

Donna ISD Migrant Department Title I, Part C



Procedural Manual



2020 - 2021

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The Office of Migrant Education (OME) identified Seven Areas of Concern that impact migrant student success in school:

1. Educational Continuity
2. Instructional Time
3. School Engagement
4. English Language Development
5. Educational Support in the Home
6. Health
7. Access to services

The State of Texas has Identified Eight Needs for Texas Migrant Students:

1. Migrant first graders must develop sufficient skills for promotion to Grade 2.
2. Migrant students who failed STAAR must participate in summer remediation.
3. Migrant middle school students must use learning and study skills appropriate for learning.
4. Migrant middle school students must have timely attention and appropriate intervention related to problems or concerns that are academically and non-academically related.
5. Migrant middle school students must have the necessary homework assistance and tools at home essential for academic success.
6. Migrant secondary students must earn the required core credits for on-time graduation.
7. Migrant secondary students must make up course work they lack due to late enrollment or early withdrawal.
8. Migrant students who migrate outside of Texas in summer months must be served in summer migrant programs through the efforts of interstate coordination.

The services that are provided locally:

- Social Services for both parents and students
- Leadership experiences and opportunities
- Scholarship opportunities upon graduation
- Home-based education for 3-4-year-olds
- Summer School for completing/recovering and advancing credits
- Provide Teachers and/or instructional assistance at schools
- School Supplies as needed
- Health Vouchers
- Parental Involvement-Parental Advisory Council
- Drop out recovery outreach

Purpose

The purpose of Title I, Part C is to:

1. To assist States in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children.
2. Ensure that migratory children who move among the States are not penalized in any manner by disparities among the State in curriculum, graduation requirements and State academic content and student academic achievement standards;
3. To ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet;
4. To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school;
5. To help migratory children benefit from State and local systemic reforms. (P.L. 114-95, Sec. 1301).

Goal

The goal of the Migrant Education Program (MEP) is to design supplemental action plans that help all migrant students overcome the educational disruption, challenges of mobility, cultural and language barriers, social isolation, various health-related problems and other factors associated with a migratory lifestyle to succeed in school and successfully transition to postsecondary education or employment.

Migrant Director/Personnel coordinates with each campus principal and migrant personnel to accomplish programs' goals (identify and recruit migrant students, offer early childhood education, graduate migrant students within their cohort group, involve migrant parents in their children's education, ensure credit exchange and accrual, and facilitate inter and intrastate student information.) Campus visits are conducted and documented. Provide resources, staff development, and technical assistance regarding the implementation of effective Migrant Services.

Who Qualifies for the Migrant Education Program?

To qualify for the migrant education program, a migrant child (age 3 to 21 who has not yet graduated from high school nor obtained a GED) must have moved within the past thirty-six months across school district lines with a parent, guardian, spouse, or a member of the child's immediate family to obtain temporary or seasonal employment in qualifying agricultural or fishing work. A self-eligible youth is a qualifying worker under the age of 22 traveling on his/her own or with a group of workers/crew leader. The youth is under the control of a parent or guardian during the regular school year. Furthermore, youth is not solely responsible for his/her welfare. Besides, an emancipated youth is a qualifying worker under the age of 22 traveling on his/her own and is no longer under the control of a parent or guardian and he/she is solely responsible for his/her welfare.

A "migrant child" remains eligible for three years after his/her family's last qualifying arrival date.

Why do migrant children need special services?

Migrant students have many risk factors in common with other disadvantaged students (e.g., poverty, poor health, learning disabilities), but they also face additional challenges unique to their situations (e.g., disruption of education, poor record-keeping between schools, cultural).

Most school programs (including those supported by Title 1, Part C) are set up on a nine-month academic year. When migrant children move with their families, their education is interrupted, often many times a year. Some may come with large families. Their standard of living is often inadequate. Migrant farmworker families have an average annual income below the poverty level. Poor nutrition, housing, and sanitary conditions may cause a high incidence of health problems. Migrant children may have limited English skills and /or little experience with success at school. These facts, combined with irregular attendance, often lead to frustration and low academic performance, causing many migrant children to drop out in their early teens.

However, migrant children can be helped to enjoy school and overcome these difficulties through the Migrant Education Program. Migrant children can achieve quality education and develop skills and options for the future, increase self-confidence and self-esteem, and contribute to the well-being of communities in which they live.

Priority for Service Migrant Students

Some Migrant students may be labeled as “Priority for Services” (PFS), according to the criteria listed below and receive specialized services by the MEP staff according to ESSA PL 114-95, Section 1301. Furthermore, Section 1304(d) of Part C of the Elementary and Secondary Education Act indicates that Migrant Education Programs shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who— “(1) are failing, or most at risk of failing, to meet the challenging State academic standards; and/or “(2) have dropped out of school.”

Criteria for Labeling of PFS

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> For students in grades K-2, who have been retained, or are overage for their current grade level.

Priority for Service (PFS)

Migrant staff coordinates intense tutoring year-round to assist these identified students in the areas of math and reading at their campuses. PFS students may also receive additional school supplies and books.

Campus Support for High Schools:

Donna High School and Donna North High School share the Migrant Counselor. Each high school has two Migrant Strategists (one for 9th & 10th grade and one for 11th and 12th grade). The staff members work cohesively with non-migrant staff members as they supplement their work. All supplemental services are first directed to Priority of Service (PFS) Migrant Students. The supplemental services provided to Migrant Students are:

- Edmentum Courseware Software Application (more than 20 courses including core content subjects)
- Migrant/Edmentum Lab-Teacher made packets, credit-by-exams.
- Migrant Strategists ensure that students are on course to graduate, apply to universities, verify grades with other school districts in-State & Out-State, leadership activities, before and after school tutoring including Saturdays
- Summer School Enrichment Courses
- Migrant University Summer Experience Program
- School Supplies
- In-State & Out-of-State University Campus visits
- CLOSE-UP Program - Washington D.C.
- Migrant Club focusing on migrant students' issues & community services
- Migrant Parent Meetings
- Staff meetings
- Use of Lap-Tops, and calculators

- Vouchers for Vision, Hearing & Dental
- Vouchers for Texas Success Initiative Assessment
- Clothing (Pending funds)

Campus Support for Middle Schools:

Two Migrant Strategist are shared among four middle schools who work collaboratively with campus principal, assistant principals, teachers, counselors, nurses, and support staff. All supplemental services are first directed to Priority of Services (PFS) Migrant Students. The supplemental services provided to Migrant Students are:

- Migrant Lab Teacher has students assigned to the classroom and provides remediation in reading, writing, and math and or grade recovery.
- Migrant External Tutor (pending funding)
- Migrant Strategists ensures that students are provided instructional and support services: placement into Migrant Lab, verification of grades from receiving states/other school

districts, monitoring academic progress, academic advisement, analyzing individual student data, and coordination of services with migrant and non-migrant staff.

- Before and after school tutoring
- Grade 5 and 8 STAAR Summer School Remediation
- Project SMART
- School Supplies
- Homework assistance tools: laptops, calculators, dictionaries/thesauruses
- In-state university campus visits
- Migrant Club focusing on leadership development
- Migrant Parent Meetings
- Staff Meetings
- Social Service Referrals

Campus Support for Elementary Schools:

Each campus principal selects a migrant contact staff member (supervisor and/or a certified teacher). The Migrant Director collaboratively works with campus principal and migrant contact. The supplemental services provided to Migrant Students are:

- Technology (iPads, Chromebooks)
- Before and after school tutoring
- Summer School
- 3-year-old program ABB A Bright Beginnings (Home-based)
- School Supplies
- Migrant Parent Meetings
- Staff Meetings
- Vouchers for Vision, Hearing & Dental

Monitoring Procedures for High Schools:

Migrant Director will generate the following reports and facilitate MEP staff activities to ensure that migrant students are on-time and on-grade level to graduate with their respective cohort groups:

- The PFS reports will be printed and distributed to all high school campuses every month to campus Principals, Migrant Strategists, and Migrant Lab Teachers. The campus principals will review the list and may distribute the PFS list to teachers at his/her discretion (the list is confidential). Migrant Strategists and Migrant Lab Teachers will attend to the PFS students first before serving non-PFS students. All staff (principal, Migrant Strategists, Migrant Lab Teachers, and regular teaching staff should follow PFS Action Plan-see attached). The Migrant Director will explain and address any concerns and provide the necessary resources to address both PFS students and non-PFS students.
- Six-weeks failure reports will be printed and distributed to all high school campuses to campus principals and migrant strategists. The campus principals will review failure reports and coordinate with Migrant Strategists. Migrant strategists will have individual conferences indicating the action(s)/intervention(s) that are being taken. The action(s)/intervention(s) will be documented on the Migrant Individualized Student Log

(see attached). Migrant Strategists will conference with classroom teachers regarding students' academic performance on an as-needed basis. Classroom teachers can then opt to send a student for regular tutoring, Migrant Lab tutoring, Edmentum Instruction, University of Texas Graduation Enhancement Program, or teacher-made packages. Besides, a letter on the student's academic progress will be mailed to the parents/legal guardians indicating any academic concerns and an invitation to visit with Migrant Strategists. The documentation will be turned in every week to the Migrant Director for review.

- AWARE reports will be printed and distributed on scheduled benchmarks to campus principals and Migrant Strategists. The campus principals will review such reports and coordinate with Migrant Strategists. Migrant Strategists will have individual conferences indicating any action(s)/intervention(s) that are being taken. The action(s)/intervention(s) will be documented on the Migrant Individualized Student Log (see attached). These documents will be turned in to the Migrant Department every week for review by the Migrant Director.
- Migrant Strategists will make contact with the parents of PFS students every six weeks if the report cards indicate a failure in any of the core subjects via phone contact or mail (if both attempts are not met, then a home visit will be conducted).
- Meetings will be held by Migrant Strategists with the parent of PFS students to explain how and why they will be contacted when report card grades indicate their child is not passing a core academic subject.
- Home visits will be conducted by Migrant Strategists & Migrant Recruiter to provide information to the parents of PFS students (those students who are at greater risk of dropping out of school-e.g., student classified 1 year or more off-grade level and are overage) about the child's academic and social progress in school.
- Student's transcript / NGS Student transfer document will be reviewed by the Migrant Strategists to determine the credits needed for on-time graduation. Whenever a credit adjustment is needed, Migrant Strategists will work with the student, parents, and academic counselor so that the student is assigned to the available academic opportunities (e.g., migrant lab) to bring up to date and align his/her credits for on-time graduation. If coursework needs to be made up, Migrant Strategists and Migrant Lab Teachers will work collaboratively with the student, parent, and academic counselor to ensure that the missing coursework due to late/entry withdrawal is made up.
- The Migrant Strategists/Migrant Lab Teachers will contact the out-of-state counselor, migrant program, and/or Texas Migrant Interstate Program (TMIP) to secure assistance with the clarification of the student's transcript/coursework. When the migrant students withdraw early, the Migrant Strategists/Migrant Lab teacher will secure the work to complete the coursework for the respective grading period.
- Students placed at the respective Alternative Centers for Education will be monitored for proper placement, progress, and completion of graduation course requirements by Migrant Strategists.

Monitoring Procedures for Middle Schools:

Migrant Strategist will generate the following reports and facilitate MEP staff activities:

- The PFS reports will be printed and distributed to appropriate campus staff every month. The Migrant Lab Teachers will provide instructional services to PFS and regular migrant students. Migrant Strategist will disburse the PFS Action Plan to appropriate staff and ensure that the plan is being implemented. The Migrant Strategist will explain and address any concerns and will provide the necessary resources to address both PFS students and non-PFS students.
- Six-weeks failure reports will be printed by the Migrant Strategists at all middle schools and will be reviewed with Migrant Lab Teacher, regular teacher, and PFS and non-PFS students on an individual basis in order to provide appropriate interventions as needed. The action(s)/intervention(s) will be documented on the Migrant Accountability Log. Migrant Strategists will conference with classroom teachers and Licensed Professional Counselors/academic counselors regarding students' academic performance on an as-needed basis. Migrant Lab Teacher will provide tutoring on an as needed basis. AWARE reports will be printed and distributed on scheduled benchmarks to Migrant Lab Teachers. The Migrant Strategist will have individual student conferences indicating any action(s)/intervention(s) that are being taken. The action(s)/intervention(s) will be documented on the student conference logs and accountability logs.
- Migrant Strategists will make contact with the parents of PFS students every six weeks if the report cards indicate a failure in any of the core subjects via phone contact (if attempt is not met, then a home visit will be conducted).
- Meetings will be held by Migrant Strategists with the parents of PFS students to explain how and why they will be contacted when report card grades indicate their student is not passing a core academic subject.
- Home visits will be conducted by Migrant Strategists to provide information to the parents of PFS students on their child's academic and social progress in school.
- The Migrant Strategist will work closely with the academic counselor in placing the PFS student in the migrant lab where they can do STAAR remediation and or work on grade recovery.
- The Migrant Strategists will create a proposal to provide in school tutoring with a Migrant External Tutor (pending availability of funds). Students will have access to thesauruses/dictionaries, laptops, and calculators.

Monitoring Procedures for Elementary Schools:

Migrant Director will generate the following reports:

- The PFS reports will be printed and distributed to all elementary campuses every month to campus principals and designated migrant contact staff (teacher, counselor, or supervisor-appointed by campus principals). The campus principals will review the list and may distribute the PFS list to teachers at his/her discretion (the PFS list is confidential). The appointed migrant contact will then work with the teacher to plan for appropriate interventions for identified PFS students. The Migrant Director will provide all the necessary resources to address the students' needs.

- Six-weeks failure reports will be printed and distributed to all elementary campus principals and migrant staff. The campus principals will review failure reports and coordinate with appointed migrant contact staff. The appointed migrant contact shall document the action(s)/intervention(s) that are being taken.
- AWARE reports will be printed and distributed on scheduled benchmarks to campus principals and migrant staff. The campus principals will review such reports and coordinate with appointed migrant contact staff for interventions as described above.
- Grade appropriate tutorials will be conducted. Students will have access to appropriate Technology and available campus Software.

Needs Assessment Process:

Migrant Director conducts an annual Local Needs Assessment (LNA) for the Migrant Education Program to:

1. determine the needs of migrant students;
2. design local services; and
3. select students for the receipt of those services.

This enables the Donna ISD Migrant Department along with the Migrant PAC to identify such critical elements as the specific needs of children by grade levels, academic areas in which the project should focus, and staffing.

The following is the process for assessing the needs of migrant students in the Donna Independent School District:

1. Annually in March, the district's Federal and State Programs Director and Migrant Director will provide surveys—one survey for migrant families and one survey for Donna ISD staff members--regarding migrant student needs and whether current services are meeting the identified needs.
2. Migrant staff will distribute the family survey (English and Spanish) to all migrant families. Migrant staff will follow up to see that surveys are returned.
3. Each school will compile a local profile of migrant students to include priority for services by grade level.
4. Migrant staff will hold a meeting of the Migrant PAC to discuss the district's migrant profile and survey results in May.

Grant applications will be completed utilizing the information obtained from a Comprehensive Needs Assessment (CNA).

Our district establishes CNA parameters based on the student. We believe that a data-based, purposeful approach will yield students whose strong educational development will enable them with assets for a more successful future. Therefore, our CNA process is based on analytic/pragmatic and descriptive systems. This methodology is our avenue for evaluation, establishment, and

execution. The process in place to identify priorities (needs) center on sound evaluation. To gather data that contains integrity, a mixed-method design is used (Creswell, 2003). All genres of performance-based data, those which fundamentally lie within the realm of quantitative inquiry, form the core of decision-making. Quantitative research involves the collection of numerical data to explain, predict, and/or control phenomena of interest (Gay & Airasian, 2002). Realizing that the affective domain of our stakeholders is as important as numerical data, our evaluation also involves post-positivist methods (or qualitative, as described by Lincoln and Guba, 1985) which permit us to focus on particular issues and study those in-depth (Gall, Gall, and Borg, 2003). Altogether, the evaluation process encompasses a triangulated methodology that yields specific priorities. Findings from our CNA give rise to critical needs and form the foundation for our application content. We operationalize critical needs differently from year to year, as these are based on results from ongoing assessments.

The specific components of our CNA align very closely with the TEA recommended methodology developed by Region XX. Our process aligns with the Texas Comprehensive Center approach but enhances/expands on several areas.

District/Campus Improvement Plans

All initiatives comprising respective grant applications will be depicted in the district and/or campus improvement plan(s).

Budget Meeting/Preparation

Once the grant application process is completed through TEA or other granting agency and received at the district, a meeting between the district programmatic departments, the Business Office, and, if applicable, the campus will be scheduled to develop the budget and identify the implementation procedures which will be utilized for the grant.

Use of Funds/Reasonable and Necessary Costs

Funds will be used only for those items that are reasonable and necessary for accomplishing the objectives of the program and for implementing activities as described in the grant application. All costs will be budgeted in the approved application to be eligible to be charged to the grant.

Definitions of Reasonable and Necessary Costs

Reasonable costs are consistent with prudent business practice and comparable to current market value.

Necessary costs are essential to accomplish the objectives of the project.

All items requested will be allowable expenditures under the authorizing program statutes, regulations, and rules. All goods will be received and all services will be provided or delivered in time to substantially benefit the population being served in the current grant period and no case after the ending date of the grant. All the travel will occur by the ending date of the grant. In most

instances, goods or services delivered near the end of the grant period are viewed by TEA as not necessary to accomplish the objectives of the current grant program and TEA may disallow these expenditures.

Supplement NOT Supplant

Funds from grant programs will be used to supplement (increase the level of services) and not supplant (replace) funds from non-Federal sources. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy will not be paid with these funds. State or local funds will not be decreased or diverted for other uses merely because of the availability of these funds. We will maintain documentation that demonstrates the supplementary nature of these funds. The federal supplement, not supplant provision is intended to ensure that services provided are in addition to, and not in place of, services that would otherwise be provided to participating students with state and local funds if funds were not available.

Job Description

For employees:

- a) Who work 100 percent of their time in administrating programs that are part of LEA's consolidated administrative funds;
 - b) Who work under a single grant program; or
 - c) Who work under a single cost objective.
- These employees will be required to maintain on file a signed and dated job description which clearly shows that the employee is assigned 100 percent to the program or single cost objective. The job description will be updated annually or when a function or activity is added to or deleted from an existing job description, will identify the function and activities performed by the employee for the applicable fund source(s) or cost objective and will be maintained in the employee's personnel file.

* Refer to Donna ISD Human Resources Checklist: Job Description for implementation procedures of this requirement.

Reviewing Budgets

Grant budgets will be reviewed at the end of the first semester and every 60 days thereafter until the grant ends for grant dates that coincide with the school year. This will be done in conjunction with the Special Programs Accountant and all programmatic directors/coordinators.

Budget Amendments

Each grant is different; however, there are some common guidelines associated with amending the approved budget (Please see application guidelines for more specific information pertaining to specific grants).

- Budget Amendments will be requested and approved from the grantor agency before expenditures that exceed applicable limits are incurred.
- Expenditures requiring an amendment will not be allowed if the obligation is incurred before the approval of the amendment.
- A budget will not be changed until the amendment has been officially approved by TEA.
- The grant application must specify requirements for amendment.
- If additions of a class/object code not previously budgeted on the Budget Summary schedule are needed, the grant will be amended.
- If changes in the number of positions budgeted on the payroll Costs schedule are needed, the grant will be amended.
- If changes in scope or objectives of the grant are needed, the grant will be amended.

Grant Records Retention

Financial and programmatic records include supporting documents, statistical reports, and other records pertinent to program regulations or the grant agreement relating to projects or programs funded by the granting agency. Federal regulations require that all records of the types mentioned (above) must be available for audit for 5 years after the date of submission of the single or last expenditure report to the grantor. If an audit is pending in which an expenditure or the eligibility of a student to participate in a federal program is questioned, then all records affecting the outcome of the audit will be retained until the audit is settled.

Financial Services Responsibilities

The primary contact in the Accounting Department is the Special Programs Accountant and the Director of Accounting and Payroll.

Name	Title	E-mail	Phone Number
Gerardo Cavazos	Supervisor for Accounting	gcavazos@donnaisd.net	461-1620
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The Accounting Department will be responsible for the following (not all-inclusive):

- Maintaining fiduciary and financial responsibility for all grant activities.
- Processing and maintaining the accounting data for the grant.
- Grant accounting shall include the details of all grant transactions, from the approval of the proposed grant to final action by the Grantee and Grantor.
- Requesting funds through automated payment request systems.
- Preparing and submitting written expenditure reports and certifying expenses are true and correct.

- Classifying and reporting the accounting transactions properly, according to TEA guidelines.
- Assisting the Program Directors/Coordinators/Budget Managers that funds are expended as approved in the application;
- Filing the following reports:
 - Periodic Expenditure Reports;
 - Interim Reports
 - Final Expenditure Report; and
 - Revised Final Expenditure Report

Grant accounting records will include:

- A copy of the grant agreement/contract;
- Detailed accounting records, including all appropriate supporting documentation for changes to the grant;
- Payroll records (supported by individual time and effort documentation, if required);
- Budgeting;
- Grant payments;
- Refunds;
- Program income (if applicable);
- Financial reports; and
- Procurement records.

Receipt of the Grant Packet

The "grant agreement packet" (or "grant packet") generally consists of the following:

- The transmittal letter, which provides important information about the grant;
- Copy of the approved application as negotiated by TEA or granting agency;
- Notification of grant award (NOGA);
- Amendment forms; and
- Expenditure report forms.

The grant agreement packet will be mailed to the individual having legal authority to enter the grantee into an agreement, usually the superintendent. This individual, in most cases, will be a different person than the individual who is responsible for managing the grant project.