

Migrant Education Plan

LMUSD MOU

July 1, 2018 - June 30, 2019

Section 1: General Information

Short Description:

Subgrantee Type:

Region:

County:

District:

Who is the subgrantee contact?

Name:

Title:

Phone:

Fax:

Email:

Performance Period Allocation (85%):

Carryover:

Student Leadership:

School Readiness Amount:

Family Biliteracy Grant Extension:

Speech and Debate:

Regional Parent Conference:

Other:

Total Amount Allocated:

Section 2: Allocation & Student Profile

District	Type	Allocation	Students		
			PFS	Non-PFS	Total
Lucia Mar Unified	MOU	\$19,149	2	21	23
		Pre	0	0	0
		K	0	1	1
		1	0	2	2
		2	0	4	4
		3	0	1	1
		4	1	1	2
		5	0	4	4
		6	0	2	2
		7	0	1	1
		8	1	1	2
		9	0	1	1
		10	0	1	1
		11	0	2	2
		12	0	0	0
		Out of School Youth	0	0	0
		Ungraded	0	0	0

Section 5: Regular School Year

Section 7: School Readiness Regular School Year

1. Outreach and support for school readiness

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Support Service

Note: Instructional services are those educational activities for preschool age children and instruction in elementary and secondary schools, such as tutoring before and after school. [MEP Fiscal Handbook](#)

Which service areas does this activity address?

SSDP Focus Area: School Readiness

When will the service/allowable activity be provided?

After School

Saturday

Before School

Other:

Where would the service/allowable activity be provided?

Home-based

District-wide

Site/Center-based

Region-wide

What is the need for this service/allowable activity based on the data?

The academic gap that is frequently experienced by migrant students begins prior to students' enrollment in kindergarten because of lack of medical care and potential delays in physical, social emotional, and early literacy development.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

The migrant support technician will provide outreach services to parents by contacting parents to invite them to district events such as Parent University classes, migrant parent council meetings, and regional events which will provide parent education to support the development of school readiness skills for migrant students. The migrant support technician will also refer parents to community resources and provide school readiness materials to parents as appropriate.

Student/teacher ratio:

One technician for all 5 families.

Instructional strategies:

We would like to focus on Strategy 8.1 - Provide training and resources to parents including workshops to increase social emotional well-being for students along with Strategy 7.1 - Provide training and resources to parents: Workshops to increase awareness of school readiness skills including the importance of and strategies to develop primary language skills and Workshops to teach strategies that support early learning at home such as counting objects and listening to books being read.

Student grouping method:

Age group - all are Preschool

How instruction will be differentiated:

Per the needs of the preschoolers and parents.

Other strategies besides the SSDP strategies identified for the focus areas:

What SSDP strategies will be used to deliver this service/allowable activity?

School Readiness

- Principle Strategy 7.0** - Offer primary and secondary language services for dual language learners (during a time when parents are available to participate).
- Strategy 7.1** - Provide training and resources to parents:
 - Workshops to increase awareness of school readiness skills including the importance of and strategies to develop primary language skills
 - Workshops to teach strategies that support early learning at home
- Principle Strategy 8.0** - Include social emotional development strategies in school readiness services.
- Strategy 8.1** - Provide training and resources to parents:
 - Workshops to increase social emotional well-being for students
 - Workshops to teach strategies that support early learning at home

What evidence-based curriculum will be used in this instructional service?

CA Preschool Early Learning Foundations - CDE

Service/ Allowable Activity Staff Development

What are the specific staff development activities?

Staff will have access to materials and be invited to attend the Early Learning for All meeting at SLOCOE, as well as Regional Meetings for Preschool Staff.

What dates approximately will the staff development take place?

Date
08/2018
09/2018
10/2018
11/2018
12/2018
01/2019
02/2019
03/2019
04/2019
05/2019
06/2019

Service/ Allowable Activity Evaluation Plan

What is the expected outcome specific to this service/allowable activity?

We would expect migrant students whose parents participated in the workshops and parent education courses to come better prepared for kindergarten in the areas of social emotional, fine and gross motor development and language/literacy development.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
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Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
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Service/ Allowable Activity Migrant Students Served

For this activity, what is the number of students served at each level?
Please specify the number of students that are priority for service (PFS) students and non-PFS students.

Grade	PFS	Non-PFS	Total
Pre	3	0	3
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Ungraded	0	0	0
Total	3	0	3

Service/ Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/ Session	Total Minutes
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Service/ Allowable Activity Staffing Plan

Instructional Service Staffing: I identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).

What migrant-funded staffing will support this service/allowable activity?

Title	Classification	Number of	
		Staff	FTE

Support Service Staffing: I identify the staff positions needed to provide support for the service described above (see Fiscal Handbook).

What migrant-funded staffing will support this service/allowable activity?

Title	Classification	Number of	
		Staff	FTE

Service/ Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
4300 Materials & Supplies	Materials and supplies such as books or magnetic letters to support parents with early literacy skills.	\$1,546
	Total:	\$1,546

Section 10: Identification and Recruitment

For this section include any and all Identification and Recruitment (I&R) activities that will be provided during the school year

Eligible migrant students will be identified and recruited in a proper and timely manner.

To qualify for the Migrant Education Program, a child is considered "migratory" if his or her parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries or the child is actually a migratory out-of-school youth (OSY) who works in agricultural, dairy, lumber, or fishing industries. In addition, the youth or family must have a qualifying move during the past three years. A qualifying move can range from moving across school district boundaries or from one state to another for the purpose of finding temporary or seasonal employment. The eligibility period for the MEP is three years from the date of the last move, and eligibility is established through an interview conducted by a migrant education recruiter who visits the home, employment, or other community locations.

I & R Program Overview

Provide an overview of your organizational structure, including the activities and personnel that are administered locally and the activities and personnel that are administered by subgrantees through a DSA or MOU if applicable.

Lucia Mar has one recruiter who is directly supervised by the district coordinator. The Identification and Recruitment trainings, quality control plan and processes, and standards of practice are administered by the region. Since our recruiter is new to the position this year, he has received additional training and supervision as he learns the position.

I & R Quality Control Plan

Provide a copy of the Regions I&R Quality Control Plan as a separate document to the application. *The Regions Plan may be modeled after the States Quality Control Plan; however, the States Plan may not be substituted in lieu of the Regions Plan.*

Title	File Name	Last Update
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District Staff Roles in the I & R Quality Control Process

What are the roles and responsibilities of your I&R staff members within the region's or district's quality control processes?

The district's recruiter participates in all region-led I&R training sessions. If additional training is required for any reason, the district coordinator requests support from the region. The minimum standards for I&R are established by the region and local I&R staff collaborate to ensure those standards are met.

Describe how you will utilize I&R staff to identify and recruit eligible migrant students; include the community and school-based activities.

The district's recruiter is based at the district offices but is frequently visiting the schools that have the most migrant students in order to quickly identify re-qualifying families. The district recruiter also interview newly arriving families at district schools. .

Local Community

What are the characteristics of the community in your local recruiting area?

There are a variety of agricultural crops in the area including but not limited to: strawberries, avocados, and soybean. These crops are grown across the county and the adjacent county.

Migration Pattern Adjustment

What strategies will your I&R staff employ to look for families outside the traditional locales? In some communities, migration patterns are well established and recruiters know where migrant families and youths live; however, migration,

employment, and housing patterns change over time.

The district's recruiter periodically visit the local farm bureau and other local organizations linked to agricultural activity in order to discover any new recruitment opportunities. Recruiters also participate in local community events to promote awareness of the MEP. Two times a year, recruiters evaluate likely housing options for migrant families and conduct exploratory housing complex door-knocking

Regional I & R Coordination

How will your I&R staff coordinate recruitment activities with local districts to create effective recruitment partnerships? How do you ensure that recruitment efforts are robust without being duplicative?

Recruitment Activities

Provide the numbers of individuals assigned to conduct eligibility interviews and make eligibility determinations, the full-time equivalent that they spend performing I&R activities, and how and where the recruiting is carried out.

Type	Recruiters	FTE	Description
Combined	1	0.25	Recruitment is done at all school sites within the LMUSD. Staff will also coordinate with the Regional Office I&R Staff to recruit in the community, at local business and camps.

I & R Staff

Please provide the number of staff in each I&R supervisory and control staff position, the full-time equivalent that they spend performing I&R activities, and the specific tasks carried out in each position. (Note: the budget for I&R activities is part of the Administration section of this application.)

Title	Number of		Description
	Staff	FTE	

I & R Budget

What is the specific budget for I&R activities?

Object Code	Description & Itemization of costs	Amount
2900 Other Classified Salaries	.25 Recruiter	\$7,773
Total:		\$12,294

Section 11: Parent Advisory Council

Explain how parents and community members are recruited and selected for membership in the PAC. Provide local timelines to ensure PAC compliance with State regulations.

At LMUSD the current board of the Parent Advisory Committee has been working since the 2016-17 school year. In accordance with the bylaws it needs to be renewed every two years. For the next period it has been announced at the meetings for the migrant parents to nominate and participate in the new committee or council.

In accordance with federal and state laws and regulations, the Parent Advisory Councils (PACs), at the LMUSD, is comprised of members who are knowledgeable of the needs of migrant children because they themselves are migrants. The head of the membership is elected by the parents of migrant children currently enrolled. The composition of the leadership has been determined by the migrant parents at a general meeting to which all parents of migrant children currently enrolled are invited and encouraged to attend and participate. They are aware that they are the authority to decide on the composition of the council. All parent candidates for the council were and are nominated by migrant parents/families.

The parents at the council are informed in the language they understand, Spanish. The PAC holds meetings on regular basis during the school year which are not less than six times during the year. The majority of members of the parent advisory council are parents of migrant children within LMUSD.

Describe the PAC involvement in the review of the Needs Assessment, planning, and development of the regional application, implementation of services provided to students, and program evaluation.

There is a PAC representative on the RAC. The PAC representative is the liaison for information to and from the PAC and the RAC. Refer to the RA for the process and involvement.

What are the specific staff development activities planned based on local data? What are the expected outcomes?

Staff will meet with the Regional Office Staff to insure that they are aware of relevant state code and regulations, have an understanding of ESSA Title I-Part C Regulations, and Robert's Rules of Order.

What are the specific PAC member development activities to meet the need? Include dates, vendors, or providers if applicable.

PAC members will be trained in relevant state code and regulations, have an understanding of ESSA Title I-Part C Regulations, and Robert's Rules of Order.

Topics for PAC and Staff Development Activities

- Review key provisions of Title I Part, C ESSA (New)
- Identifying local needs of migratory students and parents: data analysis and determining strategies to meet identified needs.
- Meeting engagement, management and facilitation (applicapable, such as Greene Act)
- Instructional strategies for use with parent groups
- Leadership workshops

Other

PAC Members

Include a list of PAC member's names.

District/ School	First Name	Last Name	Eligible Migrant Parent?
LMUSD	Mario	Castaneda	No
LMUSD	Ruben	Lopez	Yes
LMUSD	Ignacia	Martinez	Yes
LMUSD	Bertha	Mendoza	Yes
LMUSD	Daniela	Ruiz	Yes
LMUSD	Maria	Velazquez	Yes
LMUSD	Teresa	Negrete	Yes
LMUSD	Elizabeth	Morales	Yes
LMUSD	Juan	Alvarez	Yes
LMUSD	Antonio	Aguilar	Yes
LMUSD	Rosa	Salguero	Yes
LMUSD	Alejandra	Gonzalez	Yes

PAC Staffing

What migrant-funded staffing will support PAC activities?

Title	Classification	Staff
Migrant Support Technician	Classified	0.10

PAC Budget

What is the specific budget for PAC activities? (Costs related to SPAC conference are not included in this section.)

Object Code	Description & Itemization of costs	Amount
2900 Other Classified Salaries	.10 Migrant Support Technician	\$3,109
4300 Materials & Supplies	Materials and Supplies for PAC	\$392
Total:		\$5,309

Section 13: Administration: Staffing Plan

Indirect Cost Charges

Approved Indirect Rate %

Place a checkmark next to services rendered by indirect cost charges

- | | |
|--|--|
| <input checked="" type="checkbox"/> Accounting and budgeting | <input type="checkbox"/> Communications |
| <input type="checkbox"/> Payroll preparation | <input type="checkbox"/> Technology support |
| <input type="checkbox"/> Personnel management | <input type="checkbox"/> Other: (List Below) |
| <input type="checkbox"/> Purchasing | |
| <input type="checkbox"/> Data Processing | |
| <input type="checkbox"/> Warehousing | |
| <input type="checkbox"/> Facilities | |
| <input type="checkbox"/> Maintenance | |

I certify that the business office was consulted to determine indirect cost charged items.

Administration Staffing Plan

Personnel Needed to Administer ALL Services Described in the Application

Identify personnel needed to administer all services. A MEP administrator is a professional staff member, other than a teacher or counselor. A MEP administrator may have administrative duties, such as a project director or regional director. Generally, if the personnel are MEP funded professional staff, not paraprofessionals, and they perform MEP administrative duties, then the LEA may consider them as MEP administrators in their job classifications. (See [fiscal handbook](#))

Title	Type(s)	Classification	Number of	
			Staff	FTE
Migrant Technician	SR-RSY, I&R, PAC	Classified	1	0.35

Administration Budget Detail

Please identify all costs related to administration of all services of the MEP for the Regular School Year, Summer School, etc. For each line item, refer to and use the object codes provided in the instructions.

Section 14: Legal Assurances & Certifications

<https://www.cde.ca.gov/fg/fo/r28/documents/legalassurance1819.docx>

Upload signed Legal Assurances

Title	File Name	Last Update
3054_001 Migrant Legal Assurances	3054_001.pdf	05/08/2018 12:14 PM

Migrant Education Program Inventory list

Title	File Name	Last Update
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Official Job duty statements from the local Human Resources office for all MEP staff

Title	File Name	Last Update
Migrant Technician	3039_001.pdf	05/03/2018 9:13 AM

Per the Migrant Data Security Guidance Letter released on May 12, 2016, the California Department of Education (CDE) Migrant Education Office (MEO) is requesting from the Migrant Education Program (MEP) subgrantees the current Data Device Inventory information for data devices purchased with migrant funds.

The migrant program will upload the migrant data device inventory, updated for the current fiscal year, if applicable.

If migrant fund was used to purchase data devices that are used to access, store, and/or process student personally identifiable information for the past five year starting from the current fiscal year, the RA and DFDSA migrant programs must upload the latest migrant device inventory in the template provided by the state Migrant Education Office via the link in orange color. This inventory must contain all migrant data devices, including those from the DSAs and MOUs.

For a DSA/MOU district, the migrant program must upload the latest migrant device inventory in the template provided by the state Migrant Education Office via the link in orange color. This district level migrant data device inventory may be filed by the regional office for record keeping. The district may consult with the regional office for inventory completion guidance.

[Inventory Template](#)

Migrant Data Device Inventory

Title	File Name	Last Update
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Organizational Chart of Migrant Education

Title	File Name	Last Update
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[Migrant Education Program Summer Waiver Request Form](#)

Summer Waivers

Title	File Name	Last Update
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Budget Signature and Certification

The Budget form (ME-1) is downloaded and uploaded by the plan submitter after the plan has been approved.

Cover Page

The cover page is created when the plan is approved.

Once it is created, the plan creator uploads the cover page signed by the Superintendent or Designee and Parent Council Representative.

Finally, the Migrant Education Program Director or Designee signs the cover page and this final version is uploaded.

[Download current cover page.](#)

Section 14: Legal Assurances & Certifications

Legal Assurances

3054_001 Migrant Legal Assurances

2018–19 Legal Assurances and Certifications for Local Educational Agencies

California Department of Education Migrant Education Program

The operating agency, by signature of its authorized representative on the **signature** page of this document, hereby assures the California Department of Education (CDE) that the local educational agency (LEA) will adhere to all of the legal assurances contained herein and with all other Federal and State statutory and regulatory requirements for the Migrant Education Program (MEP) referenced in this document.

Required Assurances

General assurances and certifications are required for grant applications submitted to the CDE. The General Assurances and Drug-Free Workplace Certification forms are required for applications for funds. (Note that the signed grant application submitted to the CDE confirms a commitment to comply with the general assurances.) Applicants must download the certifications and submit the signed forms with their applications as described below:

- General Assurances form: <http://www.cde.ca.gov/fg/fo/fm/generalassurances2017.asp> (no signature required)
- Drug Free Workplace form: <http://www.cde.ca.gov/fg/fo/fm/drug.asp> (signature required)
- Lobbying Certification form: <http://www.cde.ca.gov/fg/fo/fm/lobby.asp> (signature required)
- Lobbying Disclosure form: <http://www.cde.ca.gov/fg/fo/fm/sflll.asp> (signature required if applicable)

Migrant Assurances

Use of Funds

1. Funds for MEP will be used only:
 - a. For programs and projects, including the acquisition of equipment in accordance with 20 United States Code (USC) sections 6396(b) and 6394[c][1][A]
 - b. To coordinate such programs and projects within the State and other states, as well as with Federal programs that can benefit migratory children and their families. (20 USC 6394[c][1][B])
2. Programs and projects funded for MEP will be carried out in a manner consistent with the objectives of Section 6314, subsections (b) and (d) of Section 6315 and subsections (b) and (c) of Section 6321 of 20 USC, and Part F of 20 USC, Chapter 70, Subchapter 1. (20 USC 6394 [c][2])

Program Purpose

3. Use of MEP funds:
 - a. Support 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.

- b. Ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging State academic standards.
- c. 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
- d. 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.
- e. To help migratory children benefit from State and local systemic reforms.

Authorized Activities

4. MEP funds shall be used, first, to meet the identified needs of migratory children that:
 - a. Result from the effects of their migratory lifestyle, or are needed to permit migratory children to participate effectively in school
 - b. Are not addressed by services available from other federal or nonfederal programs.
5. Migratory children who are eligible to receive services pursuant to Improving Basic Programs Operated by Local Educational Agencies, 20 USC 6311 may receive those services through MEP funds that remain after the agency addresses the identified needs described in 4, above.
6. A school that receives MEP funds shall continue to address the identified needs described in 4, above, notwithstanding its participation in schoolwide programs under 20 USC 6314. (20 USC 6396[b][4])

Program Planning, Operation, and Evaluation

7. The LEA will ensure that:
 - a. In the planning and operation of programs and projects, there is appropriate consultation with parents of migratory children, including parent advisory councils, for programs of at least one school year in duration, and
 - b. All such programs and projects are carried out in a manner that provides for the same parental involvement as is required for programs and projects under 20 USC 6318, and
 - c. Programs and projects are carried out in a format and language understandable to the parents. (20 USC 6394[c][3][B]).

- d. The LEA will make available to the Migrant Education Program all student academic assessment, immunization, and other health information data for the purpose related to student assessment, program services planning, and the transfer of student records. (20 USC Section 6398[b][2])
 - e. The transfer of school records without parental consent is permitted if the local educational agency transfers the records to other school officials within the agency (whom the agency has determined to have legitimate educational interest) or to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll. (See 34 Code of Federal Regulations [CFR] 99.31) This exception applies only if the local operating agency notifies parents annually of this policy. (34 CFR 99.34). In addition, the notification of this exception is recorded via parent/guardian signature on the Certificate of Eligibility (COE) form.
 - f. The availability of funds from other federal, state, and local programs must be taken into account. (20 USC 6394(b)[5])
8. In planning and carrying out such programs and projects, there will be adequate provision for addressing the unmet educational needs of preschool migratory children and migratory children who have dropped out of school (20 USC 6394[c][4])
9. The effectiveness of such programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and local educational agencies under Improving Basic Programs Operated by Local Educational Agencies, 20 USC 6311 et seq. (20 USC 6394[c][5]).
10. Such programs and projects will provide for:
- a. Advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and their families gain access to, other education, health, nutrition and social services,
 - b. Professional development programs, including mentoring, for teachers and other program personnel,
 - c. Family literacy programs,
 - d. The integration of information technology into educational and related programs, and
 - e. Programs that facilitate the transition of secondary school students to postsecondary education or employment. (20 USC 6394[c][7]).
11. It will assist the SEA in identifying, and recruiting eligible children, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and will provide its local Migrant Education Region and the SEA with eligibility and needs assessment information, by which the SEA can complete its reporting and subgranting activities. The LEA will implement a program to monitor the eligibility requirements of children and youths enrolled in the Migrant Education Program. (California *Education Code (EC)* Section 54444.1 [d]). Will establish and implement a system of quality controls for the proper identification and recruitment of eligible migratory children. (34 CFR 200.89[c]).

Priority for Services

12. LEAs shall give priority to migratory children who are failing, or most at risk of failing, to meet the State's challenging academic standards, or have dropped out of school. (20 USC 6394[d]).

Continuation of Services

13. Notwithstanding any other provision of Title I, Part C,
 - a. A child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term,
 - b. A child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs, and
 - c. Secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation. (20 USC 6394[e])

Schoolwide Programs

14. Before the school chooses to consolidate in its Schoolwide program funds received under part C of Title I of the ESEA, the school must:
 - a. Use these funds, in consultation with parents of migratory children or organizations representing those parents, or both, first to meet the unique educational needs of migratory students that result from the effects of their migratory lifestyle, and those other needs that are necessary to permit these students to participate effectively in school, as identified through the comprehensive Statewide needs assessment under 34 CFR 200.83, and
 - b. Document that these needs have been met. (34 CFR 200.29[c][1])
15. Funds available under Part C of Title 20 may be used in a Schoolwide program subject to the requirements of 34 CFR 200.29[c][1].

Coordination of Migrant Activities

16. The LEA will coordinate with the SEA to improve intrastate coordination, including the development or improvement of programs for credit accrual and exchange. (20 USC 6398[a][1])

Unique MEP Functions

17. LEAs are to assist in the conduct of any and all of the following activities as deemed necessary by the State:
 - a. Statewide identification and recruitment of eligible migratory children,

- b. Interstate and intrastate coordination of the State MEP and its local projects with other relevant programs local projects in the State and in other States,
- c. Procedures for providing for educational continuity for migratory children through the timely transfer of educational and health records, beyond that required generally by State and local agencies,
- d. Collecting and using information for accurate distribution of subgrant funds,
- e. Development of a statewide needs assessment and a comprehensive State plan for MEP service delivery,
- f. Supervision of instructional and support staff,
- g. Establishment and implementation of a State parent advisory council, and
- h. Conducting an evaluation of the effectiveness of the State MEP. (34 CFR 200.82)

MEP Assessment and Evaluation

- 18. The LEA shall determine the effectiveness of its program and projects in providing migratory children with the opportunity to meet the same challenging State academic standards. (20 USC 6394 and 34 CFR 200.83[a])
- 19. Evaluations of program and project effectiveness shall, wherever feasible, use the same approaches and standards that the State establishes for use to assess the performance of students, schools, and local educational agencies under Title I, Part A. (20 USC 6394)
- 20. In a project where it is not feasible to use the same student assessments that are being used under Title I, Part A, the operating agency must carry out some other reasonable process or processes for examining the effectiveness of the project. (20 USC 6394 generally, and 34 CFR 200.84)
- 21. Operating agencies shall use the results of the assessments carried out under 34 CFR Section 200.84 to improve the services provided to migratory children. (20 USC 6396 generally)

Migratory Children in Private Schools

- 22. Operating agencies must conduct Migrant programs and projects in a manner consistent with the basic requirements of section 8501 of the ESSA. (2 CFR 200.87). Operating agencies should note the changes to those requirements enacted through the Every Student Succeeds Act (ESSA).

Audits and Fiscal Procedures/Cash Management

- 23. Operating agencies agree to maintain fiscal and programmatic records and use fiscal control and operating procedures in accordance with state and federal laws and regulations including those found in Section 435 (b)(2) and (5) of General Education Provisions Act (GEPA) and 2 CFR 200.302, 200.327, 200.328.

24. Operating agencies agree to comply with the audit requirements of 34 CFR 76.910 and the cost principles in Subpart E of 2 CFR Part 200 and the audit requirements in Subpart F of 2 CFR Part 200. As required in 2 CFR 200.305, LEA's must demonstrate the ability to minimize the time elapsing between the receipt and disbursement of migrant funds (Cash Management). LEA's must promptly pay the federal agency any interest greater than \$500 per year that they earned on the cash advances. LEA's must minimize the time between the receipt and disbursement of the federal migrant funds.
(2 CFR 200.305[b])
25. Operating agencies agree to repay the California Department of Education any amounts of Title I funds determined to be expended for non-approvable purposes or in violation of federal or state laws and regulations in accordance with GEPA procedures in 20 USC 1231b-2. (2 CFR 200.338)
26. Operating agencies agree to cooperate with the Inspector General and his/her representatives in the conduct of audits authorized by the Inspector General Act of 1978. Cooperation shall include providing access to records and personnel for the purpose of obtaining clarifications, explanations, and other related information. (2 CFR 200.333-337, and 200.344)
27. Operating agencies agree to expend MEP funds solely on the basis of activities and functions described in regional applications and district service agreements approved by the California Department of Education.
28. Operating agencies agree to keep fiscal records and make fiscal accounting reports for the MEP using forms and procedures developed by the California Department of Education.

Comparability

29. LEAs may receive funds under Title I Comparability, 20 USC 6321(c), only if State and local funds will be used in participating schools to provide services that, taken as a whole, are at least comparable to services that the LEA is providing in schools not receiving Title I, Part A or Migrant Education Program funds. A LEA may determine comparability on a school-by-school basis or on a grade span by grade span basis. The LEA must file with the California Department of Education a written assurance that it has established and implemented:
 - a. An LEA-wide salary schedule
 - b. A policy to ensure equivalence among schools in teachers, administrators, and other staff, and
 - c. A policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. (20 U.S.C. 6321[c])
30. The comparability requirements do not apply to an LEA that has only one school for each grade span. (20 U.S.C. 6321[c][4])
32. The LEA has developed procedures for complying with comparability requirements and must maintain records that are updated biennially documenting compliance with those

requirements. (20 U.S.C. Section 6321[c][3])

33. The LEA's Failure to comply with the requirements may result in the loss of Title I funds and/or Migrant Education funds.

Migrant State Assurances

Operation of Regional Offices

1. The regional offices of the MEP agree to render services and/or reimburse school districts for services approved in district service agreements in accordance with state and federal laws and administrative directives from the U.S. Department of Education and the California Department of Education (*EC 54444 and 54444.1*).
2. Each regional office is responsible for, but not limited to, the provision of the following services:
 - a. Funding to districts operating under service agreements
 - b. Technical assistance to districts operating under service agreements
 - c. Interagency coordination to improve services available to eligible migrant children and their families
 - d. Training for the parents and members of district, regional, and school parent advisory councils
 - e. Professional development services for migrant education staff at the school and district levels
 - f. Direct services to migrant children and their families pursuant to district service agreements. (*EC 54444.4[c]*)

Sub Grantee

3. It is agreed that "Operating agency" means a local educational agency operating under a sub grant of state migrant education funding pursuant to a special arrangement with the department to directly implement the State's migrant education program or projects (A regional office is a local educational agency to which the State Education Agency [SEA] makes a sub grant under this part.). (*EC 54441[e] and 20 USC 6399[1]*)
4. The operating agency will review and recommend, in coordination with the SEA, the approval of the District Service Agreements. The operating agency's review process will be in accordance with SEA procedures to identify and address the unique needs of Migrant children and their families. (*EC sections 54444 [a] and 54444.1[a][d][e]*)
5. The SEA will review and recommend approval of the operating agency Regional (Direct Funded) Application. The operating agency's review process will be in accordance with SEA procedures. (*EC 54444.1[a][d][e]*)

Service Priorities

6. LEAs agree to establish service priorities for migrant children as established in state and federal laws, the U.S. Department of Education, and the California Department of Education (*EC* sections 54444 and 54444.1)

Summer School Services

7. Operating agencies agree to conduct summer school programs for eligible migrant students according to the provisions contained in this chapter. (*EC* 54444.3[a])

Articulation and Coordination

8. Operating agencies agree to operate programs and services for migrant children and their families, which are articulated and coordinated with existing resources from school districts and other state and federal programs. (*EC* 54443.1[c][10])
9. Operating agencies will solicit and make provisions for the active participation of the parents and guardians of eligible migrant students, including but not limited to, review and comment on the annual program application by the members of the appropriate advisory councils (*EC* 54444.2)

Staff Development and Support

10. Operating agencies agree to provide adequate professional support to staff serving migrant children and their families. Support must include, but is not limited to, training opportunities, materials, counseling, program review, and leadership. (*EC* 54444.4[b][3])
11. Operating agencies agree to develop and submit to the California Department of Education, professional development plans which address the needs of staff that serve migrant children and their families (*EC* 54444.1[e])

Parent Advisory Councils (PACs)

12. Operating agencies agree to establish and operate parent advisory councils in accordance with federal and state laws and regulations, such that:
 - a. The membership of each regional parent advisory council shall be comprised of members who are knowledgeable of the needs of migrant children.
 - b. Membership shall be elected by the parents of migrant children currently enrolled in the operating agencies programs.
 - c. The composition of the council shall be determined by the migrant parents at a general meeting to which all parents of migrant children currently enrolled in the program shall be invited.
 - d. Parents shall be informed, in a language they understand, that the parents have the sole authority to decide on the composition of the council.

- e. All parent candidates for the council shall be nominated by migrant parents.
 - f. All community candidates shall be nominated by the migrant parents.
 - g. All non-parent candidates shall be nominated by the groups they represent (i.e., teachers by teachers, administrators by administrators, other school personnel by other school personnel, and pupils by pupils.
 - h. Each parent advisory council shall hold meetings on a regular basis during the operation of the regular program, but not less than six times during the year.
 - i. At least two-thirds of the members of each parent advisory council shall be the parents of migrant children. (*EC 54444.1[d]* and *54444.2*)
13. All other responsibilities required under other state and federal laws and regulations. (*EC 54444.1* and *54444.4*) 20 USC 6394[c][3])

Direct Funded Districts

14. A biennial vote (every other year) by the parent advisory council (PAC) of a directly funded district, to approve the participation of that district in the directly funded program, including the approval of a majority of the members who are the parents of migrant children. (*EC 54444.1[c]*)
15. Operating agencies agree to provide each member of an appropriate advisory council, upon request, with a copy of all applicable state and federal laws, regulations, guidelines, audit reports, monitoring reports, and evaluation reports. (*EC 54444.2[a][3]*)
16. Operating agencies agree to offer training programs to members of appropriate advisory councils to enable them to carry out their responsibilities. Training programs shall be developed in consultation with the members and include as appropriate, materials and sessions in a language understandable to each member. (*EC 54444.2[a][4]* and *54444.4[c][4]*)
17. Operating agencies agree to provide information regarding the MEP to parents and guardians of migrant children. (*EC 5444.4 [b][2]*)

Evaluation Reports

18. Operating agencies agree to submit evaluation reports, including information on pupil progress, overall program effectiveness, and quality control as required by state and federal laws and U.S. Department of Education directives (*EC 54443.1[g]*)

Fiscal Procedures

19. Operating agencies agree to adhere to fiscal procedures and submit fiscal reports as required by the California Department of Education (*EC 54444.1[A][5]*)

Name of Applicant: Deborah Schimandle, Director of Elementary Education

Region/District: Lucia Mar Unified School District

Printed Name of Authorized Representative: Raynee Daley, Superintendent of Schools

Signature:  _____

Date: 5/3/18

Section 14: Legal Assurances & Certifications

Job Duty Statements

Migrant Technician

TITLE: MIGRANT SUPPORT TECHNICIAN
SALARY RANGE: 15 0-59 college semester units
18 AA degree or 60 college semester units
20 BA or BS degree

JOB SUMMARY

Under general supervision, maintain record keeping systems for students who qualify for migrant education program services and serve as liaison between the limited English proficient students/families and service agencies.

QUALIFICATIONS

a. Required:

1. High school graduation or its equivalent
2. One year office experience where filing and record keeping are required
3. Knowledge of current office practices and procedures
4. Ability to keyboard, spell correctly and use proper grammar; use computer programs for data management; understand and follow oral and written instructions; establish and maintain cooperative relationships
5. Bilingual and biliterate in English and Spanish
6. Possess valid California driver license

b. Desirable:

1. Experience in youth activities and health and/or social service programs

ESSENTIAL FUNCTIONS

1. Maintain a system to identify all migrant children within the district; enroll and disenroll the identified migrant students; provide updated lists of migrant students to schools
2. Validate the eligibility of migrant students identified by other district personnel
3. Assist migrant advisory committees
4. Attend meetings as scheduled and assigned
5. Complete statistical data reports including monthly enrollment activity reports
6. Make telephone calls and may make home visits to migrant homes; may require evening hours
7. Collaborate with service agencies and assist Spanish speaking and migrant families with access to health services
8. Assist in obtaining guest speakers to address topics of value to Spanish speaking parents and students
9. Perform other related duties as required

PHYSICAL REQUIREMENTS

1. Ability to sit for extended periods of time
2. Ability to stand and circulate for extended periods of time
3. May require ability to ascend and descend steps
4. Ability to see and read, with or without vision aids
5. Ability to hear and understand speech at normal levels, with or without hearing aids
6. Ability to communicate so others will clearly understand normal conversation
7. Ability to bend, twist, kneel, and stoop
8. Ability to lift/carry/push/pull up to 15 lbs. on a regular basis and up to 25 lbs. occasionally
9. Ability to reach in all directions
10. Physical dexterity in limbs and digits to operate a keyboard and write with a pen or pencil

NOTE: This list of essential functions and of physical requirements is not exhaustive and may be supplemented as necessary in accordance with the requirements of the job.

SUPERVISION

Under the general supervision of the Assistant Superintendent, Instruction or designee