

Migrant Education Plan

SMJUHSD

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
Santa Maria Joint Union High	DSA	\$388,436	90	343	433
		Pre	0	0	0
		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	19	58	77
		9	10	42	52
		10	11	53	64
		11	25	95	120
		12	25	95	120
		Out of School Youth	0	0	0
		Ungraded	0	0	0

Section 4: Program Overview

Base Program Description

What are the core strategies, programs, curriculum and services provided by the subgrantee that are designed to address the unique academic needs of all students?

Currently, the district has 433 Migratory students. Of those students, 221 are identified as English Learners. Based on the 2017 Smarter Balance results, 45.96% of Migratory students met or exceeded ELA standards and 18.12% met or exceeded standards in Mathematics. Our Migratory program is designed to support students in increasing academic achievement, a-g completion/graduation completion, and assistance in getting those who are credit deficient back on track. Also, to provide additional activities and leadership opportunities for them to be successful. **Academic tutoring is made available for Migratory students at each of the comprehensive school sites 4 days per week (for most of the school year). Certificated teachers and Bilingual Instructional Aides are available for academic support both before and after school on a drop-in basis.** Speech and Debate sessions are offered to students to assist in strengthening oral speaking, language, literacy and leadership skills. Credit recovery opportunities are provided after school, during school breaks and during the summer. Summer Enrichment programs includes a Math Academy at Cal Poly, a College and Readiness Residential Summer program (MSLI) through CSU Channel Islands, and the Algebra Academy at UCSB. A residential Washington DC field study program is offered in the spring. Health, nutrition and social services are provided to Migratory students throughout the year. Ongoing identification and recruitment for Migratory students is provided by a full time recruiter. Seven MPAC parent meetings are held during the year to provide parents with information on Migratory services, school information and other guest speakers.

Base Professional Development Description

What professional development activities are offered by the subgrantee that are designed to improve teaching for all students?

The Migrant Education Program staff are provided with opportunities to participate in site, district and regional professional development activities throughout the year. Activities includes:

- Collaboration and training with counselors on placement, intervention programs, a-g requirements and career pathways
- District and site trainings on instructional strategies that may be used when assisting students during tutoring (i.e. SDAIE, SIOP, and questioning strategies)
- Participation in Identification and Recruitment training and other county leadership workshops
- Participation in monthly MPAC parent meetings
- Participation in the Annual Parent Education Night, Viernes Familiar

Each a needs assessment will be conducted to determine professional development needs by Migrant Staff.

Health and Well-being Supports

What support services are provided by the subgrantee to address the health and social/emotional well-being for all students?

Each comprehensive high school has 8 PPS credentialed counselors at a ratio of approximately 350:1. Counselors provide social, emotional and crisis counseling for all Migratory students. In addition, each site has a Crisis Intervention Specialist who provides group sessions to address drug and alcohol abuse, healthy relationships, positive choices and other topics. A Bilingual School Community Liaison at each site provides Migratory students with medical and health referrals, school supplies, clothing and makes referrals to other community resources as needed. The District Nurse and site Health Technicians provide daily health services, make referrals to outside agencies, assist with dental and vision screening, and assist in keeping student immunizations up to date. The Teen Closet program at Santa Maria High School provides Migratory students with gently used clothing. Additional district staff at each site provide Migratory foster and homeless youth with additional support services.

Private School Collaboration

How have subgrantees consulted with private schools to design and develop the migrant education program?

No Private Schools have applied or expressed interest in receiving and therefore participating in planning Migrant Education Programs. This process starts with the region sending a letter informing and inviting schools to participate. When any school responds, the region sends that interest response to the district for adequate follow up and inclusion in planning.

Parent Involvement / Family Engagement

How does the subgrantee work with parents and families to improve student learning? Provide a description of the subgrantee's parent education and parent involvement components.

Understanding that the enlistment of parents as educational partners is a vital component of successful school community, the Multilingual and Migrant Education Program, on behalf of the district has made a clear and dedicated effort to involve parents of EL and Migratory students in the educational process. The Santa Maria Joint Union High School District has continued to expand its efforts to reach out to and welcome EL, and Migratory students (who also often meet SED designation) as well as their families.

The District has involved parents in strategic planning and the EL Program Restructure through committee work and formal District English Learner Advisory Committee (DELAC) and Migrant Parent Advisory Committees (MPAC) meetings related to LCAP (Local Control Accountability Plan) requirements. At the school sites, parents are invited to participate in English Learner Advisory Committees, School Site Councils, and other parent advisory groups like Panther Forum for Parents and Cafecito meetings. These advisory group meetings address academic achievements, obstacles, goals, aspirations, and construct plans on behalf of the target student population. These meetings include activities structured with specific learning experiences related to attendance, course grades, and the Aeries Student information system parent portal, among others. These informational meetings are conducted with the purpose of educating families about resources available to them and providing general navigation tools for the school system. In order to engage all of our parents within the school community and provide a linguistically inclusive space, meetings are held entirely in Spanish (the dominant language of our parent groups) with interpretation in the second dominant languages; Mixteco and English.

Interpretation services at each school site provide access to families in linguistically inclusive settings. Interpretation to Spanish is made possible with interpretation headsets at all School Board meetings, IEP meetings, ELAC, School Site Council Meetings and other school committees and information meetings as needed. The District also employs school site School/Community Liaisons who work to break down barriers to the education of each student. Liaisons conduct home visits to notify parents of school information. Liaisons also identify and work to secure grants to support students receiving needed medical care and/or in need of school supplies.

An additional partnership with Just Communities, has provided the forum for parents to address members of the School Board, and Executive Cabinet with their concerns, questions and appreciation for various school services. PIDA (Parent Involvement through Dialogue & Action) provides parents with a linguistically inclusive space to participate in the educational conversation. Parents meet for 18 hours of dialogue and action planning with a focus on academic opportunity and achievement gaps in their schools. This outreach effort has facilitated the inclusion of Spanish and Mixteco speaking community members and parents in the exploration of effective strategies to promote equity in education and student achievement. POM (Parents on a Mission) sessions were offered at each school site in addition to a district wide session for Mixteco parents. POM offers parents with instruction on how to effectively communicate with their student while building trust and positive relationships within the family. POM teachers are trained using strategies provided by the Latino Coalition for Community Leadership. The PIQE (Parent Institute for Quality Education) was offered at Santa Maria and Pioneer Valley High Schools. A Mixteco session was also provided to all parents from all sites. The PIQE program provides parents with information on the high school system, higher education options, financial aide, and identifying classes that form their students' four-year academic plan. Righetti High School offered a similar program called the Parent Warrior Nights that were tailored more to their own school site and were taught by their school counselors.

Parent Communication Plan: Describe who, how, and when parents will be informed about all programs for migrant students. Describe who, how, and when parents will be informed about all services for migrant parents (e.g., health workshops, school readiness services, and parent and family engagement services).

The Director of Multilingual and Migrant Education Programs and MEP Staff will inform migratory families of workshops and parent engagement activities by automated phone messages, personal phone calls, mailers, and text messages through the Remind.com app.

The Migrant Education staff will provide parent presentations regarding Migratory services at MPAC and DELAC meetings. An information table with flyers and brochures of all services will be provided at the Viernes Familiar, at the Back-to-School Nights at each site which are held in the Fall, and at the first Cafecito Meeting at Santa Maria High School.

Program Coordination

How does the subgrantee coordinate with other programs including, but not limited to, Title I, Part A, Title II, Title III, Title VI, pre-k programs (e.g., Head Start, Even Start, Reading First, etc.), homeless education, etc.

The Migrant Education Program coordinates the use of Title III to supplement the following programs, services, and materials for Migratory students:

- Purchase of supplemental culturally responsive novels for Migratory students in ELA courses
- Funds used to schedule culturally response guest speakers for Migratory student presentations and assemblies

- Purchase of supplemental supplies and materials for Migratory students
 - Student data management support for Migratory Students
 - Purchase of materials for evening ESL class for Migratory parents
 - Bilingual content dictionaries for Migratory English Learners
 - Community outreach for Migratory parent education
 - Contract for services for Migratory students to receive presentations regarding self-esteem, depression and trauma; Also training for counselors and teachers regarding teaching traumatized youth.
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Section 5: Regular School Year

1. Academic Tutoring

When is this service/allowable activity offered?

Regular Year - Year-Round

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: English Language Arts
- SSDP Focus Area: Mathematics
- SSDP Focus Area: English Language Development
- SSDP Focus Area: High School Graduation/Dropout
- SSDP Focus Area: Out of School Youth
- SSDP Focus Area: Parent and Family Engagement
- SSDP Focus Area: Student Engagement
- Other

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:

Where would the service/allowable activity be provided?

- Home-based
- Site/Center-based
- District-wide
- Region-wide

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

Based on 2017 Smarter Balance, 54% of Migratory students have not met ELA Standards; 81% have not met mathematic standards.

Based on Fall, end of the semester grades for 2017-2018 the following number of students failed their math or ELA course.

Math Courses	# Of Students Failed	ELA Courses	# Of Students Failed
2 Yr. Algebra 1A	15	ELD 1A	7
2 Yr. Algebra 1B	4	ELD 2A	4
2 r. Algebra 1C	8	English I Intensive A	11
Algebra 1A	39	English II Intensive A	4
Algebra 2A	14	English 1 A (P)	13
AP Calculus B	2	English 1 A (H)	3
Geometry	32	English 2A	18
Pre Algebra	16	English 3A	15
		English 4A	4
		Exp. Read/Writing A	7

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Key skills are based on student needs primarily in the area of ELA and Math. Key skills in math include computational skills, number sense, problem solving, help with understanding word problems, and solving equations. Skills will be adjusted based on the level of math.

ELA skills focus on vocabulary building, literacy skills, reading informational /expository texts, and writing for appropriate genres based on skill level which may include analysis and higher order thinking skills as appropriate. Assistance in editing written work using grade/course specific rubrics which identify different levels of writing standards.

Student/teacher ratio:

One-on one and small groups of students in content specific areas.

Instructional strategies:

Instructional strategies used include: questioning techniques; use of visuals; graphic organizers; note taking; flash cards; use of real life examples; modeling; use of academic language; read-aloud; student goal setting; student self-assessments; and positive reinforcement.

Student grouping method:

One-on-one and small group instruction based on content area and skill level of deficiency.

How instruction will be differentiated:

Instruction will be differentiated based on student learning needs and content specific courses. Tutors will assist students in scaffolding information from text to help them better understand concepts in collaboration with the teacher.

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

The primary focus of Academic Tutoring will be to provide Migratory students with homework and tutoring assistance in the areas of ELA and mathematics, primarily in the courses where students are struggling. Also, to address learning gaps in math and English based on recommendations by teachers. The focus will be on closing learning gaps and assistance with homework/test prep, so that students can pass their courses to meet graduation/ a-g requirements, and to increase student achievement on Smarter Balance tests.

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

English Language Arts

- Principle Strategy 1.0 - Provide supplementary ELA services with a focus on reading and writing for migratory students with targeted intervention for students who are scoring Below or Near Standard.

- Strategy 1.1 - Provide migratory students with opportunities to read various types of expository texts (e.g., description, comparison, cause and effect, problem and solution).
- Strategy 1.2 - Provide migratory students with opportunities to write within various contexts. Integrate explicit instruction for one writing genre unit for program services as appropriate. For example, supplementary science technology engineering and mathematics services should have a strong writing component focusing on expository writing.
- Strategy 1.2a - Provide students with a rubric that outlines the elements required by the genre to write a proficient example and identifies what is needed for different levels of writing proficiency.
- Strategy 1.3 - Provide training in writing instruction during staff development workshops to ensure that migratory teachers and instructional aides provide clear, structured writing instruction.

Mathematics

- Principle Strategy 2.0 - Offer supplemental math services focused on teaching concepts and procedures as well as problem solving and modeling data for migratory students scoring Below Standard on either Claim 1 or Claim 2.
- Strategy 2.1 - Offer Math Literacy Family Nights, targeting PFS and migratory students scoring Below Standard, focused on math CCSS and learning strategies to use at home.
- Strategy 2.2 - Provide professional development opportunities for MEP staff to understand student math achievement data, increase their knowledge and skill set for teaching concepts and procedures, problem solving and data modeling and communicating and reasoning in mathematics.

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

Migrant staff will tutor using the district adopted curriculum with collaboration with certificated teachers.

Service/Allowable Activity Staff Development

What are the specific staff development activities?

Title	Description
EL and Migrant Staff Coord. of Efforts meetings	Meetings 3 x a year between Migrant and English learner staffs to coordinate and implement services.
Migrant Staff meetings	Migrant Team will hold collaboration meetings once a month on early release days to plan and coordinate Migrant services for students and parents.
Teacher info sessions	Professional development for ELA/ELD teachers regarding Migrant, ELD services, and student needs

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
07/2019

Service/Allowable Activity Evaluation Plan

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

The percent of Migratory Students failing academic courses will decrease by ten percent. An increase in Migratory Students meeting high school graduation requirements will increase overall compared to previous year. Completion of A-G requirements for Migratory Students will increase when compared to previous rates for the SMJUHSD high schools. Migratory Students will demonstrate academic gains in CAASPP from previous year.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Other	Students will show an increase in grades from progress 1 to progress 2. Also, an increase in grades from Semester 1 to final grades posted at the end of semester 2.

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Survey	100% of students will indicate that they better understand the concepts taught in class and are able to work more independently.

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	0	0	0
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	5	60	65
10	6	48	54
11	4	25	29
12	2	20	22
Out of School Youth	0	0	0
Ungraded	0	0	0
Total	17	153	170

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
9 - 12	212	08/01/2018 - 07/31/2019	37	60	2,220

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
Migrant School Advisor	Classified	2	0.20

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
2200 Support Services Salaries	Case manage academic needs of students and provide direct instruction at 20% FTE over 11 months x 2 Migrant School Advisors.	\$20,619
2900 Other Classified Salaries	Migrant School Advisor salary for 7/1/18-7/14/18-reduction staff	\$2,081
3000 Employee Benefits	Benefits for Migrant School Advisors at 20% x 2 over 11 months	\$8,162
4300 Materials & Supplies	Snacks for students who stay for afterschool tutoring at all school sites.	\$3,000
4300 Materials & Supplies	Supplemental supplies and materials for MEP students	\$4,000
4300 Materials & Supplies	Supplies for students to be used for after school tutoring, such as pens, paper, markers, pencils, and toner for printing homework related materials; and backpacks to carry supplies and other materials to school.	\$4,000
5200 Travel & Conferences	MEP Staff Mileage	\$1,000
5600 Rentals, Leases, Repairs & Noncap Imp	Copier lease for school year	\$629
5800 Prof/Cons/Serv & Operating Exp.	Bus passes are for Migratory students with the most need who stay after school for tutoring. This amount will serve students at all school sites. Each bus is \$30.00 per month.	\$6,500
Total:		\$49,991

2. In Class Bilingual Instructional Support

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: English Language Arts
- SSDP Focus Area: Mathematics
- SSDP Focus Area: English Language Development
- SSDP Focus Area: High School Graduation/Dropout
- SSDP Focus Area: Out of School Youth
- SSDP Focus Area: Parent and Family Engagement
- SSDP Focus Area: Student Engagement
- Other

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other: During Class

Where would the service/allowable activity be provided?

- Home-based
- Site/Center-based
- District-wide
- Region-wide

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

Based on 2017 Smarter Balance, 54% of Migratory students have not met ELA standards; and 81% have not met mathematics standards. Based on Fall, end of semester grades for 2017-18, the following students failed their math or ELA course.

ELA Course	# Of Students Failed	ELA Course	# Of Students Failed	Math Course	# of Students Failed
World Literature A (P)	22	English 2B (P)	4	Alg 1A (P)	50
English 2A (P)	13	English 4A (P)	4	Geom A (P)	35
Am Lit A (P)	9	AP Eng Lit	4	2Yr Alg 1A	25
ELD 1A	9	Eng I Inten B	1	Pre Algebra A	12
Exp Reading Writing A (P)	9	World Lit A (H)	3	Alg 2A (P)	10
Eng I Inten A	8	ELD Entry A	2	2Yr Alg C (P)	15
English 1A (P)	8	English	1	Alg Bridge To Geo A	7
English 3A (P)	10	Reading Imp A	1	2Yr Alg 1B	2
Intro Lit A (P)	7	English Skills 9	2	2Yr Alg 1C (P)	5
Classic Fiction & Film A (P)	5	Brit Lit A	2	Alg 1A	3
English 3B (P)	2			Alg Concepts A	2
AP Eng Lang	4			2Yr Alg C	1
Eng II Inten A	3			Alg 1B (P)	2
ELD 1 C	1				
English (P)	2				

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Students are placed in small groups based on subject matter. Key skills are based on student needs, primarily in the areas of ELA and math. Key skills include: computational skills, number sense, problem solving and help with understanding word problems. Skill level will be adjusted based on course. More advanced courses may require more analysis and advanced equations.

ELA skills focus on vocabulary building, literacy skills, reading informational text/expository, writing, and assistance in editing written work. Skills will be adjusted for students in advanced classes to include more analysis and advanced questioning techniques.

Student/teacher ratio:

One-on-one and small group setting.

Instructional strategies:

Instructional strategies used include: questioning techniques, use of visuals, graphic organizers, note taking, flash cards, use of real life examples, modeling, use of academic language, read-alouds, vocabulary development, cloze reading, and positive reinforcement.

Student grouping method:

In-class supplemental academic bilingual instruction with primary language support in one-on-one or smaller group settings as follow-up to certificated teacher's instruction. Tutors will help students access the content just delivered by teacher with strategies agreed on with designated teacher. One such strategy will be primary language support.

How instruction will be differentiated:

Instruction will be differentiated based on student learning needs in content areas following recommendations from the certificated teacher. Students will be assisted in scaffolding information from the text for better understanding.

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

Strategies will address the individual needs of students. Staff will work with the certificated teacher to modify strategies based on the level of the content of the course to help close learning gaps.

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

English Language Arts

- Principle Strategy 1.0 - Provide supplementary ELA services with a focus on reading and writing for migratory students with targeted intervention for students who are scoring Below or Near Standard.
- Strategy 1.1 - Provide migratory students with opportunities to read various types of expository texts (e.g., description, comparison, cause and effect, problem and solution).
- Strategy 1.2 - Provide migratory students with opportunities to write within various contexts. Integrate explicit instruction for one writing genre unit for program services as appropriate. For example, supplementary science technology engineering and mathematics services should have a strong writing component focusing on expository writing.
- Strategy 1.2a - Provide students with a rubric that outlines the elements required by the genre to write a proficient example and identifies what is needed for different levels of writing proficiency.
- Strategy 1.3 - Provide training in writing instruction during staff development workshops to ensure that migratory teachers and instructional aides provide clear, structured writing instruction.

Mathematics

- Principle Strategy 2.0 - Offer supplemental math services focused on teaching concepts and procedures as well as problem solving and modeling data for migratory students scoring Below Standard on either Claim 1 or Claim 2.

- Strategy 2.1 - Offer Math Literacy Family Nights, targeting PFS and migratory students scoring Below Standard, focused on math CCSS and learning strategies to use at home.
- Strategy 2.2 - Provide professional development opportunities for MEP staff to understand student math achievement data, increase their knowledge and skill set for teaching concepts and procedures, problem solving and data modeling and communicating and reasoning in mathematics.

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

A combination of System 44 - Read 180, Side by Side, Scholastic Programs and Collections will be used.

Service/Allowable Activity Staff Development

What are the specific staff development activities?

Title	Description
Staff training, planning, and collaboration and with coaching support from Migrant Staff and/or Director	Training for instructional staff in understanding the needs of migrant students, instructional strategies, and ELA, ELD and math standards. Collaboration with BIA and teachers regarding lessons plans, activities and learning objectives.
Migrant Staff Meetings	Migrant Team will hold collaboration meetings quarterly to evaluate needs and provide any training as needed.

What dates approximately will the staff development take place?

Date
08/2018
12/2018
03/2019
06/2019

Service/Allowable Activity Evaluation Plan

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

Migratory students will increase performance on ELA and math Smarter Balance tests and will show improved grades in courses where they are struggling.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Other	All students will show a passing grade or higher. Students will also show an increase on their achievement level on the Smarter Balance test.

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Survey	Migrant students will be given a survey to determine their perceptions in regards to their progress during and after

Local Qualitative Measure	Local Performance Target
	participation in this service. Student perceptions will focus on whether or not the student is understanding the concepts better, are they able to work more independently, and how are they doing on tests, quizzes and classwork.

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	0	0	0
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	77	23	100
10	52	12	64
11	64	15	79
12	120	26	146
Out of School Youth	0	0	0
Ungraded	0	0	0
Total	313	76	389

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
9 - 12	389	08/13/2018 - 06/06/2019	36	60	2,160

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
5800 Prof/Cons/Serv & Operating Exp.	Contract for 6 hourly tutors at 1,500 each with Butte County over 10 months.	\$9,000

Object Code	Description & Itemization of costs	Amount
		Total: \$9,000

3. Leadership Recruitment

When is this service/allowable activity offered?

Regular Year - Year-Round

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: English Language Arts
- SSDP Focus Area: Mathematics
- SSDP Focus Area: English Language Development
- SSDP Focus Area: High School Graduation/Dropout
- SSDP Focus Area: Out of School Youth
- SSDP Focus Area: Parent and Family Engagement
- SSDP Focus Area: Student Engagement
- Other

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:

Where would the service/allowable activity be provided?

- Home-based
- Site/Center-based
- District-wide
- Region-wide

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

Based on 2017-18 Smarter Balance tests 54% of Migratory students have not met ELA standards. Based on Fall, end of semester grades for 2017-18 the following number of students have failed their ELA course.

ELA Course	# Of Students
Linguistics 2A	4
English 2A (P)	19
English 4A (P)	2
ELD 1A	7
Expository Read Writing A (P)	7
Eng I Intensive A	11
English 1A (P)	13
English 3A (P)	11
ELD 2A	4
AP Eng Lang	2
Eng II Intensive A	3
English 1A (H)	3

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Key skills to be learned include: the importance of participating in speech and debate; executive functioning; and follow through skills.

Student/teacher ratio:

The student teacher ratio is 10:1.

Instructional strategies:

Instructional strategies include: provide encouragement and positive reinforcement; reinforce the importance of public speaking and leadership skills.

Student grouping method:

Individual one-on-one and small groups.

How instruction will be differentiated:

Staff will work with students individually to encourage student involvement and build upon each student's strengths and leadership abilities.

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

The primary focus will be to provide students with an opportunity to build leadership skills and to improve public speaking.

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

English Language Arts

- Principle Strategy 1.0 - Provide supplementary ELA services with a focus on reading and writing for migratory students with targeted intervention for students who are scoring Below or Near Standard.
- Strategy 1.1 - Provide migratory students with opportunities to read various types of expository texts (e.g., description, comparison, cause and effect, problem and solution).
- Strategy 1.2 - Provide migratory students with opportunities to write within various contexts. Integrate explicit instruction for one writing genre unit for program services as appropriate. For example, supplementary science technology engineering and mathematics services should have a strong writing component focusing on expository writing.
- Strategy 1.2a - Provide students with a rubric that outlines the elements required by the genre to write a proficient example and identifies what is needed for different levels of writing proficiency.
- Strategy 1.3 - Provide training in writing instruction during staff development workshops to ensure that migratory teachers and instructional aides provide clear, structured writing instruction.

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

N/A

Service/Allowable Activity Staff Development

What are the specific staff development activities?

Title	Description
Region 16 Speech and Debate Coaching Training	Intensive and interactive training for the coaches will be provided. An orientation for the Speech and Debate competition will be reviewed. Resources and materials for preparing students will be provided.
Coaches and Advisor Collaboration Meetings	Coaches and Migrant Staff will plan and coordinate recruitment efforts of Migratory students participating in Speech and Debate.

What dates approximately will the staff development take place?

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

Service/Allowable Activity Evaluation Plan

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

Students will demonstrate improved writing and literacy skills; and improvement in second semester ELA courses; as well as experience and confidence in public speaking.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Other	100% of students who participate in the competition.

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Survey	100% of students will follow through and participate in the competition.

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	0	0	0
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	2	1	3
10	2	2	4
11	2	2	4
12	2	2	4
Out of School Youth	0	0	0
Ungraded	0	0	0

Grade	PFS	Non-PFS	Total
Total	8	7	15

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
9 - 12	15	09/01/2018 - 01/09/2019	3	60	180

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
Migrant School Advisor	Classified	2	0.05

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
2200 Support Services Salaries	Site support for advisors Salary at 5% x 2 over 11 months	\$5,154
3000 Employee Benefits	Site support benefits for advisors at 5% x 2 over 11 months	\$2,040
Total:		\$7,194

4. Field Study Program

When is this service/allowable activity offered?

Regular Year - Year-Round

What type of service/allowable activity is this?

Instructional

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: English Language Arts
- SSDP Focus Area: Mathematics
- SSDP Focus Area: English Language Development
- SSDP Focus Area: High School Graduation/Dropout
- SSDP Focus Area: Out of School Youth
- SSDP Focus Area: Parent and Family Engagement
- SSDP Focus Area: Student Engagement
- Other
History Social Science / Civics

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:
One Week Residential

Where would the service/allowable activity be provided?

- Home-based
- Site/Center-based
- District-wide
- Region-wide

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

Many of our Migratory students are not performing at grade level standards in History/Social Science. They struggle to understand the complexity of our government system. The following chart shows end of Fall semester grades for History Social Science for 10th and 11th grade.

History Course	# Of students Failed	History Course	# Of students Failed
US History	15	American Government	10
World History	23	Economics	4

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Key Skills learned include: how to analyze political perspectives, how to form their own political views, how to better engage in dialogue their peers, the importance of their civic duty, and will gain a deeper understanding of the significant events in our nation's history. The program is an excellent opportunity for our Migratory students to develop their leadership skills, develop a deeper sense of pride and self-confidence.

Student/teacher ratio:

Small group instruction.

Instructional strategies:

Instructional strategies includes: lectures, Cornell note taking, the use of academic vocabulary, higher order questioning, group collaboration and projects, oral presentations, simulations, socratic questioning, research, real-life experiences and hands-on learning.

Student grouping method:

Students work in teams and small groups by random selection.

How instruction will be differentiated:

Instruction will be scaffold to present historical themes and concepts in sequence to better help students to understand.

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

The academic focus will be on the California Social Science Standards. Also, the ELA Standards with a specific focus on reading informational text, expository writing, and oral language and vocabulary development.

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

High School Graduation/Dropout

- Principle Strategy 5.0 - Offer case management services to migratory students at risk of not graduating high school.
- Strategy 5.1 - Offer credit accrual and recovery services to migratory 11th and 12th grade migratory high school students who are credit deficient and are at risk of not graduating.
- Principle Strategy 6.0 - Offer case management services to migratory students at risk of not graduating high school.
- Strategy 6.1 - Offer credit accrual and recovery services to migratory 11th and 12th grade migratory high school students who are credit deficient and are at risk of not graduating.

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

Research strategy to be chosen by the vendor.

Service/Allowable Activity Staff Development

What are the specific staff development activities?

Teachers will be highly qualified certificated teachers in History Social Science with a minimum of three years teaching experience. They will train and plan the Social Studies/Civics curriculum for field study sessions. Teachers will accompany the students on the trip. They will receive on-site training by vendor instructional staff, and local district training before leaving on the trip.

What dates approximately will the staff development take place?

Date
01/2019
04/2019
11/2018

Service/Allowable Activity Evaluation Plan

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

The expected outcomes for all students is to: pass their U.S. History Social Science course with a satisfactory grade or higher in order to meet the graduation requirements; will demonstrate improved writing and literacy skills; gain a deeper understanding of U.S. history; gain confidence; enhance leadership; get excited about the USA; and understand the country/community in which we live to be active citizens.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Other	90% of students who attend the trip will pass their class.

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Survey	The desired outcome is that students will be more excited about the US, and will gain more knowledge of how our state/local governments work, so that they can be active members of the community.

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	0	0	0
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	1	2	3
11	1	3	4
12	2	5	7
Out of School Youth	0	0	0
Ungraded	0	0	0
Total	4	10	14

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
10 - 12	14	08/13/2018 - 04/30/2019	7	300	2,100

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
Migrant School Advisor	Classified	2	0.05

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	Provide instruction over 2 days x 5 hrs. per day x \$21.00 per hr. x 1 teachers = \$210 1 subs for application screenings = \$130 Extra Hours for Interviews = 3 hrs. per day x \$21.00 per hr. x 1 teachers = \$63 Extra Hours for parent info session = 3 hrs. per day x \$21.00 per hr. x 1 teachers = \$63 Subs @ 1 subs 5 days = \$650	\$1,116
2200 Support Services Salaries	5% FTE x 2 staff over 11 months to recruit and provide support services during selection process and extended day/week program on an hourly basis	\$5,154
3000 Employee Benefits	Benefits for Migrant School Advisors at 5% x 2 over 11 months	\$2,040
3000 Employee Benefits	Teacher benefits for Soc. Studies/Civics classes at Saturday School (16 hours)	\$62
5800 Prof/Cons/Serv & Operating Exp.	Baggage claim fees for participating students and staff at estimate \$50 each. X 17	\$850
5800 Prof/Cons/Serv & Operating Exp.	Meals during travel for students and staff. Meals not provided by vendor such as trip there and back. Snacks at \$20 per student/staff x 17 x2= \$680 Meals (estimated rates of \$8 breakfast,\$10 lunch and \$12 dinner) at \$30 per students/staff x 17 x 2= \$960	\$1,700
5800 Prof/Cons/Serv & Operating Exp.	Tuition, transportation, lodging and meals for students and chaperones attending field study program (\$1,989 x 14 students = \$27,846 and \$2,339 x 3 staff (1 free teacher)= \$4,678)	\$32,554
Total:		\$43,476

5. Credit Recovery and Accrual

When is this service/allowable activity offered?

Regular Year - Year-Round

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: English Language Arts
- SSDP Focus Area: Mathematics
- SSDP Focus Area: English Language Development
- SSDP Focus Area: High School Graduation/Dropout
- SSDP Focus Area: Out of School Youth
- SSDP Focus Area: Parent and Family Engagement
- SSDP Focus Area: Student Engagement
- Other

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:

Where would the service/allowable activity be provided?

- Home-based
- Site/Center-based
- District-wide
- Region-wide

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

Based on the 2017 Smarter Balance test results, 54% of Migratory students have not met ELA standards; and 81% have not met mathematics standards. The chart below shows Fall end of semester grades for 2017-18 and the Migratory students have failed courses.

English Course	# of students failed	Math Course	# of students failed	Science Course	# of students failed	Social Science Course	# of students failed
ELD 1A	7	2Yr Alg 1A	16	AG Chem A	4	Md Wld Hst A (P)	24
ELD 2A	4	2Yr Alg C (P)	8	Ag Mech A	4	Us Econ (P)	7
Eng 1A (H)	3	Alg 1A (P)	38	Ag Sci 1A (P)	9	Us Govt (P)	11
Eng 1A (P)	13	Alg 1B (P)	3	Biology A (P)	32	Us Hist A (P)	19
Eng 2A (P)	18	Alg 2A (P)	12	Chemistry A(P)	6		
Eng 3A (P)	15	AP Calc AB	2	Earth Sci A (L2)	5		
Eng 4A (P)	2	Geom A (P)	31	Gen Sci A (P)	18		
Eng I Inten A	11	Math Anal A Cpm(P)	4	In Ag Bio A (P)	8		
Eng I Inten B	4	Math Anal A(H)	2	Physics A (P)	5		
Eng II Inten A	3	Pre Algebra A	16				
Exp ReadWri A(P)	7						

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Key skills will directly relate to the California State Standards for each course completed. Other key skills to be learned include good study habits; test prep skills; how to ask clarifying questions; and time management.

Student/teacher ratio:

One-on-one and small group setting for support staff.

Instructional strategies:

Instructional strategies used include: questioning techniques; note taking; use of real-life examples to create relevancy; modeling; guided practice; use of verbal cues; and positive reinforcement;

Student grouping method:

One-on-one and small groups by random selection.

How instruction will be differentiated:

The digital program provides students pre & post assessments and allows for re-taking of lessons if mastery is not met.

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

Other strategies of focus will include: study skills, note taking, time management; and test taking tips.

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

English Language Arts

- Principle Strategy 1.0 - Provide supplementary ELA services with a focus on reading and writing for migratory students with targeted intervention for students who are scoring Below or Near Standard.
- Strategy 1.1 - Provide migratory students with opportunities to read various types of expository texts (e.g., description, comparison, cause and effect, problem and solution).
- Strategy 1.2 - Provide migratory students with opportunities to write within various contexts. Integrate explicit instruction for one writing genre unit for program services as appropriate. For example, supplementary science technology engineering and mathematics services should have a strong writing component focusing on expository writing.
- Strategy 1.2a - Provide students with a rubric that outlines the elements required by the genre to write a proficient example and identifies what is needed for different levels of writing proficiency.
- Strategy 1.3 - Provide training in writing instruction during staff development workshops to ensure that migratory teachers and instructional aides provide clear, structured writing instruction.

Mathematics

- Principle Strategy 2.0 - Offer supplemental math services focused on teaching concepts and procedures as well as problem solving and modeling data for migratory students scoring Below Standard on either Claim 1 or Claim 2.
- Strategy 2.1 - Offer Math Literacy Family Nights, targeting PFS and migratory students scoring Below Standard, focused on math CCSS and learning strategies to use at home.
- Strategy 2.2 - Provide professional development opportunities for MEP staff to understand student math achievement data, increase their knowledge and skill set for teaching concepts and procedures, problem solving and data modeling and communicating and reasoning in mathematics.

High School Graduation/Dropout

- Principle Strategy 5.0 - Offer case management services to migratory students at risk of not graduating high school.
- Strategy 5.1 - Offer credit accrual and recovery services to migratory 11th and 12th grade migratory high school students who are credit deficient and are at risk of not graduating.
- Principle Strategy 6.0 - Offer case management services to migratory students at risk of not graduating high school.
- Strategy 6.1 - Offer credit accrual and recovery services to migratory 11th and 12th grade migratory high school students who are credit deficient and are at risk of not graduating.

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

Cyber High is a standards based digital curriculum which offers courses that meet a-g approval. Courses are designed to enhance critical thinking and problem solving skills with the overall goal of meeting graduation and college readiness requirements.

Service/Allowable Activity Staff Development

What are the specific staff development activities?

The Migrant Staff will meet monthly to collaborate, review student progress and provide training on study skills strategies.

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
07/2019

Service/Allowable Activity Evaluation Plan

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

90% of the students participating in credit recovery will earn passing grades for previously failed courses to be able to get back on track for graduation. Students will improve their study skills.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Other	The target goal is for 90% of Migratory students to pass courses with a C or better to get back on track for graduation.

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
---------------------------	--------------------------

Local Qualitative Measure	Local Performance Target
Observation	100% of all students who start a Cyber High course will reach completion.

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	0	0	0
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	4	49	53
10	12	28	40
11	5	76	81
12	1	29	30
Out of School Youth	0	0	0
Ungraded	0	0	0
Total	22	182	204

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
9 - 12	212	07/01/2018 - 06/28/2019	50	120	6,000

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
Migrant School Advisor	Classified	2	0.50

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
2200 Support Services Salaries	Enroll students in Plato or Cyber High and provide supplemental instruction to ensure student passes course at 50% FTE x 2 over 11 months	\$51,547
3000 Employee Benefits	Benefits at 50% FTE x 2 advisors over 11 months	\$20,404

Object Code	Description & Itemization of costs	Amount
4300 Materials & Supplies	MEP offices supplies/furniture as needed	\$2,252
	Total:	\$74,203

6. Step Up to Learning ELA

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Instructional

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: English Language Arts
- SSDP Focus Area: Mathematics
- SSDP Focus Area: English Language Development
- SSDP Focus Area: High School Graduation/Dropout
- SSDP Focus Area: Out of School Youth
- SSDP Focus Area: Parent and Family Engagement
- SSDP Focus Area: Student Engagement
- Other

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:

Where would the service/allowable activity be provided?

- Home-based
- Site/Center-based
- District-wide
- Region-wide

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

Based on 2017-18 Smarter Balanced ELA test results, 87 Migratory 9th grade students scored at the *near below level*; and 40 students scored at *below level*; 27 Migratory 10th grade students scored at the *near below level*, and 17% students scored at *below level*.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Key skills will include but are not limited to: development of literacy skills; word fluency; vocabulary; grammar usage; sentence structure; paragraph structure; and the development of a short essay. Skills will levels will be determined by the teacher who will scaffold learning in a sequential manner.

Student/teacher ratio:

The ratio will be 15:1.

Instructional strategies:

Instructional strategies will include but are not limited to: differentiated instruction; use of scaffolding; small group work; use of technology, i.e. one-to-one devices; use of SDAIE/SIOP strategies; use of multi-mediums to present information; student opportunities to present language comprehension; providing students with vocabulary to talk about their learning; note taking; vocabulary development; quick writes; sentence frames, opportunities to read and write expository texts; the use of rubrics and examples; modeling; a variety of questioning techniques; think-alouds; the use of graphic organizers; word clusters; writing web; and an emphasize on academic vocabulary which they may encounter on the Smarter Balance test.

Student grouping method:

On-on-one and small groups.

How instruction will be differentiated:

Based on student learning needs and scaffolding.

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

N/A

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

English Language Arts

- Principle Strategy 1.0 - Provide supplementary ELA services with a focus on reading and writing for migratory students with targeted intervention for students who are scoring Below or Near Standard.
- Strategy 1.1 - Provide migratory students with opportunities to read various types of expository texts (e.g., description, comparison, cause and effect, problem and solution).
- Strategy 1.2 - Provide migratory students with opportunities to write within various contexts. Integrate explicit instruction for one writing genre unit for program services as appropriate. For example, supplementary science technology engineering and mathematics services should have a strong writing component focusing on expository writing.
- Strategy 1.2a - Provide students with a rubric that outlines the elements required by the genre to write a proficient example and identifies what is needed for different levels of writing proficiency.
- Strategy 1.3 - Provide training in writing instruction during staff development workshops to ensure that migratory teachers and instructional aides provide clear, structured writing instruction.

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

Teacher developed materials based on CCSS.

Service/Allowable Activity Staff Development

What are the specific staff development activities?

The Migrant Director will schedule three collaborative sessions with ELA teacher. The first session to develop program goals, strategies and curriculum. A mid-point session to determine progress and needs and a post session to discuss program effectiveness.

What dates approximately will the staff development take place?

Date
09/2018
10/2018
01/2019
03/2019

Service/Allowable Activity Evaluation Plan

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

The expected outcome is to increase student literacy, reading fluency and writing skills.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	All Migratory students will show an increase by 5% on ELA Smarter Balance test.

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Observation	Migratory students will improve their literacy, reading fluency and writing skills.

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	0	0	0
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	7	0	7
10	8	0	8
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Ungraded	0	0	0
Total	15	0	15

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
9 - 10	15	08/13/2018 - 06/06/2019	30	60	1,800

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
5800 Prof/Cons/Serv & Operating Exp.	Region 18 contract for ELA certificated teacher for salaries and benefits (43 total hours/includes prep & curriculum development).	\$2,635
Total:		\$2,635

7. Step Up to Learning Math

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Instructional

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: English Language Arts
- SSDP Focus Area: Mathematics
- SSDP Focus Area: English Language Development
- SSDP Focus Area: High School Graduation/Dropout
- SSDP Focus Area: Out of School Youth
- SSDP Focus Area: Parent and Family Engagement
- SSDP Focus Area: Student Engagement
- Other

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:

Where would the service/allowable activity be provided?

- Home-based
- Site/Center-based
- District-wide
- Region-wide

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

Based on 2017-18 Smarter Balance tests results, 73 Migratory students scored at the *near below level*; and 60 students scored at *below level*; and 39 Migratory 10th grade students scored at the *near below level*; and 17 students scored at *below level*.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Keys skills will include but are not limited to: problem solving; using equations; computation skills; and understanding word problems. Skill level will be determined by the teacher who will scaffold learning in a sequential manner.

Student/teacher ratio:

The ratio will be 15:1.

Instructional strategies:

Instructional strategies will include but are not limited to: scaffolding; questioning techniques; problem solving

strategies; use of physical and virtual manipulatives; modeling; strategic and flexible grouping; formative assessments; independent practice; organize and explain thinking; the use of problem solving rubrics; use of white boards; daily re-looping of previous learned material; math games and word problems; and monitoring of math through individual and group achievement charts.

Student grouping method:

One-on-one and small groups.

How instruction will be differentiated:

Based on student learning needs and scaffolding.

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

N/A

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

Mathematics

- Principle Strategy 2.0 - Offer supplemental math services focused on teaching concepts and procedures as well as problem solving and modeling data for migratory students scoring Below Standard on either Claim 1 or Claim 2.
- Strategy 2.1 - Offer Math Literacy Family Nights, targeting PFS and migratory students scoring Below Standard, focused on math CCSS and learning strategies to use at home.
- Strategy 2.2 - Provide professional development opportunities for MEP staff to understand student math achievement data, increase their knowledge and skill set for teaching concepts and procedures, problem solving and data modeling and communicating and reasoning in mathematics.

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

Teacher developed materials based on CCSS.

Service/Allowable Activity Staff Development

What are the specific staff development activities?

The Migrant Director will schedule three collaborative session with math teacher. The first session to develop program goals, strategies and curriculum. A mid-point session to determine progress needs and a post-session to determine program effectiveness.

What dates approximately will the staff development take place?

Date
09/2018
10/2018
01/2019
03/2019

Service/Allowable Activity Evaluation Plan

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

The expected outcome is increase problem solving skills, a better understanding word problems and math concepts.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	All Migratory students will show an increase by 5% or higher on their math Smarter Balance test.

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Observation	Migratory students will improve their problem solving skills, and gain a better understanding of word problems and math concepts.

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	0	0	0
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	7	0	7
10	8	0	8
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Ungraded	0	0	0
Total	15	0	15

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
9 - 10	15	08/13/2018 - 06/06/2019	30	60	1,800

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
5800 Prof/Cons/Serv & Operating Exp.	Region 18 contract for Math certificated teacher for salaries and benefits (43 total hours/includes prep & curriculum development).	\$2,635
Total:		\$2,635

8. Workshops and Conferences

When is this service/allowable activity offered?

Regular Year - Year-Round

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: English Language Arts
- SSDP Focus Area: Mathematics
- SSDP Focus Area: English Language Development
- SSDP Focus Area: High School Graduation/Dropout
- SSDP Focus Area: Out of School Youth
- SSDP Focus Area: Parent and Family Engagement
- SSDP Focus Area: Student Engagement
- Other

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:

Where would the service/allowable activity be provided?

- Home-based
- Site/Center-based
- District-wide
- Region-wide

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

Research shows that students perform better academically when their parents are involved. Migratory parents need support and information in order to become involved and supportive of their student's education.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Skills to be learned will include: building communication with teens; healthy relationships; how to access school services; and how to interpret their students' achievement data.

Student/teacher ratio:

25: 2

Instructional strategies:

Instruction strategies: questioning techniques; working in groups; jig-saw activities; ice breakers; and use of visuals/video clips; and hands-on use of technology.

Student grouping method:

Small random grouping.

How instruction will be differentiated:

Instruction will be modified based on parent knowledge of topics being presented.

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

The focus will be on increasing parent awareness of how to navigate the school system and services available to students and their families. Also, to increase awareness of how parents can best support their student to be successful learners.

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

Parent and Family Engagement

- Principle Strategy 12.0 - Provide workshops and/or resources on the services that the MEP offers.
- Strategy 12.1 - Provide three workshops for parents including:
 - How the U.S. school systems works and parent and family opportunities for participation within this system.
 - Parent engagement evidence-based strategies
 - Understanding student achievement data
 - Supporting your child in obtaining a high school diploma
 - Understanding career technical education
 - Learning educational vocabulary (acronyms, A-G, parent homework dictionary, educational glossary).

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

Director will use the surveys of parents to develop meeting agendas and invite speakers from the community.

Service/Allowable Activity Staff Development

What are the specific staff development activities?

Staff development activities for Migrant staff will include the following: information graduation/a-g requirements; use of the Career Cruising Program; review of all Migrant & school services and related community resources; and instructional strategies to be used during parent workshops.

What dates approximately will the staff development take place?

Date
09/2018
10/2018
11/2018
02/2019
04/2019
12/2018

Service/Allowable Activity Evaluation Plan

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

The expected outcome is for parents to become more knowledgeable about Migrant services and school resources to best support their students both academically and socially.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Survey	90% of parents Migratory parents will gain more knowledge of Migrant and school services and how to best support their students both academically and socially.

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Survey	90% of Migratory parents will be more knowledgeable and will demonstrate more confidence in accessing Migratory and school support services. They will also have a stronger knowledge of graduation/a-g requirements to be better able to support their students.

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	0	0	0
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	19	58	77
9	10	42	52
10	11	53	64
11	25	95	120
12	25	95	120
Out of School Youth	0	0	0
Ungraded	0	0	0
Total	90	343	433

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
9 - 12	433	08/13/2018 - 06/06/2019	4	120	480

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

Title	Classification	Number of	
		Staff	FTE
Migrant School Advisory	Classified	2	0.05
Recruiter	Classified	1	0.05

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	Certificated Employee EWR hours for workshop presentations. 3 hours @21 x 7 staff throughout school year.	\$441
2200 Support Services Salaries	Other Classified-Migrant School Advisors Salaries-Prepare and share individual student status with graduation with respective parents at workshops at 5% FTE (Migrant School Advisors) x 2 staff over 11 months.	\$5,154
2200 Support Services Salaries	Other Classified-Recruiter Salary-Prepare and share individual student status with graduation with respective parents at workshops at 5% FTE (Recruiter) x 1 staff over 11 months.	\$2,651
3000 Employee Benefits	Certificated Benefits for EWR's	\$84
3000 Employee Benefits	Student Svc Staff Benefits-Migrant School Advisors-Benefits at 10% combined FTE (Migrant School Advisors) over 11 months.	\$2,040
3000 Employee Benefits	Student Svc Staff Benefits-Recruiter-Benefits at 5% FTE (Recruiter) over 11 months	\$994
4700 Food	Dinner for workshops and conferences	\$3,500
5800 Prof/Cons/Serv & Operating Exp.	Other Services- Registration for State conferences as needed	\$2,400
5800 Prof/Cons/Serv & Operating Exp.	Professional Consultant-Guest Presenters for workshops	\$1,500
5800 Prof/Cons/Serv & Operating Exp.	Workshops for Migratory Families and MEO Staff	\$4,000
Total:		\$22,764

Section 6: Summer/Intersession

1. Summer-Algebra Academy

When is this service/allowable activity offered?

Summer

What type of service/allowable activity is this?

Instructional

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: English Language Arts
- SSDP Focus Area: Mathematics
- SSDP Focus Area: English Language Development
- SSDP Focus Area: High School Graduation/Dropout
- SSDP Focus Area: Out of School Youth
- SSDP Focus Area: Parent and Family Engagement
- SSDP Focus Area: Student Engagement
- Other

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:

Where would the service/allowable activity be provided?

- Home-based
- Site/Center-based
- District-wide
- Region-wide

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

Based on 2017-2018 Smarter Balance math test results, 73 Migratory students scored at the *near below level*; 60 students scored at *below level*; 39 Migratory 10th grade students scored at the *near below level*; and 17 students scored at *below level*.

To strengthen and increase Migratory Students skills and knowledge of Algebra concepts and to expose Migratory Students to educational opportunities that motivate higher levels of learning and goal setting.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Key skills learned will include but are not limited to: simplifying algebraic expressions; distribution property, relationships and functions; solving equations as a process of reasoning; graphing equations; working with exponents; use of rational and irrational numbers; performing operations using polynomials; and understanding function and the use of function notation.

Student/teacher ratio:

One-on-one and small group workshops.

Instructional strategies:

Instructional strategies will include but are not limited to: scaffolding; questioning techniques; problem solving strategies; use of physical and virtual manipulatives; modeling; strategic and flexible grouping; formative assessments; independent practice; use of rubrics; math games; word problems; and group projects and simulations.

Student grouping method:

One-on-one and small groups.

How instruction will be differentiated:

Based on student learning needs and scaffolding.

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

The focus will be to increase student achievement on the Mathematics Standards test and to close the learning gaps. Also, to provide enrichment activities to stimulate student interest in mathematics and how it connects to real-life situations.

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

Mathematics

- Principle Strategy 2.0 - Offer supplemental math services focused on teaching concepts and procedures as well as problem solving and modeling data for migratory students scoring Below Standard on either Claim 1 or Claim 2.
- Strategy 2.1 - Offer Math Literacy Family Nights, targeting PFS and migratory students scoring Below Standard, focused on math CCSS and learning strategies to use at home.
- Strategy 2.2 - Provide professional development opportunities for MEP staff to understand student math achievement data, increase their knowledge and skill set for teaching concepts and procedures, problem solving and data modeling and communicating and reasoning in mathematics.

High School Graduation/Dropout

- Principle Strategy 5.0 - Offer case management services to migratory students at risk of not graduating high school.
- Strategy 5.1 - Offer credit accrual and recovery services to migratory 11th and 12th grade migratory high school students who are credit deficient and are at risk of not graduating.
- Principle Strategy 6.0 - Offer case management services to migratory students at risk of not graduating high school.
- Strategy 6.1 - Offer credit accrual and recovery services to migratory 11th and 12th grade migratory high school students who are credit deficient and are at risk of not graduating.

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

Teacher developed materials based on CCSS.

Service/Allowable Activity Staff Development

What are the specific staff development activities?

Staff development activities will include: efforts on how to recruit students; program emphasis and selection

based on criteria by the region; and analysis of D/F lists and students scoring *near or below* on their Smarter Balance test.

What dates approximately will the staff development take place?

Date
06/2019
07/2019
05/2019

Service/Allowable Activity Evaluation Plan

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

The expected outcome is to increase algebraic problem solving skills and to gain a better understanding of how to analyze and solve algebraic equations.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	All Migratory students will show an increase of 5% or higher on their Mathematics Smarter Balance test.

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Interview	Migratory students will improve their algebraic problem solving skills and will express confidence in being able to do well in their algebra class.

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	0	0	0
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	1	0	1

Grade	PFS	Non-PFS	Total
10	1	1	2
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Ungraded	0	0	0
Total	2	1	3

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
9 - 10	3	06/07/2019 - 07/31/2019	6	720	4,320

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
5800 Prof/Cons/Serv & Operating Exp.	Send 3 students at \$1,450 to UCSB Algebra Academy	\$4,350
Total:		\$4,350

2. Summer-Math Academy

When is this service/allowable activity offered?

Summer

What type of service/allowable activity is this?

Instructional

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: English Language Arts
- SSDP Focus Area: Mathematics
- SSDP Focus Area: English Language Development
- SSDP Focus Area: High School Graduation/Dropout
- SSDP Focus Area: Out of School Youth
- SSDP Focus Area: Parent and Family Engagement
- SSDP Focus Area: Student Engagement
- Other

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:

Where would the service/allowable activity be provided?

- Home-based
- Site/Center-based
- District-wide
- Region-wide

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

Based on 2017-18 Smarter Balance test results, 73 Migratory students scored at the *near below level*; 60 students scored at *below level*; 39 Migratory 10th grade students scored at the *near below level*; and 17 students scored at *below level*.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Key skills learned will include but are not limited to: math expressions; distribution property; relationships and functions; solving equations as a process of reasoning; graphing equations; working with exponents; use of rational and irrational numbers; performing operations using polynomials; and understanding function and the use of function notation.

Student/teacher ratio:

One-on- one and small groups.

Instructional strategies:

Instructional strategies include but are not limited to: scaffolding; questioning techniques; problem solving techniques; use of physical and virtual manipulations; modeling; strategic and flexible grouping; formative assessments; independent practice; use of rubrics; math games; word problems; group projects and simulations.

Student grouping method:

On-on-one and small groups.

How instruction will be differentiated:

Based on student learning needs and scaffolding.

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

The focus will be to increase student achievement on the Mathematics Standards test and to close the learning gaps. Also, to provide enrichment activities to stimulate student interest in math and how it connects to real-life situations.

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

Mathematics

- Principle Strategy 2.0 - Offer supplemental math services focused on teaching concepts and procedures as well as problem solving and modeling data for migratory students scoring Below Standard on either Claim 1 or Claim 2.
- Strategy 2.1 - Offer Math Literacy Family Nights, targeting PFS and migratory students scoring Below Standard, focused on math CCSS and learning strategies to use at home.
- Strategy 2.2 - Provide professional development opportunities for MEP staff to understand student math achievement data, increase their knowledge and skill set for teaching concepts and procedures, problem solving and data modeling and communicating and reasoning in mathematics.

High School Graduation/Dropout

- Principle Strategy 5.0 - Offer case management services to migratory students at risk of not graduating high school.
- Strategy 5.1 - Offer credit accrual and recovery services to migratory 11th and 12th grade migratory high school students who are credit deficient and are at risk of not graduating.
- Principle Strategy 6.0 - Offer case management services to migratory students at risk of not graduating high school.
- Strategy 6.1 - Offer credit accrual and recovery services to migratory 11th and 12th grade migratory high school students who are credit deficient and are at risk of not graduating.

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

Evidence-based curriculum will be chosen by the university.

Service/Allowable Activity Staff Development

What are the specific staff development activities?

Staff development activities will include: efforts on how to recruit students; program emphasis and selection based on criteria by the region; and analysis of D/F lists and student test scores.

What dates approximately will the staff development take place?

Date
05/2019
06/2019

Date
07/2019

Service/Allowable Activity Evaluation Plan

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

The expected outcome is to increase math problem solving skills and to gain a better understanding of how to analyze and solve math equations.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	All Migratory students will show an increase of 5% or higher on their Mathematics Smarter Balance test.

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Interview	Migratory students will improve their math problem solving skills and will express confident to be able to do well in their math class.

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	0	0	0
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	3	2	5
10	3	2	5
11	3	2	5
12	0	0	0
Out of School Youth	0	0	0
Ungraded	0	0	0
Total	9	6	15

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
9 - 11	15	06/07/2019 - 07/31/2019	5	360	1,800

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
5800 Prof/Cons/Serv & Operating Exp.	Send 15 students at \$210 to Cal Poly Math Academy	\$3,105
Total:		\$3,105

3. Migrant Summer Leadership Institute

When is this service/allowable activity offered?

Summer

What type of service/allowable activity is this?

Instructional

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: English Language Arts
- SSDP Focus Area: Mathematics
- SSDP Focus Area: English Language Development
- SSDP Focus Area: High School Graduation/Dropout
- SSDP Focus Area: Out of School Youth
- SSDP Focus Area: Parent and Family Engagement
- SSDP Focus Area: Student Engagement
- Other
Leadership, Science & Technology

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:
Summer-Non Residential Full Day

Where would the service/allowable activity be provided?

- Home-based
- Site/Center-based
- District-wide
- Region-wide

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

Based on Fall end of semester grades for 2017-18, 132 Migratory students failed their math course and 91 students failed their science course. The Migrant Summer Leadership Institute (MSLI) will expose Migratory students to STEM (Science, Technology, Engineering, and Math) education through intensive curricular and co-curricular leadership experiences in a 4-year university setting.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Key skills learned will include but are not limited to: Math - mathematic equations; problem solving; solving/graphing equations; performing mathematic operations; and understanding math functions. Science - conducting investigations; forming a hypothesis; collecting/analyzing/interpreting and graphing data; and incorporating the use of new technologies.

Student/teacher ratio:

Small groups

Instructional strategies:

Instructional strategies will include but are not limited to: scaffolding; questioning techniques; problem solving techniques; use of physical and virtual manipulatives; modeling; grouping; games; the use of technology; group projects and simulations.

Student grouping method:

Small group by skill level

How instruction will be differentiated:

Based on student learning needs and scaffolding.

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

The focus will be to increase student achievement in math and science. Also, to provide enrichment activities to stimulate interest in math/science and technological careers.

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

Mathematics

- Principle Strategy 2.0 - Offer supplemental math services focused on teaching concepts and procedures as well as problem solving and modeling data for migratory students scoring Below Standard on either Claim 1 or Claim 2.
- Strategy 2.1 - Offer Math Literacy Family Nights, targeting PFS and migratory students scoring Below Standard, focused on math CCSS and learning strategies to use at home.
- Strategy 2.2 - Provide professional development opportunities for MEP staff to understand student math achievement data, increase their knowledge and skill set for teaching concepts and procedures, problem solving and data modeling and communicating and reasoning in mathematics.

High School Graduation/Dropout

- Principle Strategy 5.0 - Offer case management services to migratory students at risk of not graduating high school.
- Strategy 5.1 - Offer credit accrual and recovery services to migratory 11th and 12th grade migratory high school students who are credit deficient and are at risk of not graduating.
- Principle Strategy 6.0 - Offer case management services to migratory students at risk of not graduating high school.
- Strategy 6.1 - Offer credit accrual and recovery services to migratory 11th and 12th grade migratory high school students who are credit deficient and are at risk of not graduating.

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

Teacher developed materials based on Math CCSS, Next Generation Science Standards and technology.

Service/Allowable Activity Staff Development

What are the specific staff development activities?

Staff development activities will include efforts on how to recruit students, program emphasis and selection based on criteria by the region; and analysis of student D/F list and students scoring near or below on their Smarter Balance tests.

What dates approximately will the staff development take place?

Date
05/2019
06/2019
07/2019

Service/Allowable Activity Evaluation Plan

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

The expected outcome is to increase the students interest in math/science and technological fields. Also, to develop stronger leadership skills.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	All migratory students will show an improvement in their math and science courses.

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Interview	Migratory students will express confidence in becoming more involved in school leadership activities, an interest in attending a 4-year university and possibly in pursuing a STEM career.

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	0	0	0
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	1	0	1
11	1	1	2
12	0	0	0
Out of School Youth	0	0	0
Ungraded	0	0	0
Total	2	1	3

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
10 - 11	3	06/07/2019 - 07/31/2019	10	480	4,800

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: 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
5800 Prof/Cons/Serv & Operating Exp.	Send 3 students at \$2,500 to Channel Islands MSLI	\$7,500
Total:		\$7,500

Section 9: Other Education, Health, Nutrition, and Social Services

1. Health Care Referrals

When is this service/allowable activity offered?

Regular Year - Year-Round

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?

Health

When will the service/allowable activity be provided?

After School

Saturday

Before School

Other:

Year-Round

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?

There is a gap with Migratory students who are in need of assistance accessing health care services such as vision, dental, medical, and assistance in getting required vaccinations.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Key skills are learned: proper oral care, openness to make healthy choices, and increased overall well being and health.

Student/teacher ratio:

Referrals are made on a one-on-one.

Instructional strategies:

Instructional strategies include: how to identify students; advocacy strategies; and making appropriate referrals as needed.

Student grouping method:

One-on-one

How instruction will be differentiated:

Instruction will be differentiated based on individual health needs.

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

Migrant staff will place community resource health information in hygiene kits given to Migrant families during intake process. Information will be provided in English and Spanish.

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

Education, Health, Nutrition, and Social Services

- Principle Strategy 11.0 - Offer health education workshops, with a focus on mental health, which provides students and parents with the knowledge, attitudes and skills to make healthy choices (Family Health Nights).
- Strategy 11.1 - Provide health services and referrals to migratory students who need mental health services.
- Strategy 11.2 - Provide professional development opportunities on physical education, health education, nutritional services, mental health and social services for all certificated and classified staff.

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

Not applicable

Service/Allowable Activity Staff Development

What are the specific staff development activities?

Staff development activities for Migrant staff will include presentations by community agencies, i.e. CHC, 211, VSP providers, Healthy Families and the Food Bank.

What dates approximately will the staff development take place?

Date
09/2018
12/2018
03/2018
04/2018

Service/Allowable Activity Evaluation Plan

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

Migratory students with identified health needs will be provided with access to support and increase their overall health.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Other	Migrant Advisors will conduct follow-up meetings, phone calls for 100% of the families that are referred to outside agencies for assistance to see if services have been met, or if there are other existing needs.

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Interview	Migrant staff will conduct follow-up interviews with students to ensure that services were provided.

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

Grade	PFS	Non-PFS	Total
Pre	0	0	0
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	20	20	40
10	20	20	40
11	20	20	40
12	20	20	40
Out of School Youth	0	0	0
Ungraded	0	0	0
Total	80	80	160

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
9 - 12	160	07/01/2018 - 06/30/2019	2	60	120

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
Migrant School Advisor	Classified	2	0.05
Recruiter	Classified	1	0.05

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
2200 Support Services Salaries	Update student needs by completing the FNA or ILP and routing it as appropriate and making referrals as needed at 5% FTE (Migrant School Advisors) x 2 staff over 11 months.	\$5,154
2200 Support Services Salaries	Update student needs by completing the FNA or ILP and routing it as appropriate and making referrals as needed at 5% FTE (Recruiter) x 1 staff over 11 months.	\$2,651
3000 Employee Benefits	Benefits at 5% FTE over 11 months x 1 staff (recruiter)	\$994
3000 Employee Benefits	Benefits at combines 10% FTE over 11 months x 2 staff (Migrant School Advisors)	\$2,040
4300 Materials & Supplies	Oral hygiene kits	\$1,600

Object Code	Description & Itemization of costs	Amount
		Total: \$12,439

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.

Under the direction of the Director of Multilingual and Migrant Education Program, one full-time MEP Recruiter and two Migrant School Advisors will assist in identifying and recruiting qualified students and families for the program. They will work together to coordinate both school based and community based recruitment efforts in compliance with regional standards. The MEP Recruiter coordinates with the Regional Migrant Office and district technology staff to prepare and maintain required data. Recruiter submits Certificate of Eligibility's for review to regional I & R staff.

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
I&R QCP	Quality_Control_Plan_2018-19_Final.pdf	05/30/2018 4:36 PM

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 region-led I&R training sessions. If additional training is required, the Migrant Director will request 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 in the school that has the most Migratory Students in order to quickly identify re-qualifying families. The recruiter interviews newly arriving families at district schools. District recruiter works with Migrant School Advisors to conduct community-based recruitment at school and public events.

Generally, district staff doing I&R activities will:

1. School based
 - a. Establish a referral process with school secretaries, school registrars, counselors and other school staff to identify new arrivals/or students who may qualify for MEP
 - b. Attend Back-to-School nights to talk with parents and staff
 - c. Attend at least one DELAC meeting to speak about MEP
 - d. Contact families that are EOE's (determine if new QAD has been made)
 - e. Contact families for Annual Verification (possible new QAD or needs)
 - f. Contact families of incoming 9th graders from neighboring region 22 (complete new COE for Region 18)
 - g. Check attendance to withdraw any families that moved out of the area
 - h. Update the district's data base to flag any newly enrolled families into MEP

2. Community Based:

- a. Contact either by phone, letter or in person one the above monthly and keep in communication to increase referrals
- b. Be aware of community events and be present with a MEP booth at those events
- c. Set up a booth at community college ESL registration classes to identify and recruit
- d. Contact the regional office and check with supervisor when added support is needed

Local Community

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

The most populous city in the county of Santa Barbara and known for having some of the most productive agricultural areas in California, Santa Maria is known for its primary crops including strawberries, wine grapes, celery, lettuce, broccoli, and cauliflower. Referred by many cattle ranchers as Santa Maria Valley home, agriculture plays an important role in the city's economy. Other major crops include peas, squash, spinach, and beans. With an approximate population of 106,280 as of January 1, 2017, Santa Maria is home to many Migratory families. Two major towns adjacent to Santa Maria are Guadalupe and Orcutt, where many identified Migratory families live and commute daily to Santa Maria to work in vineyards, packing sheds, and agricultural fields. Migratory families live and work in these cities, predominantly living in apartment buildings, mobile homes, and multiple family homes. While some crops are grown year-round, peak periods for most crops range from February through November. Betteravia Farms is distinguished as being one of the top employers in Santa Maria, providing agricultural jobs to many Migratory families.

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 recruiter will primarily conduct identification and recruitment activities but also have training and knowledge on case management of family and student needs. Recruiter is tasked with processing referrals for services needed as they conduct the family needs assessment right after completing a COE. After completing the needs assessment, a follow-up will be provided to ensure the student and/or family received the needed services. Recruiters will create a network of partnerships that includes:

- Attendance clerks and school secretaries that provide access to ADD and DROP lists at the school sites
- Support with database access to check on new, dropped, added, or withdrawn students
- Current migrant families who provide referrals from families that have moved into their neighborhood and might qualify
- 310 Migratory families moved within California and 39 Migratory families outside of State
- Public agencies and educational institutions and centers such as CET, Allan Hancock Community College with whom we have a reciprocal referral process
- District MEP Staff will conduct community based recruitment

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?

The region I&R staff will coordinate recruitment activities with Migrant School Advisors that will help part-time in I&R and in partnership with local districts by:

- Providing districts a list of current migrant students, includes report from CalPADS
- Attend other MEP events
- Establishing a process for referrals with district staff
- Working closely with district personnel that keep attendance and enrollment information
- Requesting lists of newly enrolled families to the districts in September/Requesting an add and drop list from the schools or districts
- Requesting attendance verification when needed

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
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Type	Recruiters	FTE	Description
Community-Based	1	0.20	Recruitment staff conducts re-certification activities (phone calls, follow-ups on new moves, updating needs assessment). Recruiter attends community and school events and goes to areas where potential families gather. Recruiter also contacts potential partners to coordinate I&R activities and resources to meet needs of identified families. A schedule is coordinated to do community based recruitment during peak mobility and referral times between the district recruiter and regional MESS through December. Partnerships will be developed with our key sectors so that the support for the families can be identified and supported with services. Community based recruitment will take place community events, and by networking with community partners. MEP funded staff members in the feeder districts have been supporting the ID & R efforts in this district by screening families, interviewing families, completing the annual re-certifications, and updating records for siblings that attend the Santa Maria Joint Union School District while the younger siblings attend schools in Orcutt, Los Alamos, and Guadalupe. The recruiter will partner with other districts to conducting canvassing activities, and home visits in areas that might pose a higher risk of going alone at certain times of day. The community based recruitment goal is to make attempts to speak to workers by going out where workers work and live in concentrated areas, especially at certain times of the year.
School-Based Only	1	0.50	District recruiter/statistician conducts I&R activities: processes referrals by prescreening parents for possible qualification into MEP; interviews parents and completes the COE and Family Needs Assessment; verifies attendance; enrollment and withdrawal dates to avoid conflicts. The Recruiter has direct access to the district's database (AERIES) which reduces COE and referrals processing time significantly as Regional Staff will not need to contact second or third parties for data requests such as attendance, date of enrollment, late enrollees, or dates of withdrawals. Recruiter/Statistician will update local database with MEP information needed such as ID and dates and update the region with any demographic, enrollment, and withdrawals dates for any MEP identified students.
Combined	1	0.10	The district has well defined relationships with the community so there will be times when the recruiter will attend community events with the purpose of maintaining or expanding that network and also to conduct recruitment activities. This activity will be supported by Regional MESS when needed and requested should resources allow. The recruiter will submit COE's to the region at minimum on a weekly basis and if needed work together with SEA Reviewer to correct any errors in submission. The recruiter will attend the Regional MERIT meetings to help coordinate I&R activities, receive training, and stay current on guidelines, process, and procedures established by region and state. The recruiter will attend the district's monthly MEP staff meetings to help coordinate schedules and get support from MEP funded and other staff when needed.

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 Supervisor	1	0.02	In Admin I&R component, SMJUHS D MEP Director: Provide administrative support to implement school based and community based &R activities as required and listed in MOUs and DSAs
I&R Recruiter	1	0.80	Ongoing school based and community based recruiter training: CDE webinars throughout the year, Power User Certified, Eligibility User-new guidance of eligibility determination.
Migrant School Advisor	2	0.05	Ongoing school based and community based recruiter training: CDE webinars throughout the year, Power User Certified, Eligibility User-new guidance of eligibility determination on a part-time basis.

I & R Budget

What is the specific budget for I&R activities?

Object Code	Description & Itemization of costs	Amount
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Object Code	Description & Itemization of costs	Amount
2200 Support Services Salaries	Conduct all I & R activities at 5% FTE (Migrant School Advisors) during regular year and summer x 2 staff over over 11 months.	\$5,154
2200 Support Services Salaries	Conduct all I & R activities at 80% FTE(Recruiter) during regular year and Summer over 11 months.	\$42,409
3000 Employee Benefits	Benefits at 10% combined FTE (Migrant School Advisors) over 11 months.	\$2,040
3000 Employee Benefits	Benefits at 80% FTE (Recruiter) over 11 months	\$15,899
4300 Materials & Supplies	I&R office supplies for recruitment staff	\$1,500
5200 Travel & Conferences	Mileage for recruitment staff	\$1,000
5200 Travel & Conferences	Travel to workshop for recruitment staff to trainings	\$1,500
5900 Communications	Recruiter cell phone over 12 months	\$1,600
Total:		\$71,102

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.

All Migratory parents are invited to participate in Migrant Parent Advisory Committee (MPAC) and are considered members. As a formal process, when they attend their first meeting, other members vote them in as members. Members either volunteer or are nominated by other members to take on leadership roles as officers. Nominees are voted on at MPAC and selected by members to the following officer positions: President, Vice President, Secretary and 2 Representatives to Region. Elections are announced on the agenda and parents are informed through call-outs. Voting takes place an MPAC meeting and are recorded in the minutes. Officers are elected for two-terms.

Region has two active parent advisory committees: (a) The Regional Parent Advisory Council (RAC), composed of five elected RAC Officers, and (b) The Parent Advisory Committee (PAC), composed of two migrant parents representatives. At these meetings, parents receive training; review needs assessment data; review student achievement data; review and approve the budgets; review and approve the regional plans; provide input on the region's goals and objectives; set priorities; provide advice on instructional programs and support services for migrant students; and provide suggestions for parent education programs and parent involvement activities.

Region RAC Officers are elected for a 2-year term, and PAC members are elected for a 1-year term. All RAC and PAC members are elected by migrant parents at a general parent meeting. All migrant parents are encouraged to serve on the advisory committees. Elections are conducted in an open meeting of migrant parents.

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.

The Director of Migrant Education meets seven times a year with PAC officers to plan MPAC meeting agenda items, provide training, to discuss a needs assessment, and services provided to Migratory students. Migrant services, student achievement data, and the DSA are reviewed at MPAC meetings in order for members to make suggestions, evaluate the program and to review/approve the budget. The RAC representatives attend regional meetings and conferences and provide updates to parents at MPAC meetings.

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

The Director of Migrant Education will conduct a pre and post survey each year to determine the needs of the Migrant Staff. Training will be provided to Migrant staff on the elements of the DSA plan, Robert's Rule of Order, compliance requirements, as well as the overall allocations in the DSA budget. Migrant staff will review student achievement data and instructional strategies that may be used for both students and parent workshops.

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

The Director of the Migrant Program will provide training to RAC and PAC members throughout the year during monthly meetings. The following information will be reviewed: roles and responsibilities of members; Robert Rules of Order; overview of the DSA; services provided; state regulations; and an overview of the DSA budget.

- September 2018
- October 2018
- November 2018
- February 2019
- March 2019
- April 2019
- May 2019

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 (applicable, such as Greene Act)

Instructional strategies for use with parent groups

Leadership workshops

Other

Topics for PAC and Staff Development Activities include, but are not limited to:

Graduation & a-g requirements

Career & Tech Pathways

How to navigate the school system, use of educational vocabulary and acronyms

ELPAC data and importance to the test for reclassification

Student achievement

School/District wide indicators and performance

Use of technology, use of parent portal, Canvas (Student information system)

New Science Next Generation Science Standards & Instructional Strategies

New changes in Math curriculum and Instructional Strategies

Student Placement & Progress monitoring data

Importance of attendance

How to read a transcript and attendance report for their student

Financial Aid/College/University and application proc

Other presentations as requested by parents i.e., DACA, Immigration, Housing, Bullying, Use of Social Media, Social & Emotional Support/Trauma Services, etc.

PAC Members

Include a list of PAC member's names.

District/School	First Name	Last Name	Eligible Migrant Parent?
PVHS	Alicia	Davila	Yes
SMHS	Eliseo	Ramirez	Yes
SMHS	Maria Guadalupe	Medina	Yes
SMHS	Veronica	Falcon	Yes
PVHS	Priciliano	Martinez	Yes
PVHS	Alba	Rodriguez	Yes
ERHS	Martha	Herrera	Yes
PVHS	Juan	Salazar	Yes
SMHS	Maria de Lourdes	Barcenas	Yes
SMHS	Angelina	Santiago	Yes
PVHS	Amalia	Ramirez	Yes
SMHS	Yolanda	Vivar	Yes
SMHS	Esther	Lua	Yes
PVHS	Nancy	Rivera	Yes
SMHS	Jose Felipe	Rojas	Yes
SMHS	Alma	Soto	Yes
SMHS	Manuel	Bautista	Yes
SMHS	Luis	Enriquez	Yes
SMHS	Artemio	Guevara	Yes
SMHS	Rufilio	Cortez	Yes

District/School	First Name	Last Name	Eligible Migrant Parent?
PVHS	Ofelia	Gonzalez	Yes
SMHS	Margarita	Bautista	Yes
SMHS	Isabel	Flores	Yes
ERHS	Rafael	Sanchez	Yes
PVHS	Guadalupe	Arreola	Yes
SMHS	Manuel	Morales	Yes
SMHS	David	Matias	Yes
PVHS	Porfirio	Gonzalez Lopez	Yes
PVHS	Felipe	Salazar	Yes
SMHS	Diana	Tena	Yes
SMHS	Alberto	Mendez	Yes
SMHS	Luisa	Ortiz Mendez	Yes
PVHS	Eloy	Gonzalez	Yes
PVHS	Lucia	Nicolas	Yes
SMHS	Bertha	Davila	Yes
SMHS	Sandra	Mendoza	Yes
SMHS	Crecencia	Guzman	Yes
SMHS	Bracilio	Montar	Yes
SMHS	Jorge Luis	Blanco	Yes

PAC Staffing

What migrant-funded staffing will support PAC activities?

Title	Classification	Staff
Recruiter/Statistician	Classified	0.10
Migrant School Advisor	Classified	0.05

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
2200 Support Services Salaries	Support with planning and delivery of PAC parent trainings at 10% FTE x 1 staff (Recruiter) over 11 months	\$5,301
2200 Support Services Salaries	Support with planning and delivery of PAC parent trainings at 5% FTE x 2 staff (Migrant School Advisor) over 11 months	\$5,154
3000 Employee Benefits	Benefits for Migrant School Advisors at combined 10% FTE over 11 months	\$2,040
3000 Employee Benefits	Benefits for Recruiter at combined 10% FTE over 11 months	\$1,987
4700 Food	Snacks and refreshments for meetings	\$1,000
Total:		\$15,482

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 checked="" type="checkbox"/> Payroll preparation | <input checked="" type="checkbox"/> Technology support |
| <input checked="" type="checkbox"/> Personnel management | <input type="checkbox"/> Other: (List Below) |
| <input checked="" type="checkbox"/> Purchasing | |
| <input checked="" type="checkbox"/> Data Processing | |
| <input checked="" type="checkbox"/> Warehousing | |
| <input checked="" type="checkbox"/> Facilities | |
| <input checked="" 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
Director	RSY, I&R, SS, Other, PAC	Certificated Management	1	0.15
Administrative Assistant II	RSY	Classified	1	0.15

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.

Regular School Year

Object Code	Description & Itemization of costs	Amount
1300 Supervisor/Administrators	RSY 10% over 12 months	\$15,723
2400 Clerical, Technical and Office Staff	RSY 15% over 12 months	\$8,773
3000 Employee Benefits	Benefits at 10% FTE over 12 months-Supervisor	\$4,053
3000 Employee Benefits	Benefits at 15% FTE over 12 months-Clerical	\$3,450
4300 Materials & Supplies	Admin office supplies	\$903
7000 Indirect Cost	Regular School Year IndirectCost	\$12,143
Total:		\$45,045

Summer/Intersession

Object Code	Description & Itemization of costs	Amount
7000 Indirect Cost	I&C	\$739

Object Code	Description & Itemization of costs	Amount
	Total:	\$ 739

Other Education, Health, Nutrition and Social Services

Object Code	Description & Itemization of costs	Amount
1300 Supervisor/Administrators	Other education services at 1% over 12 months	\$1,498
3000 Employee Benefits	Benefits for 1.0% over 12 months	\$386
7000 Indirect Cost	Other Education, Health, Nutrition indirect cost	\$708
	Total:	\$2,592

Identification & Recruitment

Object Code	Description & Itemization of costs	Amount
1300 Supervisor/Administrators	I&R at 2% over 12 months	\$3,744
3000 Employee Benefits	Benefits at 2% over 12 months	\$965
7000 Indirect Cost	I&R indirect cost	\$3,745
	Total:	\$8,454

Parent Advisory Council

Object Code	Description & Itemization of costs	Amount
1300 Supervisor/Administrators	PAC services at 2% over 12 months	\$2,995
3000 Employee Benefits	Benefits at 2% over 12 months	\$772
7000 Indirect Cost	PAC indirect cost	\$951
	Total:	\$4,718

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
Legal Assurance	legalassurance1819-signed.pdf	04/21/2018 2:27 PM

Migrant Education Program Inventory list

Title	File Name	Last Update
Inventory List	3060-Inventory_List.pdf	04/04/2018 3:25 PM

Official Job duty statements from the local Human Resources office for all MEP staff

Title	File Name	Last Update
Job Duty Statements	Job_Duty_Statements.pdf	04/04/2018 3:17 PM

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
Inventory List	3060-Inventory_List.pdf	04/21/2018 2:28 PM

Organizational Chart of Migrant Education

Title	File Name	Last Update
MEP Organizational Chart	2._MMEP_Org_Chart-revised.pdf	04/04/2018 3:20 PM

[Migrant Education Program Summer Waiver Request Form](#)

Summer Waivers

Title	File Name	Last Update
MEP Summer Waiver	ELSD-5a_migrant18Summer_Waiver_Request-signed.pdf	04/21/2018 2:29 PM

Budget Signature and Certification

The signed Budget form (ME-1) has been uploaded and can be downloaded via the link below.

[Download signed Budget forms.](#)

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.](#)
