of these Articles of Incorporation.

Notwithstanding any other provisions, the Corporation shall not carry on any activities not permitted to be carried on by an organization exempt from federal income tax under Section 501(a) of the Code, as an organization described in Section 501(c)(3) of the Code, or by an organization,

contributions to which are deductible under Sections 170(c)(2), 2055(a)(2) or 2522(a)(2) of the Code.

ARTICLE X - INDEMNIFICATION

The Corporation shall indemnify and protect any director, officer, employee or agent of the Corporation, or any person who serves at the request of the Corporation as a director, officer, employee, member, manager or agent of another corporation, partnership, limited liability company, joint venture, trust, employee benefit plan or other enterprise, to the fullest extent permitted by the laws of the State of Kansas.

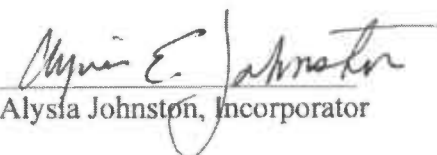
ARTICLE XI - NO PERSONAL LIABILITY FOR CORPORATE DEBTS

The directors and members of the Corporation shall not be personally liable to the Corporation for monetary damages for breach of fiduciary duty as a member or director, except for liability (i) for any breach of the director's loyalty to the Corporation; (ii) for the acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of law; (iii) under K.S.A. §17-6424 and amendments thereto; or (iv) for any transaction from which the director derived any improper personal benefits.

ARTICLE X - DURATION AND EFFECTIVE DATE

The duration of the corporation shall be perpetual and the effective date of the corporation shall be upon its filing with the Secretary of State.

I declare under penalty of perjury under the laws of the State of Kansas that the foregoing is true and correct. Executed on the 15th day of December, 2022.


Alysia Johnston, Incorporator



I hereby certify that the foregoing is true and correct.
Notarized on the 15th day of December, 2022.
NOTARY SCHWAB
Secretary of State

STATE OF KANSAS
OFFICE OF
SECRETARY OF STATE
SCOTT SCHWAB

I, SCOTT SCHWAB, Secretary of State of the state of Kansas, do hereby certify, that according to the records of this office.

Business Entity ID Number: 2095306

Entity Name: INSTITUTE FOR THE DEVELOPMENT OF EDUCATIONAL
ADVANCEMENT

Entity Type: DOM:NOT FOR PROFIT CORPORATION

State of Organization: KS

was filed in this office on December 30, 2022, and is in good standing, having fully complied with all requirements of this office.

No information is available from this office regarding the financial condition, business activity or practices of this entity.



In testimony whereof I execute this certificate and affix the seal of the Secretary of State of the state of Kansas on this day of February 02, 2023

A handwritten signature in cursive script that reads "Scott Schwab".

SCOTT SCHWAB
SECRETARY OF STATE

Certificate ID: 1251416 - To verify the validity of this certificate please visit <https://www.kansas.gov/bess/flow/validate> and enter the certificate ID number.



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

6/29/2023

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Risk Program Administrators, a division of Arthur J. Gallagher Risk Management Services, LLC 2850 Golf Road Rolling Meadows IL 60008	CONTACT NAME: Kate Reens PHONE (A/C, No, Ext): 630-228-6741 E-MAIL ADDRESS: kate_reens@ajg.com		FAX (A/C, No): 630-285-4062
	INSURER(S) AFFORDING COVERAGE		NAIC #
INSURED Kansas Educational Risk Management Pool, LLC Fort Scott Community College 2108 South Horton Street Fort Scott KS 66701	KANSAS-ED-1	INSURER A: Kansas Educational Risk Pool	
		INSURER B:	
		INSURER C:	
		INSURER D:	
		INSURER E:	
		INSURER F:	


COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSD WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:			7/1/2023	7/1/2024	EACH OCCURRENCE \$ 2,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 2,000,000 GENERAL AGGREGATE \$ 4,000,000 PRODUCTS - COMP/OP AGG \$ 4,000,000 SIR \$ 100,000
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY					COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	<input type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$					EACH OCCURRENCE \$ AGGREGATE \$ \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N	N/A			<input type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
 *Kansas Educational Risk Pool Reinsurers - Syndicate BRT 2987 (AIIN #AA1128987); Syndicate K11 1618 (AIIN #AA1122000); Aspen Specialty Insurance Company (NAIC #10717); AXIS Surplus Insurance Company (NAIC #26620); Endurance American Specialty Insurance Company (NAIC #41718)
 **Additional Insured status provided herein afforded by CG2008 0413; KERMP CG2034 0413; KERMP12011 0413; KERMP CLUBORG 0715; and items N., O., and P. of CG KERMP 0715 when applicable.

Evidence of Coverage

CERTIFICATE HOLDER NH Department of Education Migrant Education Program 101 Pleasant St Concord NH 03301	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE 

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Workers Compensation Fund, Inc.

1420 SW Arrowhead Road
Topeka, KS 66604
844.763.0535
Fax: 785.273.7870

Policy No: KASBUSD70920232024-1

CERTIFICATE OF COVERAGE

This is to certify that the beneficiary named below is currently self-insured for workers compensation through the Kansas Association of School Boards Workers Compensation Fund, Inc.

Name and address of beneficiary:

709 Fort Scott Community College
2108 Horton Street
Fort Scott, KS 66701-3141

Coverage Period

July 1, 2023 to June 30, 2024

Type of Coverage

Limits of Liability

Workers Compensation

Statutory Benefits

Employers' Liability
Bodily Injury by Accident

\$1,000,000--each accident

Employers' Liability
Bodily Injury by Disease

\$1,000,000--each employee

Employers' Liability
Bodily Injury by Disease

\$1,000,000--each policy limit

This policy contains coverage for Student Workers:

No

This policy contains coverage for Volunteers:

No

Date: July 25, 2023

By:

Director of Insurance Operations
Kansas Association of School Boards
Workers Compensation Fund, Inc.

NOTE: ACCIDENT PREVENTION SERVICES ARE PROVIDED AS A PART OF YOUR PARTICIPATION IN THE WORKERS COMPENSATION GROUP-FUNDED POOL OF THE KASB WORKERS COMPENSATION FUND, INC.



**IDRC-2 Migrant Education Program
Consortium Incentive Grant
Lead State**

Kansas State Department of Education
900 SW Jackson Street * Topeka, KS 66612

IDRC-2 Member States	
Alabama State Department of Education 50 N Ripley Street Montgomery, AL 36104	Missouri Dept of Elementary & Secondary Ed 205 Jefferson Street / PO Box 480 Jefferson City, MO 65102-0480
Arizona Department of Education 100 N 15 th Avenue Phoenix, AZ 85007	Montana Office of Public Instruction PO Box 202501 Helena, MT 59620-2501
Arkansas Department of Education 3010 East Highway 22 Branch, AR 72928	Nebraska Department of Education 500 S 84 th Street, 2 nd Floor Lincoln, NE 6850-2611
Colorado Department of Education 1560 Broadway, Suite 1100 Denver, CO 80202-5149	New Hampshire Department of Education 101 Pleasant Street Concord, NH 03301
Delaware Department of Education 35 Commerce Way, Suite 1 Dover, DE 19904	New Jersey Department of Education PO Box 500 Trenton, NJ 08625-0500
Georgia Department of Education 205 Jesse Hill Jr Drive SE Atlanta, GA 30334	New Mexico Public Education Department 300 Don Gaspar Avenue Santa Fe, NM 87501
Idaho State Department of Education 650 West State Street, 3 rd Floor Boise, ID 83720-0027	New York State Education Department 89 Washington Avenue Albany, NY 12234
Illinois State Board of Education 555 W Monroe Street, Suite 100 Chicago, IL 60661	North Carolina Department of Public Instruction 6307 Mail Service Center Raleigh, NC 27699-6307
Indiana Department of Education 100 N Senate Avenue, 9 th Floor Indianapolis, IN 46204	Ohio Department of Education 25 South Front Street Columbus, OH 43215-4183
Iowa Department of Education 400 East 14th Street Des Moines, IA 50319	Oklahoma State Department of Education 2500 N Lincoln Boulevard Oklahoma City, OK 73105
Kentucky Department of Education 300 Sower Boulevard – 5th floor Frankfort, KY 40601	Oregon Department of Education 255 Capitol Street, NE Salem, OR 97310-0203
Louisiana Department of Education 1201 North Third Street Baton Rouge, LA 70802	South Carolina Department of Education 1429 Senate Street Columbia, SC 29201
Maine Department of Education 111 Sewall Street Augusta, ME 04330	Texas Education Agency 1701 N Congress Avenue Austin, TX 78701
Michigan Department of Education 608 West Allegan Lansing, MI 48933	Vermont Agency of Education 1 National Life Drive, Davis 5 Montpelier, VT 05620
Minnesota Department of Education 400 NE Stinson Boulevard Minneapolis, MN 55413	Virginia Department of Education PO Box 2120 Richmond, VA 23218
Mississippi Department of Education PO Box 771 Jackson, MS 39205-0771	Wisconsin Department of Public Instruction 125 South Webster Street, PO Box 7841 Madison, WI 53702



Table of Contents

Part I: Preliminary Documents

Application for Federal Assistance (Form SF 424)

ED Supplemental Information for SF 424

Part II: Project Abstract

Part III: Project Narrative

Cover Sheet

Application Narrative

A. Significance.....1

1. The extent to which the project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population1
2. The extent to which the results of the project are to be disseminated in ways that will enable others to use the information or strategies

B. Quality of the Project Design

1. The extent to which the goals, objectives, and outcomes to be achieved by the project are clearly specified and measurable
2. The extent to which the design of the project is appropriate to, and will successfully address, the needs of the target population or other identified needs.....
3. The extent to which the project will establish linkages with other appropriate agencies and organizations providing services to the target population
4. The extent to which the project demonstrates a rationale

C. Quality of Project Services

1. 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
- 2i. The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services.....
- 2ii. The likely impact of the services to be provided by the project on the intended recipients of those services
- 2iii. The extent to which the technical assistance services to be provided by the proposed project involve the use of efficient strategies, including the use of technology, as appropriate, and the leveraging of non-project resources
- 2iv. The extent to which the services to be provided by the project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.....

D. Quality of the Management Plan.....

1. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the project

2. The adequacy of mechanisms for ensuring high-quality products and services from the project
3. The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the project

E. Quality of the Project Evaluation

1. The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the project
2. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.....

Part IV: Other Attachments

Signed Statements

Assurances and Certifications (Non-Lead States)

General Education Provisions (GEPA) Requirements – Section 427 (Non-Lead States)

Part V: Assurances and Certifications

Disclosure of Lobbying Activities (SF LLL) (Lead State)

Grants.Gov Lobbying Form – “Certification Regarding Lobbying” (ED 80-013) (Lead State)

GEPA Requirements – Section 427 (Lead State)

Part VI: Intergovernmental Review of Federal Programs (Executive Order 12372)

State Single Point of Contact (SPOC) List

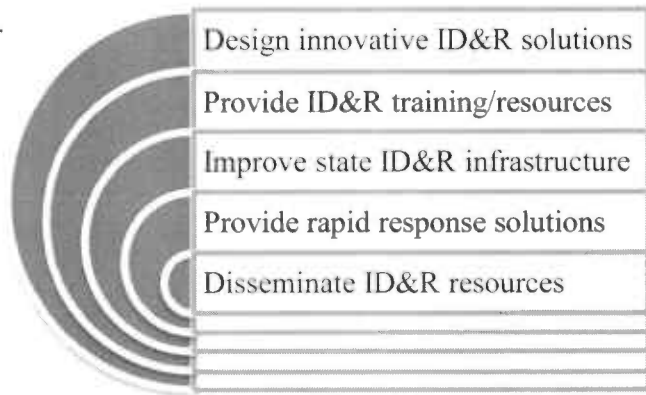
ACRONYMS/ABBREVIATIONS USED IN THE PROPOSAL

APR	Annual Performance Report	MSHS	Migrant & Seasonal Head Start
CAMP	College Assistance Migrant Program	MSIX	Migrant Student Info Exchange
CIG	Consortium Incentive Grant	NAFOP	*See below
COE	Certificate of Eligibility	NFJP	National Farmwork Jobs Prog
ESSA	Every Student Succeeds Act	OME	Office of Migrant Education
FII	Fidelity of Implementation Index	OSY	Out-of-School Youth
FTE	Full Time Equivalent	PD	Professional Development
FY	Fiscal Year	PLG	Peer Learning Group
GEPA	General Education Provisions Act	QAD	Qualifying Arrival Date
GPRA	Government Performance Results Act	RBR	Rubric-Based Review
HEP	High School Equivalency Program	RCA	Recruiter Competency Assess.
HHS	Health and Human Services	SEA	State Education Agency
ID&R	Identification and Recruitment	SST	State Steering Team
IDRC-2	ID&R Consortium-2	TA	Technical Assistance
IMEC	Interstate Migrant Education Council	TRI	Targeted Response to ID&R
LEA	Local Education Agency	TST	Technical Support Team
MEP	Migrant Education Program	USDA	U.S. Department of Agriculture

*National Association of Farmworker Opportunity Programs

Our 33 state needs assessment demonstrates a clear need for capacity building at both the state and local level including individualized assistance, resources and tools, and increased coordination to facilitate effective and efficient ID&R. While much work has been done in previous CIGs to improve ID&R (e.g., individualized technical assistance [TA], high-quality professional development [PD], development of innovative tools/products), there remains a critical need for additional services/support for the IDRC-2 states (72% of all states receiving MEP funds), especially given the need to have better and more streamlined/efficient ID&R due to decreased funding, changes in the migratory population, changes in migratory work, staff turnover at the state and local levels, and the complexity of ID&R. Detailed needs assessment results can be found in Section B2.

To achieve our goal of improving ID&R, IDRC-2 will **design** innovative solutions for ID&R; **create** resources, materials, and products to build the capacity of ID&R staff; **improve** the existing infrastructure of ID&R in the IDRC-2 states; **provide** individualized rapid response solutions to ID&R; and **disseminate** evidence-based, effective resources to build state and local capacity to support and conduct ID&R.



A2 Extent to which project results will be disseminated – The **IDRC-2 website** is key to disseminating CIG materials, products, and resources (<https://www.idr-consortium.net/>). The website contains information about upcoming events (e.g., Summer Recruitment Institute, Data Summit), CIG-specific items (forms, contacts), resources (newsletters, ID&R tools, resources/tools for recruiters, state ID&R plans, state profiles, portals (recruiter learning, agriculture,

resources), training resources and recordings, and a “What’s New” section that features the most recent activities/resources created by IDRC (e.g., monthly scenarios, webinars, resources). The website is used extensively by MEP staff across the nation as evidenced by more than 13,000 visits to the website since October 2022. Following are all the ways in which IDRC-2 results will be disseminated to the field, the utility of the dissemination efforts, and the beneficiaries.

Dissemination of IDRC-2 Outputs/Results		
Method	Likely Utility	Beneficiary
IDRC-2 website	Facilitates interstate coordination; serves as a critical information repository; and disseminates evidence-based ID&R information, strategies, and resources.	IDRC-2 state MEP staff, MEP community
State Steering Team (SST)	IDRC-2 state MEP directors will provide guidance and input, training to MEP staff in their states, and collaborate with other states/partners.	IDRC-2 state MEP directors, local MEP staff
Technical Support Team (TST)	Experienced ID&R staff from the IDRC-2 states will create resources and products, provide training, and facilitate use of the materials in their own states.	IDRC-2 states, TST members, local MEP staff
Capacity building activities	Training/webinars, training-of-trainers for state-based training, onsite capacity building by the Targeted Response to ID&R (TRI) team, peer learning groups.	IDRC-2 state MEP directors, ID&R staff
ID&R resources and toolkits, state plans, newsletters, scenarios	New innovative materials/tools will provide states with resources to better deliver ID&R and make data-driven ID&R decisions; ID&R state plans will help states plan/deliver balanced recruitment practices.	State/local MEP staff, ID&R staff, IDRC-2 states, MEP community

Dissemination of IDRC-2 Outputs/Results		
Method	Likely Utility	Beneficiary
Cross-CIG dissemination	Cross-CIG dissemination activities (in-person/virtual) to share successful and promising practices.	IDRC-2 and other state MEP staff

B. Quality of the Project Design

B1 Extent to which the goals, objectives, and outcomes are clearly specified and measurable - Our overarching goal - **to improve the proper and timely ID&R of eligible migratory children whose education is interrupted** - aligns strategically with **Absolute Priority 1**. IDRC-2 also will address **Competitive Preference Priority 3** to **strengthen cross-agency coordination and community engagement to advance systemic change in ID&R**. Following are four **measurable objectives** with targets **aligned with the results of our needs assessment**. Measurable outputs and key outcomes are specified for each objective. The Evaluation section of this application describes how **progress toward each objective** will be measured.

Objective 1: Each year, 80% of ID&R staff surveyed will report that IDRC-2 professional development increased their capacity to conduct/support ID&R.

Measurable Outputs: (1a) number of participants from each IDRC-2 state participating in PD; (1b) number and type of PD opportunities provided by IDRC-2; (1c) participant ratings and opinions of IDRC-2 PD; and (1d) descriptions of IDRC-2 PD as documented in the Fidelity of Implementation Index (FII). **Key outcomes** include increased capacity of staff to conduct ID&R and/or support those that conduct ID&R, increased capacity of the IDRC-2 states to implement proper and timely ID&R, resources and tools developed by IDRC-2 to facilitate efficient and timely ID&R, and dissemination of IDRC-2 resources to the CIG states and beyond through cross-CIG dissemination activities.

Objective 2: Each year, the average score of recruiters taking the Recruiter Competency Assessment (RCA) will be 80% (considered proficient) or above.

Measurable Outputs: (2a) number of participants from each IDRC-2 state participating in IDRC-2 PD; (2b) number of recruiters in each IDRC-2 state taking the RCA; (2c) RCA score analytics; (2d) description of updates to the RCA; and (2e) state director ratings of the extent to which RCA results helped inform PD. Key outcomes include increased capacity of recruiters to conduct ID&R; increased capacity of the IDRC-2 states to implement proper and timely ID&R; PD informed by RCA results; and updates to the RCA.

Objective 3: Each year, 80% of ID&R staff surveyed will report that IDRC-2 resources and products improved their capacity to implement proper, timely, and efficient ID&R.

Measurable Outputs: (3a) information about the development of IDRC-2 resources and products as documented in the FII; (3b) participant ratings, opinions, and suggestions for products pilot tested; (3c) recruiter/ID&R staff ratings of the resources and products for improving their capacity to conduct ID&R; and (3d) state director ratings of the impact of IDRC-2 resources and products on ID&R in their states. Key outcomes include resources and products to streamline, document, and increase the efficiency of ID&R; increased use of data to inform ID&R; more rapid identification of migratory children as a result of more efficient ID&R; and increased state/staff capacity to conduct ID&R.

Objective 4: Each year, 80% of IDRC-2 state directors surveyed will report that IDRC-2 helped them improve partnerships with farmworker agencies, employers, and other programs serving migratory children/youth and their families.

Measurable Outputs: (4a) information about partnerships with farmwork agencies, employers, and other programs serving migratory children/families as documented in the FII and by IDRC-2 states; (4b) state director/ID&R staff ratings of the impact of partnerships on ID&R; and (4c) descriptions of procedures/suggestions to optimize/build relationships with agribusinesses and others employing/serving migratory families. Key outcomes include partnerships with farmworker agencies, employers and others serving migratory children/youth and their families; increased access to potentially eligible migratory families; improved relationships with agribusinesses and agencies; and procedures/suggestions developed to optimize relationships with agribusiness and agencies.

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B2 Extent to which the design of the project is appropriate to, and will successfully address the needs of the target population - The design for IDRC-2 was created based on the effective practices and services implemented during IDRC as evidenced by positive evaluation results, and discussion and planning among the current IDRC states informed by a needs assessment conducted in the IDRC-2 states. IDRC-2 builds on, and expands the work of, past CIGs by refining what already has been developed and implemented (e.g., RCA, state ID&R plans, PD) and creating additional systems, resources, and TA that further support states in their efforts to ensure that ID&R is proper and timely (e.g., staff capacity building; peer learning groups [PLGs]; methods, materials, and tools to increase ID&R efficiency; increased intra/interstate coordination, relationship building with agribusiness/service providers).

IDRC-2 needs assessment results reveal that in 2021-22, there were more than 126,000 eligible migratory children and youth birth to age 21 in the IDRC-2 states, with 58% of the 33 IDRC-2 states reporting a decrease in the number of eligible migratory children in 2021-22 from 2020-21 (ranging from -2% to -49%), likely due to the pandemic's impact on ID&R and the

constantly changing environment of qualifying work/workers. IDRC-2 states estimate spending around 32% of their MEP allocations on ID&R (range=10% to 65%), which, for FY23, amounts to nearly \$50 million dollars (FY23 estimated allocation for the 33 states = \$156,223,939).

IDRC-2 states also report that nearly half (43%) of all qualifying arrival dates (QADs) took place in June, July, and August during the 2021-22 performance period.

Staff from the IDRC-2 states report that MEP staff/recruiters need ongoing and continued PD on conducting ID&R and tools and resources to provide effective and efficient ID&R. IDRC-2 states report that ID&R efforts need to be more streamlined and efficient; they need to improve relationships with agribusiness and others serving/supporting migratory families; they need onsite/field-based TA to build capacity within their states; and new state directors report a need for mentoring to assist them in overseeing ID&R in their state. The states report that they have a high turnover of recruiters, with one-third of recruiters in the IDRC-2 states being novice and in need of intensive capacity building on ID&R. In addition, the long-term impacts of the COVID-19 pandemic, the current climate around immigration, changes to the migratory worker/student population in the IDRC-2 states, and changes to migration patterns of migratory workers have created additional challenges for our states when conducting ID&R.

IDRC-2's design was informed by these needs and by the specific ways in which states reported that **IDRC-2 can address their needs** including continuous ID&R training; enhanced coordination with other states to facilitate ID&R; onsite/field-based TA capacity building efforts; more recruiting tools and training webinars; coordination with employers, agencies, and programs serving migratory students and families for ID&R; developing relationships with agribusinesses; developing a more comprehensive state ID&R plan; mentoring new directors and PLGs for all levels of ID&R staff; strategies for recruiting out-of-school youth (OSY); using

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data, technology, maps, and social media to streamline and improve recruitment efforts; and ideas for innovative recruitment and efficiency tools. IDRC-2 aims to improve the ID&R of migratory children and youth and reduce the cost for ID&R in the IDRC-2 states by developing/ implementing these innovative, evidence-/needs-based services, support, and resources.

B3 Extent to which the project will establish linkages with other appropriate agencies and organizations – Linkages are interwoven into all four objectives with Objective 4 specifically addressing relationships with agribusinesses and agencies/programs serving migratory children and their families. IDRC already has established relationships with National Migrant and Seasonal Head Start (MSHS), Proteus, National Association of Farmworker Opportunity Programs (NAFOP), the Department of Labor (including the National Monitor Advocate Program), the National Farmworker Jobs Program (NFJP), the U.S. Department of Agriculture (USDA), McKinney-Vento, and the Interstate Migrant Education Council (IMEC). IDRC also created an Agriculture Information Portal containing state-specific agriculture resources and links, and a Resource Portal that lists state-specific partner agencies.

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The relationships and portals/resources established during the current CIG will be refined and enhanced. IDRC-2 will establish new relationships with other farmworker agencies/ employers and service providers (e.g., High School Equivalency Programs [HEP]/College Assistance Migrant Programs [CAMP], local farm associations, workforce development offices, Department of Health and Human Services [HHS], and school-based programs including Title I-A/Title III). In addition, IDRC-2 will facilitate coordination with/among member states (to discuss strategies/share products and promising practices), the Office of Migrant Education [OME] (to share CIG results/outcomes and lessons learned), and other CIG/MEP states (to disseminate effective/promising practices and outcomes, and network around effective ID&R).

B4 The extent to which the project demonstrates a rationale - The IDRC-2 goal, priority, objectives, and tasks are predicated on a body of research from the ID&R Literature Review conducted during the first year of IRRC, a well-defined logic model that is informed by evidence and research, and evaluation results from IRRC and IDRC showing positive impact on states and staff implementing or supporting ID&R (Tier 4-Demonstrates a Rationale). The logic model to follow shows the intent of IDRC-2. It will help us assess IDRC-2's effectiveness and progress, and ensure a realistic picture of what IDRC-2 can expect to accomplish.

IDRC-2 Logic Model	
Inputs	CIG funding; Leadership Team (LT); Project Director/staff; SST/TST; ID&R/MEP staff in the IDRC-2 states; evaluation team; agencies, programs, and agribusinesses employing/serving migratory students and families; needs assessment data; evaluation data
Activities	Recruiter/ID&R staff training; tools, resources, products to increase recruiter/ID&R staff efficiency and use of data to inform ID&R; modules/toolkits to build staff capacity; field-based TA with ID&R; mentoring for new state directors; PLGs; coordination with agencies/agribusiness/programs (<i>CPP3</i>); CIG meetings; dissemination
Outputs	Recruiters/ID&R staff trained; SST/TST meet to make decisions and implement tasks; materials, resources, tools, products on ID&R developed; TRI field-based and virtual assistance provided; LT meets to oversee CIG; relationships with agencies, agribusinesses, and programs developed; relationships built among states
Short-term Outcomes	Increased recruiter/ID&R staff skills; data informed PD and ID&R; more recruiters/staff/states coordinating with agencies/agribusinesses to conduct ID&R; increased staff/state capacity to

IDRC-2 Logic Model
conduct ID&R resulting from TRI TA; IDRC-2 services found effective are sustained; collaboration/idea sharing among IDRC-2 states
Mid-term Outcomes
Recruiters/ID&R staff increase their capacity to conduct/support ID&R; recruiters score proficient on the RCA; IDRC-2 resources and products improve ID&R staff capacity to implement ID&R; states improve relationships with farmworker agencies, employers, and other programs serving migratory children and families
Long-term Outcomes
Effective intra/interstate collaboration among the IDRC-2 states; more efficient and effective ID&R; increased capacity of states, recruiters, ID&R staff to conduct ID&R; more migratory children and families identified and served by the MEP; improved relationships with agencies, employers, and other programs to support ID&R efforts in the IDRC-2 states

Past CIG evaluation results demonstrate that services and products have helped states implement more consistent, reliable, and efficient ID&R and improve the capacity of ID&R staff. Most recent evaluation results show that 93% of training/TA participants increased their capacity to conduct or lead ID&R efforts and 94% reported that training/TA taught them useful strategies for conducting ID&R; 91% of ID&R staff reported that Connecteam helped them streamline ID&R data collection; and all state directors responding reported that participation in the CIG increased their state’s capacity to implement proper and timely ID&R.

Effective practices identified in current/previous CIG evaluations include utilizing the RCA to assess the needs of recruiters and provide data-driven PD, utilizing CIG tools to improve ID&R systems and processes, utilizing data collected in Connecteam and census/USDA/workforce/agriculture data to inform ID&R, providing high-quality PD/TA to improve staff

knowledge about ID&R; and coordinating/building relationships among the CIG states to network and improve ID&R systems and practices.

C. Quality of Project Services

C1 Strategies for ensuring equal access/treatment for project participants – IDRC-2

will ensure equal access and treatment for eligible project participants who are members of groups that traditionally have been underrepresented (e.g., embedded language supports, materials reviewed to eliminate language or procedures that are exclusionary, accessibility for those using screen readers, video captioning.). IDRC-2 states will work together to remove all barriers that prevent participation in CIG activities and operationalize each state’s General Education Provisions Act (GEPA) statement in Part IV of this application. The TST will review all materials using an equity tool to eliminate exclusionary language or procedures, establish guidelines to ensure equal educational opportunities for staff and migratory students/families, and follow the strategies found in the federal guidance for Section 427 of GEPA.

C2i Extent to which services are appropriate to the needs of the intended recipients or beneficiaries - The services proposed by IDRC-2 are the result of ongoing discussions and planning among the current IDRC states informed by a needs assessment and evaluation results (see Section B2). IDRC-2 builds on, and expands the work of, IDRC and IRRC by refining and enhancing what already has been developed (e.g., RCA, electronic Referral Tool, state ID&R plans, portals) and creating additional systems of support and resources described below that further assist states in their efforts to ensure that ID&R is proper and timely.

Key activities/outcomes of IDRC-2 are: (1) providing intensive, high quality, individualized PD (field-based, in-person, virtual) to recruiters and MEP staff in the IDRC-2 states to increase the proper and timely ID&R of migratory children; (2) creating/disseminating ID&R capacity

building tools (e.g., training modules, videos, toolkits, resource materials, portals) to improve the capacity of recruiters/ID&R staff to conduct ID&R and use data to inform ID&R; (3) increasing application and depth of learning by facilitating PLGs; (4) creating profiles of the farmworker population in each IDRC-2 state; (5) coordinating with agribusiness, employers, and agencies serving migratory children and families to build/optimize relationships; (6) revising/developing state ID&R plans to include application to daily ID&R work, strategic planning, and using data to inform ID&R; and (6) mapping IDRC-2 PD to identify the appropriate audience and sequence. The following chart displays the needs identified by the IDRC-2 states and the key services to be provided by IDRC-2 to address these needs.

Needs	IDRC-2 Services to Address Needs
<p><u>Capacity building needs</u>: Continuous, high-quality PD on ID&R (field-based, needs-based, virtual, in-person); mentoring for new directors</p>	<p>Intensive PD and capacity building provided to recruiters/ID&R staff; PLGs, training modules developed; new directors mentored; RCA results utilized to inform PD; use of IDRC-2 ID&R tools</p>
<p><u>Product needs</u>: Innovative recruitment ideas and efficiency tools; state ID&R plans; recruiting tools and training; strategies for recruiting OSY; using data, technology, and social media in ID&R</p>	<p>Updates/reports added to Connecteam to help track/document recruiter/ID&R efforts; online portals for using data, resources for families, agribusiness enhanced; training modules; data reconciliation tools; RCA; recruiter toolkits</p>
<p><u>Technical Assistance needs</u>: Access to expert ID&R staff, field-based and virtual ID&R TA</p>	<p>Field-based/virtual TRI TA; expert ID&R staff provide support to IDRC-2 states; new directors receive mentoring; individualized TA provided</p>

Needs	IDRC-2 Services to Address Needs
<p><u>Coordination needs:</u> Coordination with other states for ID&R; better relationships with agribusinesses and others employing/serving migratory families</p>	<p>Facilitation of relationships with programs, agribusinesses, and agencies; new directors mentored; intra/interstate coordination; cross-CIG dissemination activities and beyond</p>

C2ii The likely impact of the services to be provided on the intended recipients – We expect that IDRC-2 will have a profound effect on migratory children and families, the staff/recruiters who serve them, and state capacity to conduct/oversee ID&R. The chart below shows that the benefits of IDRC-2 will extend well beyond our primary recipients (i.e., ID&R staff in the IDRC-2 states) to other constituents (e.g., administrators; migratory children/families).

IDRC-2 Key Service	Constituents	Anticipated Impact
<p>1) Develop evidence-based methods, materials, and tools to support ID&R</p>	<p>State and local MEP staff</p>	<ul style="list-style-type: none"> - Increased capacity to conduct ID&R - Innovative tools/resources developed - More effective and efficient ID&R - More confidence in recruiting practices
<p>2) Build staff capacity to provide and support ID&R</p>	<p>Local staff, agribusiness, agencies, and programs</p>	<ul style="list-style-type: none"> - More eligible migratory children served - Increased staff capacity - Innovative processes and procedures - More resource sharing
<p>3) Coordinate with agencies/agribusinesses</p> <p>4) Disseminate information/materials on ID&R to inform the field and build staff capacity</p>	<p>Migratory children/families; state and local MEP staff</p>	<ul style="list-style-type: none"> - Increased access to MEP services - Migratory children served more rapidly - Greater consistency/clarity in interviews - MEP services impact students/families

IDRC-2's impact on the intended recipients is described in the Local Model through the short-term outcomes (e.g., increased recruiter/ID&R staff skills, more coordination with agencies/agribusiness to conduct ID&R), mid-term outcomes (e.g., IDRC-2 resources and products improve staff capacity to implement ID&R, improved partnerships with agencies/agribusiness) and long-term outcomes (e.g., effective intra/interstate collaboration among the IDRC-2 states, more efficient and effective ID&R, more migratory children and families identified and served by the MEP). Most recent evaluation results support attainment of these outcomes by demonstrating that CIG training/TA increased staff capacity to conduct or lead ID&R efforts, helped staff streamline ID&R efforts by using data from multiple sources; and increased member states' capacity to implement proper and timely ID&R.

C2iii Extent to which the TA services involve the use of efficient strategies, including technology, and the leveraging of non-project resources – Key to the success of IDRC-2 is the TA and capacity building efforts to be provided to improve ID&R systems, processes, and efficiency in the IDRC-2 states. TA will be provided through a broad range of approaches and levels of intensity (USDE, 2012) including product/resource development and in-person/field-based capacity building efforts. IDRC-2 TA, as has been provided during IDRC, will include active participation in the learning process (PD, TRIs, PLGs), multiple and varied opportunities to apply what has been learned (PLGs, scenarios), coaching/mentoring (TRIs, new director mentoring), regular self-assessment activities (training/meeting evaluations), and evaluation of how effectively new knowledge is being applied through the IDRC-2 evaluation (Fixsen, et. al., 2005; Trivette, 2009; Trivette, et. al., 2009; USDE 2012).

During the global pandemic, TA was provided in an all virtual learning environment out of necessity. Since that time, training and TA has been provided through a hybrid of in-person and

webinars/virtual planning meetings as requested by the member states to increase access to these services for all ID&R staff. Hybrid options will continue to be offered throughout IDRC-2.

TA will leverage non-project resources through our partnerships with agribusiness, employers, and other programs serving migratory children, youth, and families that are listed throughout this application. Efforts begun during IDRC whereby our partners provide training/TA to member states via webinars and collaborative meetings will be expanded to include additional opportunities and partnerships.

C2iv Extent to which services involve the collaboration of appropriate partners –
IDRC-2 will continue the efforts begun during IDRC to build relationships with partners as well as establish new partnerships with agencies and businesses employing and supporting migratory workers, children, and families. Relationships have been established with MSHS, Proteus, NAFOP, the Department of Labor (including the National Monitor Advocate Program), NFJP, USDA, McKinney-Vento, and IMEC. IDRC-2 will continue to build these relationships and establish new relationships with other farmworker agencies/employers and service providers (e.g., HEP/CAMP, local farm associations, workforce development offices, HHS, and school-based programs including Title I-A and Title III). These partners will support IDRC-2 through resource sharing (e.g., assisting/coordinating training on eligibility requirements and available services, logistical support for training/TA and SST/TST meetings), coordination to conduct ID&R (e.g., utilizing the electronic Referral Tool to identify potential migratory families/children, allowing recruiters access to workers/families receiving assistance), and coordination to better serve migratory families (e.g., sharing outcomes/results of IDRC-2; providing/participating in cross-training to ensure migratory children are identified and served).

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In addition, the interstate/intrastate coordination to be facilitated among the IDRC-2 states (72% of all states receiving MEP funds) will be key to maximizing the effectiveness of the CIG, with state-, regional-, and local-level ID&R staff serving as subject matter experts on ID&R during the development, implementation, and dissemination of IDRC-2 products, resources, training/TA, and strategic planning tools.

D. Quality of the Management Plan

DI Adequacy of procedures for ensuring feedback/continuous improvement – IDRC-2 will use the FII, a tool that has been employed successfully in the current and previous CIGs to ensure feedback and continuous improvement, determine progress toward the CIG tasks, and measure the level of implementation of all IDRC-2 tasks on a 5-point scale (1=not yet implemented, 2=planning stage, 3=initial implementation, 4=partial implementation, and 5=fully operational or complete). Within the first month of the project, the LT will expand and finalize the FII followed by monthly reviews/updates. The FII to follow lists each IDRC-2 task, the year(s) in which each task will be implemented, persons responsible, milestones (indicated in blue), as well as the alignment of the tasks to our objectives.

The IDRC-2 management plan was designed to achieve our goal/objectives based on the project design/services and our experienced, uniquely qualified staff and strong leadership. Key to providing feedback on the progress of IDRC-2 and ensuring continuous improvement is the program evaluation. The evaluation facilitates the **continuous improvement cycle** that includes the needs assessment conducted to prepare for this application, a plan of action (the tasks outlined in this application) based on the identified needs, and the evaluation to inform project progress with the results used for planning and improvement.

Year	IDRC-2 Tasks	Obj	Person(s) Resp
1/2/3	Plan/implement/participate in two SST meetings (in-person or virtual)	1-4	DS/AL/St/E/P
1/2/3	Plan/implement/participate in three TST meetings (in-person or virtual)	1-4	DS/AL/TST/E/P
1	Update the IDRC-2 CIG website to be more user-friendly and efficient	1-4	DS/AL/TST
1/3	Provide each state with a list/links to their state-specific resources developed by IDRC-2	1-4	DS
1/3	Map IDRC-2 recorded PD to identify appropriate audience/sequence	1	DS/TST
1/2/3	Facilitate PLGs for ID&R staff (state/local) to increase application/depth of learning	1,2	DS/St/MEP/TST
1/2/3	Identify expert ID&R staff to assist with TA/TRI efforts in the IDRC-2 states	1	DS/St/TST
1/2/3	Provide TRI onsite/field-based and virtual assistance, coaching, and mentoring	1,2	DS/TRI
1/2/3	Provide new director mentoring (peer-to-peer and IDRC-2 staff) in the IDRC-2 states	1	AL/DS/St
1/2/3	Provide ongoing, high-quality professional learning opportunities (virtual/in-person)	1,2	DS/TST/P
1/2/3	Facilitate intensive PD opportunities (e.g., Summer Recruitment Institute, Data Bootcamp)	1,2	DS/AL/TST/P
3	Provide IDRC-2 and cross-CIG dissemination activities to share resources/practices	1	DS/AL/TST/P
1	Update the RCA including the item bank and content, as needed	2	DS/TST
1/2/3	Utilize RCA results to inform PD (share with states) and create additional content/scenarios	1,2	St/MEP/DS
1/2/3	Develop/update training modules/toolkits for recruiters/ID&R staff/ID&R coordinators	1,2	DS/TST
1/2	Create profiles of the farmworker population in each IDRC-2 state	3	DS/TST

Year	IDRC-2 Tasks	Obj	Person(s) Resp
1	Update the ID&R state plan template (strategic planning, daily work, using data, evaluation)	3	DS/TST
2/3	Assist IDRC-2 states with creating/revising their ID&R State Plans	3	DS/AL/TRI/St
1/2/3	Create/update needs-based reports/provide training to the IDRC-2 states on Connecteam	3	DS/TST
1/2	Create/update data reconciliation tools to assist with using data to inform ID&R	3	DS/TST
1	Revise/update the electronic Referral Tool as needed to increase usage	3	DS/TST
1/2/3	Expand/refine the resources in the Recruiter Learning Portal (e.g., training, resources)	3	DS/TST
1/2	Expand/refine the resources/links in the <u>Agriculture</u> , Learning, & Resource Portals (CPP 3)	3	DS/TST
1/2/3	Establish/expand partnerships with agencies/programs to facilitate ID&R (CPP 3)	4	DS/AL/St/TST/P
1/2/3	Plan/facilitate collaborative meetings with partners (IDRC-2/individual states) (CPP 3)	4	DS/AL/St/TST/P
1/2/3	Collaborate with partners to facilitate ID&R in the IDRC-2 CIG states (CPP 3)	4	DS/AL/St/TST/P
1/2/3	Submit evaluation data on IDRC-2 services and prepare performance reports	1-4	All/E
1/2/3	Prepare/submit the IDRC-2 interim/annual/final performance reports	1-4	E/AL/DS

AL=Kansas Administrative Liaison; **DS**=IDRC-2 Director/CIG Staff; **St**=State MEP Directors (includes Lead State-KS);
TST=Technical Support Team; **MEP**=MEP Staff/Recruiters; **TRI**=TRI Team Members; **P**=Partners; **E**=Evaluator

Other procedures for feedback/continuous improvement include regular communication among the LT (Lead State and IDRC-2 staff, evaluator) utilizing the FII; SST meetings to provide input/feedback on IDRC-2 materials/products and discuss CIG implementation, barriers, solutions, and successes/outcomes; TST meetings to plan and develop IDRC-2 materials and products and provide input on TST outputs; and the IDRC-2 website to share IDRC-2's results.

D2 Adequacy of mechanisms for ensuring high-quality products and services – In addition to SST/TST feedback/input and utilizing the results collected through the evaluation, IDRC-2 will implement the Deming Cycle (<https://deming.org/explore/p-d-s-a>) to ensure that all products and services are of high quality through the following steps.

- **Plan:** Utilize needs assessment results to plan the project and inform services/products.
- **Do:** Convene the SST to provide guidance on the products to be developed and convene the TST to plan and develop the services/products/tools identified in this application.
- **Check:** Pilot test products to ensure they work as intended; LT, SST, and TST review products to ensure their quality and applicability; and LT/TST review feedback/revise.
- **Act:** Disseminate the products developed and provide PD/TA to facilitate use of the resources among recruiters and ID&R staff in the IDRC-2 states.
- **Analyze:** Determine how the products were received by the field in terms of quality, usage, effectiveness, and other data through the evaluation.

D3 Appropriateness/adequacy of the time commitments of the project director and other key staff - Persons responsible have been designated in the FII to ensure that time commitments are appropriate and that everyone involved is clear about responsibilities and accountable for the implementation and attainment of every activity. The explicit communication of staff responsibilities, including the time commitment of key personnel (expressed as a full-

time equivalent or FTE) is critical to carrying out our goal/objectives as shown to the right. We are confident that a **1.0**

Position	FTE	Objectives			
		1	2	3	4
Director	1.0	35%	15%	35%	15%

FTE project director is appropriate to oversee IDRC-2 staff, tasks, and services including the time-intensive activities to be conducted by the SST and TST such as planning and creating products, and planning/providing training and TA. **Ms. Jessica Castañeda, IDRC-2 Project Director**, currently serves as the IDRC Director and has extensive experience in ID&R and managing local and state-level MEPs. Ms. Castañeda will be responsible for carrying out the day-to-day activities of IDRC-2, overseeing CIG staff, planning and facilitating SST/TST/LT meetings, overseeing the work of the TST workgroups, working closely with the LT and IDRC-2 state MEP staff, and ensuring that IDRC-2 states are informed of the progress toward meeting the CIG’s measurable objectives.

IDRC-2 will be led by **Mr. Doug Boline, Kansas State MEP Director** and **Ms. Sue Henry, Kansas Administrative Liaison**, from the **Lead State (Kansas)**. Mr. Boline and Ms. Henry will 1) provide project oversight; 2) work with the fiscal agent [Fort Scott Community College] to manage the budget; 3) communicate with OME on behalf of IDRC-2 and inform them about CIG progress; 4) assist with planning and facilitating SST/TST/LT meetings; 4) oversee the evaluation [META Associates]; 5) participate in data collection/reporting and use results to determine effectiveness and make ongoing improvements; 6) submit interim/annual/final performance reports; and 7) communicate, share information, and model collaboration among IDRC-2 states.

All **IDRC-2 states** will: 1) attend SST/TST meetings; 2) designate staff knowledgeable about ID&R to serve on the TST; 3) provide training on ID&R utilizing the training materials developed by IDRC-2; 4) pilot test, review, and provide feedback on IDRC-2 products and

materials; 5) communicate, collaborate, and share information about IDRC-2 results/outcomes; 6) contribute to the costs to implement IDRC-2 tasks; and 7) complete evaluation data reporting requirements and provide feedback about project implementation, outcomes, successes, and areas needing improvement.

E. Quality of the Project Evaluation

E1 Extent to which the methods of evaluation are thorough, feasible, appropriate to the goals, objectives, and outcomes of the project – The evaluation of IDRC-2 complies with the reporting and accountability requirements in the Notice Inviting Applicants (NIA) and meets the federal reporting requirements of the Every Student Succeeds Act (ESSA), Title I, 34 CFR 75.118 and 75.590, and 2 CFR 200.329. Based on this guidance, the evaluation provides federal reporting information and other data for local program improvement and to determine program effectiveness. Caution was taken in designing the results-based evaluation to ensure that it was aligned with the IDRC-2 goal/priority, measurable objectives, and intended outcomes; and that it produces both quantitative and qualitative data. The evaluation is rigorous, systemic, practical, built for accountability, and thoroughly integrated with IDRC-2's continuous improvement cycle that has as the foundation, the project logic model.

META Associates (META) was involved in the design of IDRC-2 and its evaluation, helping to ensure appropriateness and evaluability. Ms. Cari Semivan, consultant/owner of META, will serve as the lead evaluator for the IDRC-2 evaluation and will be supported by Mr. Marty Jacobson and Ms. Andrea Vázquez, who both have extensive experience evaluating CIGs. Ms. Semivan currently evaluates two of the four CIGs and has served as an evaluator for the CIGs since their inception in the mid-90s. In addition, she has evaluated more than 100 programs

during the past 30 years and has the knowledge and experience needed to carry out a high-quality evaluation and ensure the timely delivery of interim/annual/final performance reports.

Each evaluation strategy is aligned with the IDRC-2 objectives to consistently collect and analyze outcome data that provide evidence that IDRC-2 is building the capacity of recruiters/ID&R staff to ensure the proper and timely ID&R of migratory children. The table that follows shows how the evaluation is integrated into IDRC-2’s measurable objectives to ensure that quantitative/qualitative data will produce the intended outcomes.

Obj	Outcome	Performance Measures	Quant.	Qual.
1	Improved capacity of staff to conduct/support ID&R as a result of participating in PD	Ratings of knowledge gained on training evals, staff survey, director form, website analytics	RBR, SMG	FII, AA, TAN
2	Proficiency on the RCA	RCA scores; staff survey, director reporting form	RBR, SMG	FII, AA
3	Improved ID&R staff capacity resulting from utilization of IDRC-2 products/resources	Staff survey, director reporting form, pilot test surveys, SST/TST feedback	RBR, SMG	FII, AA, TAN
4	IDRC-2 states have improved partnerships with partners	Staff survey, director form, meeting evaluations	RBR, SMG	FII, TAN

AA=Accountability Audit, **FII**=Fidelity of Implementation Index, **RBR**=Rubric-Based Review, **SMG**=Statistical Means/Gains, **TAN**=Trend Analysis

E2 Extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress – Inherent in the evaluation plan is the periodic assessment of progress toward achieving our outcomes, as demonstrated in the chart above. This will occur through the collection of both implementation and results/outcome data. To ensure

IDRC-2 is on track for meeting the objectives on time, outcome indicators aligned to each objective will be monitored as described below. **FET**=following each training

Obj	Outcome Indicator	Measure	Timeline
1	Staff trained on ID&R	# staff participating/record of PD	FET
1	Increased staff knowledge	# reporting gaining knowledge	FET
1	Local training provided to MEP staff	# of local trainings/participants	Annual
2	Recruiters assessed with the RCA	# recruiters scoring proficient	Annual
2	RCA results used to inform PD	# state directors using results	Annual
3	IDRC-2 resources effective/useful	# rating resources effective/useful	Annual
3	IDRC-2 resources improve ID&R	# staff reporting improved capacity	Annual
4	States improve partnerships	# states improving partnerships	Annual
4	Collaborations with partners	# activities for IDRC-2 and states	Annual
1-4	FII progress on activities/deliverables	# fully operational/complete	Monthly

The evaluation will utilize objective measures of data collection that are both qualitative and quantitative including surveys, focus groups, structured interviews, the RCA, training and meeting evaluations, and reviews of anecdotal and structured data and records. All evaluation data collection forms (surveys, director data collection instruments, interview protocols, focus group questions) will be reviewed by the LT to ensure that they are objective, culturally competent, and produce strategies for program improvement without placing undue burden on the day-to-day operation of the states/staff participating in IDRC-2 (e.g., electronic).

The evaluation plan calls for IDRC-2 staff, state directors, recruiters/ID&R staff, and MEP staff to provide regular feedback and recommendations for improving the project as collected through surveys, focus groups, expositions, and interviews. The LT will review all

recommendations for change and refine services as necessary to achieve the IDRC-2 goal, objectives, and intended outcomes.

Formative evaluation methods will refine, improve, and strengthen IDRC-2 (e.g., FII reviews, focus groups, records reviews, training evaluation results) to determine if the project is being implemented as designed. The evaluator will provide monthly progress reports to the LT to share information on project implementation and progress/outcomes. Key to determining the level of implementation of the project activities is the FII. The FII identifies CIG tasks, the years in which each task will be implemented, milestones/benchmarks, objectives addressed, and persons responsible to ensure that all activities are on target throughout the project. The FII will be reviewed monthly by the LT with the results used to ensure performance feedback and permit periodic assessment of progress toward achieving the intended outcomes.

Summative evaluation data includes RCA scores; staff ratings of knowledge gained from IDRC-2 capacity building opportunities such as TRI visits, webinars, and training; IDRC-2 state needs assessment data; participant ratings on training evaluations; pilot test evaluations; and end-of-year survey and director report results.

Through the Lead State of Kansas, the evaluation plan calls for the preparation of an Interim Annual Performance Report (APR) prior to the end of the first project year, an APR at the end of the first and second years, and a final performance report 90 days after the end of the third year. Performance reports will describe project implementation and outcomes including progress in achieving IDRC-2 objectives, effectiveness in meeting project purposes, and effects on recruiters/ID&R staff/state directors/IDRC-2 states. All reports will contain disaggregated results by state, as appropriate; however, states will not be compared due to their unique needs and resources. Evaluation activities will be the same for all IDRC-2 states with accommodations

made for small states, as needed. In addition, IDRC-2 states will report on the four MEP Government Performance and Results Act (GPRA) program performance indicators as part of their consolidated state performance reports.