

# Migrant Education Plan

Kerman DSA 18-19

July 1, 2018 - June 30, 2019

Section 1: General Information

Short Description:	Kerman DSA 18-19
Subgrantee Type:	District with a DSA
Region:	4 - Fresno County Office of Education
County:	Fresno
District:	Kerman Unified

Performance Period Allocation (85%):	\$ 89,130
Carryover:	\$ 24,625
Student Leadership:	\$ 0
School Readiness Amount:	\$ 5,000
Family Biliteracy Grant Extension:	\$ 0
Speech and Debate:	\$ 1,250
Regional Parent Conference:	\$ 1,000
Other:	\$ 12,580
Total Amount Allocated:	\$ 133,585

Who is the subgrantee contact?	
Name:	Gordan Pacheco
Title:	Director State and Federal Programs
Phone:	(559) 843-9051
Fax:	(559) 840-4283
Email:	gordon.pacheco@kermanusd.com

.....

## Section 2: Allocation & Student Profile

District	Type	Allocation	Students		
			PFS	Non-PFS	Total
Kerman Unified	DSA	\$133,585	28	265	293
		Pre	0	51	51
		K	2	20	22
		1	0	20	20
		2	2	15	17
		3	0	17	17
		4	2	13	15
		5	2	7	9
		6	1	24	25
		7	0	18	18
		8	1	15	16
		9	2	10	12
		10	1	28	29
		11	1	10	11
		12	0	17	17
		Out of School Youth	14	0	14
		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?

Various (multilingual) parenting education/informational workshops to support parent roles in students' education, home-school ties, etc. Robo-call communication with families regarding programs, events, parent meetings, parenting workshops, etc. Regularly scheduled (mandated) public parent meetings (e.g. LCFF/LCAP Stakeholder Meetings, PAC/DAC, RAC participation; DELAC, ELAC) Parenting Education Events (e.g. Family Literacy PACILA events; ECE - related child development and transition to kinder workshops; nutrition and other health related workshops) arranged via agreements with community agencies (e.g. Natividad Medical Foundation)

---

### Base Professional Development Description

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

The District's professional development plan and support services are designed to assist all students. The District provides administrators and teachers training on ELD and content area standards, SBE-adopted instructional materials, intervention programs, and best teaching practices to improve teaching for all students. The districts professional development opportunities continually emphasize how to meet the needs of English learners and other students at risk.

---

### 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?

The District provides EL and Migrant students opportunities to meet with Counselors/Learning Directors to provide Academic Counseling and other support services such as mentoring and leadership opportunities. The District provides a Health Nurse, who works closely with our Migrant Liaison to address health and social well-being for Migrant students and other disadvantaged students by coordinating with local clinics, facilitate health services, referrals to doctor visits, and reviewing student records.

---

### Private School Collaboration

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

The District values parent input and collaborates with private school administrators throughout the school year as required by law. The Director of State and Federal Programs meets with private school administrators annually and informs them of district opportunities, programs, and state requirements.

---

### 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.

Parent involvement is largely maintained and encouraged through parent meetings, parent workshops, and constant dialogue with parents by our staff. Parents are encouraged to attend parent conferences, back to school nights, and other events to become connected with their school. The migrant parent mini conference is hosted by Kerman Unified and FCOE annually to provide parents with additional professional development opportunities. Migrant PAC meetings are held a minimum of six times a year.

**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).

Parent Reps receive information at District, Regional, and State PAC meetings to disseminate to District parents. Flyers, brochures and signage also notify migrant parents of upcoming programs at their school sites and districts. Regional staff routinely notify District staff of regionally sponsored programs in order to inform parents and enroll students.

---

### **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.

KUSD provides access to resources, services, workshops and activities, stakeholder engagement trainings and input in decision making practices at District level especially for English Learner and Low income families with local vendor to support student programs. A few program to name but not limited are First 5 Fresno County, Kerman Migrant Center Head Start and Early Head Start with services for Child-Youth-Family Services, Parenting Partners, Pass, Active Parenting of Teens, Cash for College for student financial aid, Foster & Homeless Youth Education Services and Institutes of Higher Education,

## Section 5: Regular School Year

### 1. Focus ELA & Math Intervention

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
- ☐ Saturday
- ☐ Before School
- ☐ Other:

Where would the service/allowable activity be provided?

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

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

85% of English Learners including migrant students are scoring at the lowest levels. EL students need the most help with academic vocabulary, grammar sentence structure and basic math skills. Based on this, the need for an extended learning time to support and supplement the instruction provided during the school day in the areas of ELA and MATH exist. Through the use of Focus ELA & Math Intervention, migrant students participating in the program will receive the instructional support in one are and/or both ELA & Math.

### Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Teachers will provide differentiated instruction to deliver the curriculum based on student grade level and factoring students individual learning styles and levels of readiness. Migrant Education students are not meeting or exceeding the ELA and Math achievement due to limited English vocabulary. With the hiring of Credential teachers they will support and strengthen migrant students oral language skills as well as reading, writing and math skills. Also increase migrant students access to books and technology for communication. The intervention will also expose students to key concepts and academic vocabulary. Strategies on how to become effective leaders will be implemented so they can increase involvement at school and understand the importance of being engaged with school functions. This intervention will aim to provide migrant students with the necessary skills to strengthen their writing skills, expand academic vocabulary and better understanding of math skills.

Student/teacher ratio:

## Instructional strategies:

Preparation begins with; Building background, comprehensible input, strategies, practice and application, lesson delivery, review and assessment.

## Student grouping method:

Direct and small group

## How instruction will be differentiated:

Design lessons based on students learning styles. Group students by shared interest, topic or ability for assignments. Assess students learning using formative assessment. Manage the classroom to create a safe and supportive environment. Continually assess and adjust lesson content to meet the students needs.

Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies or it may require the teacher to deliver lessons at various levels of difficulty based on the ability of each student.

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

Following the development of the curriculum maps, grade level/core curriculum teachers develop formative and summative/benchmark assessments that assess the standards that have been taught. Local assessments are aligned to standards, and are administered during the instructional year to provide formative data regarding student progress. The results of these assessments are used to provide instructional feedback in the development of student goal setting, as well as to monitor and communicate generalized student achievement to parents and other appropriate stakeholders. Further purposes of assessment include identifying learner strengths and diagnosing weaknesses, evaluating the effectiveness and relevance of curriculum and instructional practice, as well as evaluating the effectiveness of educational programs and establishing goals for students.

## 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.

Student Engagement

- ☐ **Principle Strategy 13.0** - Services offered to migratory students need to have a cultural component.
- ☒ **Strategy 13.1** - Increase student engagement by incorporating activities into services that build migratory students' self-pride (e.g., confidence, self-worth, etc.).
- ☐ **Strategy 13.2** - Provide professional development to staff on cultural competency.

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

Focus Reading and Math by Teacher Created Material

Service/ Allowable Activity Staff Development

What are the specific staff development activities?

Professional Development will focus on the areas of English Language Arts/English Language Development and/or Math to learned how to increase student engagement strategies with an emphasis on spoken, oral and written language in order to support teachers in effective teaching strategies. Additionally, KUSD Literacy coaches are assigned to each school site in order to assist teachers with their new English Language Arts/English Language Development adoptions and support with rigorous instructional.

ELA and Math strategies on specific curriculum used, lesson pacing guide, classroom management, mandated reporting, student engagement and motivation

What dates approximately will the staff development take place?

Date
09/2018
01/2019

Service/ Allowable Activity Evaluation Plan

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

Pre and post assessments will show participating students will leave with an increase knowledge in academic vocabulary, reading ability, self awareness, pride as well as identify migrant English learners that meet requirements according to their district assessments

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	Students attending the intervention will show an increase in their ELA and/or Math concepts as evidence by district benchmarks, pre to post assessments or report card grades.

Local Qualitative Measures and Performance Targets

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

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	2	15	17
1	0	17	17
2	2	6	8
3	0	9	9



Grade	PFS	Non-PFS	Total
4	2	8	10
5	2	5	7
6	1	16	17
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Ungraded	0	0	0
Total	9	76	85

#### Service/ Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/ Session	Total Minutes
K	17	09/10/2018 - 10/19/2018	30	60	1,800
1	17	09/17/2018 - 10/26/2018	30	60	1,800
2 - 3	17	09/24/2018 - 11/09/2018	30	60	1,800
4 - 5	17	02/04/2019 - 03/15/2019	30	60	1,800
6	17	02/12/2019 - 03/29/2019	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
Teacher	Certificated	5	0.05
Work Study Tutor	Classified	7	0.05

**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
1100 Teachers	(5) Teachers to provide intervention service \$40 per hour @ 40 hours including training and prep time	\$8,000
2900 Other Classified Salaries	KUSD work study tutors/students to assist teachers with the intervention programs @ 7 students X \$11 per hour X 40 hours max	\$3,080
3000 Employee Benefits	Employee benefits @ 26% for (7) work study tutors	\$800
3000 Employee Benefits	Employee benefits for teachers @ 18% for (5) teachers	\$1,440
4300 Materials & Supplies	Material and supplies to support the Focus ELA and Math Intervention for approximately 85 students @ \$10 to purchase kits by grade level including tote, notebook/composition book, pen, pencils, binder, folder, crayons/colored pencil, scissors, eraser, pencil sharpener	\$850

Object Code	Description & Itemization of costs	Amount
Total:		\$ 14,170

## 2. Credit Recovery

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
- ☒ District-wide
- ☒ Site/Center-based
- ☐ Region-wide

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

Approximately 20% English Learners MEP students are not graduating from high school. Although the reason for the high school drop out rates vary from lack of credits, grades and preparedness. Migrant Education students would benefit from increased college preparedness and alternative class options such as Cyber High.

### Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

A credential teacher will provide a high quality educational system that provides equity and access for all students through the implementation of differentiated instruction to deliver the curriculum based on student grades level and factoring the students individual learning styles and levels of readiness, including the use of technology. All students will demonstrate continued and improved academic achievement in order to emerge college and career ready.

Student/teacher ratio:

Credit recovery 1 to 1.

Instructional strategies:

Instruction strategies implemented will include the following: achievement motivation, abstract thinking, active learning and participation, case studies, checking for understanding, computer assisted instruction, conferencing with students.

Student grouping method:

Small group, direct and one to one based upon grade level and pre assessment.

How instruction will be differentiated:

Lessons will be designed based on students learning styles. Students learning will be assessed using formative assessment. Classrooms will be a safe, support and well equipped with necessary technology. Staff will continuously assess and adjust lessons to meet the student needs. Differentiating instruction may mean teaching the same lessons to all students using a variety of instructional strategies or it may require the teacher to deliver lessons at various levels of understanding on the ability of each individual student.

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

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.

Student Engagement

- ☒ **Principle Strategy 13.0** - Services offered to migratory students need to have a cultural component.
- ☐ **Strategy 13.1** - Increase student engagement by incorporating activities into services that build migratory students' self-pride (e.g., confidence, self-worth, etc.).
- ☐ **Strategy 13.2** - Provide professional development to staff on cultural competency.

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

Cyber High curriculum and district aligned curriculum

**Service/ Allowable Activity Staff Development**

What are the specific staff development activities?

Teachers will be offered a county office, web based training on Cyber High program to support the student achievement gap to ensure students are credit efficient. Teacher will also work with regional staff to offer academic and counseling presentations.

What dates approximately will the staff development take place?

**Date**

09/2018

01/2019

### Service/ Allowable Activity Evaluation Plan

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

Pre and post assessment will show participating students will leave with a better understanding of grade level curriculum, increase the gap for high school dropout rate, and teacher will ensure students are no longer lacking credits. Increase students knowledge in academic vocabulary, oral and written language, student engagement, and learning opportunities are vital components throughout high school.

### Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	EL students who are credit deficient complete at least one-two courses through the credit accrual service to decrease the high school dropout rate.

### Local Qualitative Measures and Performance Targets

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

### 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	6	8
10	1	28	29
11	1	10	11
12	0	17	17
Out of School Youth	0	0	0
Ungraded	0	0	0
Total	4	61	65

### Service/ Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/ Session	Total Minutes
9 - 12	65	10/01/2018 - 04/30/2019	50	60	3,000

### 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

Title	Classification	Number of	
		Staff	FTE
Teacher	Certificated	1	0.05

**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
1100 Teachers	(1) Credit Recovery teacher \$40 per hour X 50 hours max, hours to include training, prep and student intervention	\$2,000
3000 Employee Benefits	Employee benefits @ 18% for Credit Recovery teacher	\$360
5700 Transfers of Direct Costs	Provide students transportation to regional events using district vehicles X 4 events X \$130 per day	\$520
5800 Prof/Cons/Serv & Operating Exp.	Provide students transportation to regional events, district rentals X 2 events X approximately \$225.50 per day	\$451
<b>Total:</b>		\$3,331

### 3. Saturday Core Academy

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
- ☒ Saturday
- ☐ Before School
- ☐ 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?

Strengthen migrant students oral language skills as well as reading, writing and math skills. Increase migrant students access to books and technology for communication. The need for young leaders is eminent and young migrant students are encouraged to be involved with their school as well as community and implement their reading, writing and math skills to communicate as they progress to reach the advanced levels of proficiency. 85% of EL students are not meeting or exceeding the ELA/Math achievement & the MEP students need to move towards meeting or exceeding the standards.

#### Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Teachers will provide differentiated instruction to deliver the curriculum based on student grade level and factoring students individual learning styles and levels of readiness. Migrant Education students are not meeting or exceeding the ELA and Math achievement due to limited English vocabulary. With the hiring of a credential teacher, they will support and strengthen migrant students oral language skills as well as reading, writing and math skills. Also increase migrant students access to books and technology for communication. The intervention will also expose students to key concepts and academic vocabulary. Strategies on how to become effective leaders will be implemented so they can increase involvement at school and understand the importance of being engaged with school functions. This intervention will aim to provide migrant students with the necessary skills to strengthen their writing skills, expand academic vocabulary and better understanding of math skills.

Student/teacher ratio:

## Instructional strategies:

Preparation begins with; Building background, comprehensible input, strategies, practice and application, lesson delivery, review and assessment.

## Student grouping method:

Direct and small group.

## How instruction will be differentiated:

Design lessons are based on students learning styles. Group students by shared interest, topic or ability for assignments. Assess students learning using formative assessment. Manage the classroom to create a safe and supportive environment. Continually assess and adjust lesson content to meet the students needs.

Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies or it may require the teacher to deliver lessons at various levels of difficulty based on the ability of each student.

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

## 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.

## Student Engagement

- ☐ **Principle Strategy 13.0** - Services offered to migratory students need to have a cultural component.
- ☐ **Strategy 13.1** - Increase student engagement by incorporating activities into services that build migratory students' self-pride (e.g., confidence, self-worth, etc.).
- ☐ **Strategy 13.2** - Provide professional development to staff on cultural competency.

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

Focus Reading and Focus Math by Teacher Created Material



### Service/ Allowable Activity Staff Development

What are the specific staff development activities?

Professional Development will focus on the areas of English Language Arts/English Language Development and/or Math to learned how to increase student engagement strategies with an emphasis on spoken, oral and written language in order to support teachers in effective teaching strategies. ELA and Math strategies on specific curriculum used, lesson pacing guide, classroom management, mandated reporting, student engagement and motivation

What dates approximately will the staff development take place?

Date
09/2018
02/2019

### Service/ Allowable Activity Evaluation Plan

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

Students will show a 3% increase from pre to post assessments and exit the program with increased knowledge in academic vocabulary, reading ability, math skills and self awareness as well as identified migrant english learners that meet requirements according to the California State Standards,

### Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	All students will increase by 3% and show an increase on their district benchmarks.

### Local Qualitative Measures and Performance Targets

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

### 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	12	12
8	1	11	12
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Ungraded	0	0	0

Grade	PFS	Non-PFS	Total
Total	1	23	24

Service/ Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/ Session	Total Minutes
7	12	03/02/2019 - 05/25/2019	6	360	2,160
8	12	03/02/2019 - 05/25/2019	6	360	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
Teachers	Certificated	2	0.05

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
1100 Teachers	(2) Teachers to provide direct instruction @ \$40 per hours X 8 hours X 6 days	\$3,840
3000 Employee Benefits	Employee benefits @ 18% for (2) teachers	\$691
Total:		\$4,531

## 4. Speech and Debate Tournament

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?

Migrant students in 6th - 12th grades scored at intermediate or below on the 2017 CELDT speaking scale. Migrant students in 6th-12th grade had a mean score below proficient on the 2017 CELDT speaking subtest. The mean score for migrant students in 6th - 12th grade was at intermediate or below. 75% of Migrant Students tested on the 2017 English Language Arts/Literacy CAASPP assessment did not meet the standards.

### Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

KUSD will hire Speech and Debate coaches to work with groups of students at various school sites to provide coaching. The purpose of the classes are to increase student engagement by building students self pride, confidence and self worth to participate and prepare for the regional and state speech and debate tournament during the spring of 2019.

Student/teacher ratio:

Varies from Speech 1 to 1 and Debate 5 to 1

Instructional strategies:

Speech and Debate coaches will receive training provided by regional staff and in accordance with the State Speech and Debate Tournament Preparation Manual. Coaches will meet with their students either before or after school and/or Saturdays'. The coaches will provide the students the topics for the tournaments. Students are guided in discussing, researching, writing, preparing and presenting their speeches and debates. Students will receive feedback on the content of their speech/debate and instruction on the delivery of their selected area.

#### Student grouping method:

Small group

#### How instruction will be differentiated:

Students will be grouped by shared interest, topic, and/or ability for assignments. Coaches will manage the classroom to create a safe and supportive environment. Continually assess and adjust student content as needed to meet the students needs. Students will meet with their coaches either one on one or in small group were they will be given the topics to research, guided through the writing process and access to technology. The delivery of the speech/debate is evaluated and feedback is provided to students for continuous improvement.

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

#### 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.

##### English Language Development

*Strategies will be finalized once ELPAC initial and summative assessments become operational and data becomes available in 2018-19.*

##### Student Engagement

- ☒ **Principle Strategy 13.0** - Services offered to migratory students need to have a cultural component.
- ☒ **Strategy 13.1** - Increase student engagement by incorporating activities into services that build migratory students' self-pride (e.g., confidence, self-worth, etc.).
- ☐ **Strategy 13.2** - Provide professional development to staff on cultural competency.

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

The Regional and State Speech and Debate Tournament provide a meaningful context for Migrant students to strengthen their English Language skills by applying and practicing key syntactic structures and academic vocabulary in all areas of English Language Development (speaking, listening, reading and writing) directly addressing the English Development and Language Common Core Standards.

#### Service/ Allowable Activity Staff Development

#### What are the specific staff development activities?

Coaches will receive instruction on the process and procedure of a speech and debate tournament in order to successfully guide their competitors through the process of their chosen topic. Coaches will provide feedback, constructive criticism and strategies to best present their topics. Coaches will be trained on: preparation manual, scoring rubrics, topics, research, presentation skills, survey administration, judging guidelines, writing strategies, speech preparation.

Staff development will ensure that staff involved in Regional and/or State Speech and Debate Tournament will be familiar with rules and expectations allowing students to have a complete understanding of tournament structure, format and the process/procedures of research and preparation.

What dates approximately will the staff development take place?

Date
01/2019
04/2019

### Service/ Allowable Activity Evaluation Plan

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

Students will be provided with a Speech and Debate pre and post assessment to determine the effectiveness of the coaching and training. Students will show an increase of 15% on post assessment as compared to pre assessment results. Student will become more involved in school activities and confident when speaking on public. They will learn to research topics online, organize their thoughts for presentations and rapidly process or analyze information forming an opinion to be able to articulate responses.

### Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	Students will show a 10% growth in their knowledge of the process, procedure and rules of a Speech and Debate Tournament as measured by a regionally developed pre and post assessment.

### Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Survey	Student will have a 10% increase in their positive behaviors, attitudes and involvement in school activities.

### 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	5	5
8	0	5	5
9	2	5	7
10	1	5	6

Grade	PFS	Non-PFS	Total
11	1	5	6
12	0	5	5
Out of School Youth	0	0	0
Ungraded	0	0	0
Total	4	30	34

Service/ Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/ Session	Total Minutes
7 - 11	34	11/05/2018 - 05/06/2019	20	60	1,200

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
Coach	Classified	2	0.05

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
1100 Teachers	(2) coaches to participate in S&D X \$625	\$1,250
Total:		\$1,250

## Section 6: Summer/ Intersession

### 1. Summer School Intervention

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  
Health

When will the service/allowable activity be provided?

- ☐ After School
- ☐ Before School
- ☐ Saturday
- ☒ Other:

Daily

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?

Strengthen migrant students oral language skills as well as reading, writing and math skills. Increase migrant students access to books and technology for communication. The need for young leaders is eminent and young migrant students are encouraged to be involved with their school as well as community and implement their reading, writing and math skills to communicate as they progress to reach the advanced levels of proficiency. 85% of EL students are not meeting or exceeding the ELA/Math achievement & the MEP students need to move towards meeting or exceeding the standards.

#### Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Teachers will provide differentiated instruction to deliver the curriculum based on student grade level and factoring students individual learning styles and levels of readiness. Migrant Education students are not meeting or exceeding the ELA and Math achievement due to limited English vocabulary. With the hiring of credential teachers, they will support and strengthen migrant students oral language skills as well as reading, writing and math skills. Also increase migrant students access to books and technology for communication. The summer program will also expose students to key concepts and academic vocabulary. Strategies on how to become effective leaders will be implemented so they can increase involvement at school and understand the importance of being engaged with school functions. This summer program will aim to provide migrant students with the necessary skills to strengthen their writing skills, expand academic vocabulary and better understanding of math skills.

Student/teacher ratio:

## Instructional strategies:

Preparation begins with; Building background, comprehensible input, teaching strategies, practice and application, lesson delivery, review and assessment.

## Student grouping method:

Direct and small group

## How instruction will be differentiated:

Design lessons based on students learning styles. Group students by shared interest, topic or ability for assignments. Assess students learning using formative assessment. Manage the classroom to create a safe and supportive environment. Continually assess and adjust lesson content to meet the students needs.

Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies or it may require the teacher to deliver lessons at various levels of difficulty based on the ability of each student.

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

## 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.

## English Language Development

*Strategies will be finalized once ELPAC initial and summative assessments become operational and data becomes available in 2018-19.*

## Student Engagement

- ☐ **Principle Strategy 13.0** - Services offered to migratory students need to have a cultural component.
- ☒ **Strategy 13.1** - Increase student engagement by incorporating activities into services that build migratory students' self-pride (e.g., confidence, self-worth, etc.).



■ **Strategy 13.2** - Provide professional development to staff on cultural competency.

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

Teacher Created Material, Focus Reading, Focus Math, 180 Days of Math

**Service/ Allowable Activity Staff Development**

What are the specific staff development activities?

Professional Development will focus on the areas of English Language Arts/English Language Development and/or Math to learned how to increase student engagement strategies with an emphasis on spoken, oral and written language in order to support teachers in effective teaching strategies. Additionally, Literacy coaches are assigned to each school site in order to assist teachers with their new English Language Arts/English Language Development adoptions and support with rigorous instructional.

ELA and Math strategies on specific curriculum used, lesson pacing guide, classroom management, mandated reporting, student engagement and motivation

What dates approximately will the staff development take place?

Date
06/2019

**Service/ Allowable Activity Evaluation Plan**

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

Pre and post assessments will show participating students will leave with an increase knowledge in academic vocabulary, reading ability, self awareness, pride as well as identify migrant English learners that meet requirements according to their district assessments

**Local Quantitative Measures and Performance Targets**

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	Students attending the summer program will show an increase in their ELA and/or Math concepts as evidence by district benchmarks and/or a 5% increase on pre to post assessments.

**Local Qualitative Measures and Performance Targets**

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

**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	2	5	7
1	0	5	5
2	2	5	7
3	0	5	5
4	2	5	7
5	5	0	5
6	1	11	12
7	0	0	0
8	0	0	0

Grade	PFS	Non-PFS	Total
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Ungraded	0	0	0
Total	12	36	48

#### Service/ Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/ Session	Total Minutes
K - 6	48	06/03/2019 - 06/28/2019	20	240	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
Teacher	Certificated	4	0.05
Work Study Tutor	Classified	7	0.05

**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
1100 Teachers	(4) teachers for Summer School Intervention @ \$40 per hours X 110 hours including training	\$17,600
2900 Other Classified Salaries	Work Study tutors/students to assist teachers with summer programs \$11 X 40 hours X 7 students	\$3,080
3000 Employee Benefits	Employee benefits @18% (4) teachers	\$3,168
3000 Employee Benefits	Employee benefits for work study tutors/students @ approximately 26% for (7) students	\$800
4300 Materials & Supplies	Materials and supplies for Summer School Intervention @ approximately \$9.14 X 70 students to purchase grade level kits notebooks, pencils, pens, highlights, crayons, colored pencils, eraser, sharpener	\$640
<b>Total:</b>		\$25,288

## Section 7: School Readiness Regular School Year

### 1. Migrant Education School Readiness Program

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: School Readiness

When will the service/allowable activity be provided?

☒ After School

☒ Saturday

☐ Before School

☐ Other:

Where would the service/allowable activity be provided?

☒ Home-based

☐ District-wide

☒ Site/Center-based

☐ Region-wide

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

PPVT, TVIP and PALs assessments in addition to parent surveys will determine the need. 40% of students entering kindergarten are not sufficiently prepared to start grade level work. In addition, 30% of students in kindergarten are not scoring on the proficient ranges on school district assessments. The need for a PreK program (MESRP) is to increase vocabulary and socialization skills is necessary for migrant students. Based on the interviews with migrant parents that have children 3/5 years of age, parents lack of familiarity with the educational system, prevents access and awareness of the importance of early education. Students receiving this service showed a gain of 8 points when students were assessed using the TVIP Spanish vocabulary cards. Students also gain an average of 9 points in recognizing uppercase letters.

#### Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

This program will provide instructional support to children 3/5 years of age that are not enrolled in a site based program. Also parent instruction will be provide to assist parents as they work together with their child to prepare them for entrance to school. Services are provided to focus around three important components: Parent are their Childs first teacher, development readiness, language/literacy and vocabulary development both in the families first language and English.

Parents will be encouraged to work with their child as staff model the language development strategies that expand and extend their childs vocabulary, parents learn what skills children need to be successfully prepared to enter school.

Student/teacher ratio:

12 to 1

Instructional strategies:

Children and parent will be taught by a KUSD credential teacher and provided lessons and strategies that foster early literacy experiences and vocabulary development. Theme based hands on activities are provided that correspond to high quality children's pieces of literature. Activities for the following sessions are provided to

parents so they can continue to work with their child during the week. Families are provided literacy materials so they have the necessary tools to practice early literacy activities in between sessions.

Student grouping method:

Direct and small group

How instruction will be differentiated:

Assist the families to enroll their child on local education center. Provide the parents with activities and knowledge to increase academic success for the program by teaching the parents to work with their children. Teacher will design lessons based on students learning styles. Group students be shared interest, topic or ability for assignments. Assess students learning using formative assessment. Manage the classroom to create a safe and supportive environment. Continually assess and adjust lesson content to meet the students needs.

Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies or it may require the teacher to deliver lessons at varies levels of difficulty based on the ability of each student.

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

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

School Readiness

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

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

OWL, Opening the World of Learning provides interactive literacy and hands on activities and is aligned with the CDE learning foundations. Listos curriculum models strategies to develop children's language and vocabulary as well as teach parents how to read books with their child using diagnostic reading strategies. Teacher Created Material Publishing as Partners provides weekly activities for parents to do with their child to practice essential early literacy skills.

## Service/ Allowable Activity Staff Development

What are the specific staff development activities?

Teachers are trained on administering the PPVT-4, TVIP and PALs assessments to monitor and support students academic progress. The academic focus is as follows: parent education to help child, language and literacy and the importance of child and parent interaction.

What dates approximately will the staff development take place?

Date

09/2018

01/2019

Service/ Allowable Activity Evaluation Plan

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

Increase language, vocabulary development and letter recognition on pre to post assessments. Increase knowledge of basic preschool skills. Exposure of concepts of print. Develop a positive disposition for learning, a love for books and reading. Also parents will learn how to interact with their child and to strengthen the parent/child relationship as they help prepare their child to enter formal schooling.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	Students will show a 5% growth as measured by the PPVT-4, TVIP and PALs assessment.

Local Qualitative Measures and Performance Targets

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

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	24	24
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Ungraded	0	0	0
Total	0	24	24

Service/ Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/ Session	Total Minutes
P	12	09/10/2018 - 12/14/2018	6	240	1,440
P	12	01/21/2019 - 04/30/2019	6	240	1,440

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

Title	Classification	Number of	
		Staff	FTE
Teacher	Certificated	1	0.05

**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
1100 Teachers	(1) PK Teacher to work directly with students in a classroom setting throughout the year \$40 x 8hrs x 12 days	\$3,840
3000 Employee Benefits	Employee benefits @ 18% for (1) PK teacher	\$692
4300 Materials & Supplies	Materials and supplies for including consumable workbook \$19.5 X 24 PK students	\$468
<b>Total:</b>		\$5,000







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.

The Region's Administrator, Program Manager, I&R Supervisor, SEA Reviewers, Recruiters, Automation Specialist work at the Regional office along with assigned recruiters. The regional recruiters are responsible for community-based recruitment. The district recruiter is responsible for school-based recruitment.

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
Region IV Identification & Recruitment Quality Control Plan	Region_IV_Quality_Control_Plan_April_2018.pdf	04/19/2018 3:20 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 Migrant recruiter has primary I&R responsibilities and oversight during the regular school year and with the summer service programs as well. The District Migrant recruiter 's responsibility for identification and recruitment focuses on school based recruitment. The region provides I&R training throughout the year that the District Migrant recruiter must attend and participate. The regional Quality Control plan, processes and standards are administered by the region and shall be follow through by the District Migrant recruiter.

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

School Based - Kerman Unified School District has 1 Migrant Recruiter/Liaison to provide Identification and Recruitment support for all school sites within Kerman Unified School District. The District Migrant recruiter will meet with School Secretaries, Registrars, Counselors, Teachers, and other office staff to identify the new students that might be eligible for migrant services. They then collaborate with Child Development and Pre School staff to identify new students to KUSD. The district's data management software is also used as a tool to locate new students to KUSD.

Community Based -- Kerman Unified School District coordinates with the region to have 1 half-time recruiter that will coordinate visits with the District Migrant recruiter to identify Migrant families during Adult Registrations, Pre-School Registrations, Kindergarten Registrations, apartment complexes, and field recruitment within Kerman Unified School District, as well as Home visitations, school events and school meetings.

Local Community

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

Kerman Unified School District is situated in the center of the San Joaquin Valley approximately 17 miles west of Fresno. Kerman is a family oriented agricultural community which helps make Kerman one of the fastest growing communities in the Central Valley. The district has a large number of English Learners, most of whom speak Spanish as their native language. The majority of the families live in small housing units or various apartment complexes. The majority of the families work in the major crops picking, pruning, thinning and packing a variety of fruits, nuts and grapes. The major peak periods of labor are between the months of April thru October. The educational programs at each of the schools are designed to provide the skills and tools necessary for students to explore their creativity while developing a strong educational base. Students of the district shall be competent in the subjects offered by the district and shall have a positive attitude towards self and others. The curriculum offered shall reflect the subjects and activities approved by the District Governing Board and shall reflect the California State Standards. Staff, students, parents, and community will work collaboratively to promote responsibility, encourage productive citizenship, and appreciate diversity

### 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 districts relationship with local business, social services, churches, and housing units has provided the migrant recruiter an opportunity to get information regarding the migrant populations that may be entering or leaving the area. The information is shared with the recruiter simply to see if the families needing services can qualify for educational and health services which may benefit the students and families. The district recruiter will also visit local swap meets, clinics, stores, and housing units that may have an influx of new families to the area.

The district receives assistance with family and community recruitment from the region when requested.

### 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 regularly schedules I&R support to DSA districts to assist with community and field based recruitment and to bolster the district's recruitment capacity during busy seasons. During regular I&R training sessions, the region actively promotes recruitment partnerships, particularly among non-unified districts that cover common areas. I&R In-Services include time for discussion as a group regarding observed trends and predicted needs for assistance.

Regional and district staff have worked together to build an agricultural industry network that includes local businesses, organizations and agencies that provide supplies and services to the local agriculture industry and/or the workers. Utilizing the information provided through this network staff work to locate families and OSY that may qualify for the MEP. Recruiters are deployed to areas where agricultural work is being done, places workers are living and locals where they are receiving services.

### Recruitment Activities

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

Type	Recruiters	FTE	Description
Combined	1	0.50	Combination of school based as well as community based. District Migrant Clerk/liason will identify Migrant families during Adult Registrations, Pre-School Registrations, Kindergarten Registrations, visitation at apartment complexes, and field recruitment within Kerman Unified School District, as well as Home visitations, school events and school meetings

### 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	
Migrant Clerk/liason	1	1.00	Adult Registrations, Pre-School Registrations, Kindergarten Registrations, visitation at apartment complexes, and field recruitment within Kerman Unified

Title	Number of		Description
	Staff	FTE	
			School District, as well as Home visitations, school events and school meetings.  Maintenance of student data and record keeping, submission of required reports, financial records , and attendance keeping, etc.

I & R Budget

What is the specific budget for I&R activities?

Object Code	Description & Itemization of costs	Amount
Total:		\$ 0

## 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.

Kerman Unified School District invites all Migrant families to our monthly PAC meetings through our ConnectEd phone system, mail out newsletters, and by checking the District website which has the dates listed on the Master Calendar. Parents are given an overview of the roles and responsibilities associated with membership of the Parent Advisory Council. Nominations for officers are taken at a PAC meeting. According to our by-laws election of officers are held the following month at the next regularly scheduled PAC meeting.

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.

Kerman Unified School District values parent input and collaboration with school officials by Migrant parents. PAC Meetings are held throughout the school year whereby Migrant Parents develop program goals, objectives, and priorities as identified on PAC agendas. For Program Goals the parents are asked to work with our facilitator. The parents are trained on the components of appropriate school goals and objectives and are provided with many examples to create a proper context. The parents also recommend their Migrant Education program goals that they expect Kerman Unified School District to follow. The Migrant parents primary goal is to see our Migrant students graduate from Kerman High School. In addition, the Migrant parents want to be assured that the Migrant students participate in Summer Programs and opportunities provided by Region IV. For School Objectives the parents are provided a similar process. The objectives from the Service Agreement both Regular and Summer are listed on a board for the parents to review. The parents received training on what an objective is. Additionally, the Migrant Parents discuss the priorities that Migrant Education should follow for the school year. This process of Migrant parents in needs assessment activities, DSA planning, implementation and evaluation is on-going and highly valued by both the Migrant Parents and school district. At a PAC meeting the parents were given a workshop on the Needs Assessment Data. Parents input on the annual needs assessment and program activities include two types of formalized needs assessments that are reviewed and analyzed during the Migrant PAC meetings. The first is done at the school level, one for each student, in a process where their teacher evaluates each student's strengths and weaknesses and identifies instructional and academic goals for those students. The second needs assessment relates to parental input of the Migrant program itself. The District Migrant Annual Parent Survey is given to each Migrant family to complete. The results are tabulated and analyzed by the department of Special Projects, then reviewed and discussed at the PAC meetings. This data helps guide the instructional programs put in place for the Migrant program. The most effective needs assessment comes in the form of parent input during the PAC meetings. ConnectEd, a telephone message service is used to invite all parents to attend the District Migrant Education Parent Advisory Committee meetings provided in Spanish. The Migrant Community Liaisons will contact the Migrant families to invite them to the DEPAC meetings. The Migrant Clerk will send out mailings before each of the 6 DEPAC meetings.

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

Provide training to newly elected RAC and PAC members and review for sitting members to prepare them to execute their mandated roles and responsibilities. Review of relevant state code and regulations. RAC and PAC members will understand be able to identify and explain ESSA Title I-Part C Regulations, follow Roberts Rules of Order for meetings, Identify and analyze key components of the DSA application and Regional Budgets, and execute their responsibilities as outlined in code and regulations. Parents are expected to gain greater knowledge in the areas of professional development as indicated in topics

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

Need	Title	Description	Dates	Expected Outcomes
Participation: Parents need to understand the purpose of public meetings and increase parent participation.	Roberts Rules of Order	Parents will learn rules regarding the process of running a public meetings and how to collaborate with school administrators	October 3, 2018	Understanding of their roles and responsibilities as a PAC member on meeting engagement, parent participation and outreach strategies, management and facilitation

Need	Title	Description	Dates	Expected Outcomes
Home Support: Parents need to understand and review key provisions of Title I Part, C ESSA	Understanding of Title I funding	Parents will learn the purpose of equal opportunity for all students	November 7, 2018	Parents will have an understanding how district will help expand educational opportunity and improve student outcomes under ESSA
Supporting Academics: Parents need to understand the role of providing input and advice after reviewing student needs assessments by preparing families to support their children's learning.	Purpose of Need Assessment and Family Literacy	Parent will learn the purpose and use of needs assessments as we establish programs and how to support and implement home learning activities that support migrant students' academic success	December 5, 2018	Parents will be able to demonstrate knowledge of the purpose of a Needs Assessment and family literacy opportunities, focusing on math, reading and how to build school readiness skills
Skill Development: Parents need to understand student data and how to analyze the data	Student Data Analysis	Student data will be analyzed to match the types of programs offered based on the needs of the students and impact of parents involvement on student achievement	February 6, 2019	Parents will learn about data analysis and determining strategies to meet identified needs. Parents will be trained on how to read and interpret student achievement data
Communication Development: Parents need to understand the High School graduation requirements and communication between families and schools	HS Graduation Requirements	Parent will learn about the requirements to graduate from HS, prepare for higher education and/or post-secondary opportunities	March 9, 2019	Parents will gain knowledge regarding HS requirements and how to become more involved at schools through different parent events
Regional Collaboration: Parents need to understand the role they have in providing input and advice to the district while developing the direct service agreement	Needs Assessments and DSA development	Parents will learn what role they play in providing input and advise in developing the DSA and to ensure they encourage the MEP program and school administration to integrate and efficiently support migratory families	April 3, 2019	Parents will gain knowledge and leadership skills while advocating for student programs in developing the DSA and strategically plan events so that MEP and school events are not in conflict

### 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

These services include assorted workshops to increase parent support of student's academic achievement and overall well-being, support early literacy, graduating/college requirements, parent conferences, and opportunities to increase knowledge in other areas such as mental health workshops, nutrition workshops, health workshops.

## PAC Members

Include a list of PAC member's names.

District/ School	First Name	Last Name	Eligible Migrant Parent?
Kerman Unified	Aurora	Lopez	Yes
Kerman Unified	Rosa Maria	Rosales	Yes
Kerman Unified	Monica	Rosales	Yes
Kerman Unified	Maria	Sanchez	Yes
Kerman Unified	Rosa	Sanchez	No
Kerman Unified	Beatriz	Gonzalez	Yes
Kerman Unified	Martina	Valentin	Yes
Kerman Unified	Bertha	Soltero	No
Kerman Unified	Teresa	Trinidad	Yes

## PAC Staffing

What migrant-funded staffing will support PAC activities?

Title	Classification	Staff
-------	----------------	-------

## 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
4300 Materials & Supplies	Materials and supplies for parent meeting 45 parents X \$4 for supplies X 6 meetings/conference to purchase folders, pens, highlighters, tote, notebook	\$1,080
5700 Transfers of Direct Costs	District vehicles to transport parents to events approximately \$12.50 X 4 regional events/conference X 20 parents	\$1,000
5700 Transfers of Direct Costs	Light snack and refreshments PAC meeting/conference @ approximately 45 parents X \$4 X 6 meetings/conference	\$1,080
5800 Prof/Cons/Serv & Operating Exp.	Purchase items for parent mini conference @ approximately 80 parents X \$12.50 outside catering services, printing and engraving logo	\$1,000
5900 Communications	Connect Ed, communications, postage, freight approximately \$100 X 6 meetings/conference	\$600
Total:		\$4,760

Section 13: Administration: Staffing Plan

Indirect Cost Charges

Approved Indirect Rate 6.63 %

Place a checkmark next to services rendered by indirect cost charges

- ☒ Accounting and budgeting
- ☒ Payroll preparation
- ☒ Personnel management
- ☒ Purchasing
- ☐ Data Processing
- ☐ Warehousing
- ☐ Facilities
- ☐ Maintenance
- ☒ Communications
- ☒ Technology support
- ☐ Other: (List Below)

☒ 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
Custodian	RSY, PAC	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
7000 Indirect Cost	Indirect Cost @6.63%	\$4,764
Total:		\$4,764

Summer/ Intersession

Object Code	Description & Itemization of costs	Amount
7000 Indirect Cost	Summer Indirect Cost @ 6.63%	\$1,677
Total:		\$1,677

Identification & Recruitment

Object Code	Description & Itemization of costs	Amount
2400 Clerical, Technical and Office Staff	Migrant Clerk/Liaison salary @ 1.0 FTE @ 12 months	\$44,499
3000 Employee Benefits	Employee benefits @ 1.0 FTE Migrant Clerk/Liaison @ 12 months	\$23,390

Object Code	Description & Itemization of costs	Amount
5200 Travel & Conferences	Mileage reimbursement @ \$.545 for 1,000 miles	\$ 545
Total:		\$68,434

Parent Advisory Council

Object Code	Description & Itemization of costs	Amount
2200 Support Services Salaries	Custodian @ .05 FTE for Parent Advisory Council meeting/conference	\$ 300
3000 Employee Benefits	Employee benefits for Custodian @ 26%	\$ 80
Total:		\$380

.....



## 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
<a href="#">Legal Assurances</a>	1819_Kerman_LegalAssurances.pdf	05/04/2018 7:13 AM
<a href="#">Lobbying</a>	1819_Kerman_Lobbying.pdf	05/04/2018 7:13 AM
<a href="#">General Assurances</a>	General_Assurances_2018.pdf	05/04/2018 7:14 AM
<a href="#">Drug Free</a>	1819_Kerman_DrugFree.pdf	05/04/2018 7:16 AM

### Migrant Education Program Inventory list

Title	File Name	Last Update
<a href="#">Inventory</a>	1819_Kerman_Inventory.pdf	05/04/2018 7:17 AM

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

Title	File Name	Last Update
<a href="#">Job Descriptions</a>	1819_Kerman_JobDuty.pdf	05/04/2018 7:17 AM

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

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

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

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

### [Inventory Template](#)

### Migrant Data Device Inventory

Title	File Name	Last Update
-------	-----------	-------------

### Organizational Chart of Migrant Education

Title	File Name	Last Update
<a href="#">Org Chart</a>	1819_Kerman_OrgChart.pdf	05/04/2018 7:18 AM

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

### Summer Waivers

Title	File Name	Last Update
<a href="#">Summer Waiver</a>	1819_Kerman_SummerWaiver.pdf	05/04/2018 7:18 AM

### 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.](#)

## **Section 10: Identification and Recruitment**

### Quality Control Plan

Region IV Identification & Recruitment Quality Control Plan

# MIGRANT EDUCATION REGION IV

## Identification and Recruitment Quality Control Plan

---

April 2018

## Identification and Recruitment

### Regional Quality Control Plan

I.	Introduction	2
II.	Federal and State Requirements and Guidance	5
III.	Professional Development for Identification and Recruitment Staff	5
IV.	Supervision and Evaluation	6
V.	Process for Resolving Eligibility Questions	6
VI.	Verifying Certificates of Eligibility	7
VII.	Re-Interview Process	7
VIII.	Annual Verification	8
IX.	Corrective Action Process	9
X.	Attachments	10

# Identification and Recruitment

## Regional Quality Control Plan

### I. Introduction

The Fresno County Office of Education (FCSS) Migrant Education Region IV is responsible for meeting all statutory and regulatory requirements of the Migrant Education Program (MEP). The FCSS MEP operates under a sub-grant system to ensure eligible Migrant students are identified, recruited, and provided services.

A fundamental responsibility of the region is to ensure that only those students who are truly eligible for the MEP are recruited, counted and served. To achieve the key outcomes of Identification and Recruitment (I&R) established by the Office of Migrant Education (OME) – “a proper and timely eligibility determination,” the region will implement an effective process to ensure the correctness of eligibility determinations. This Regional Quality Control Plan describes the roles and responsibilities of the region and its sub-grantees in making correct eligibility determinations, accurately filling out the Certificates of Eligibility (COEs), and creating a clear process for identifying and resolving deficiencies.

It is important that recruiters and administrators at all levels know the students' eligibility requirements and that an effective quality control process is implemented and applied. Meeting this responsibility is critical in ensuring:

- The region only provides MEP-funded services to eligible migrant students
- The federal allocation the region receives reflects its statutory share of the annual MEP funding that Congress appropriates for services to migrant students
- The public confidence in the integrity of the MEP remains strong

### The Recruiter

Because the Identification and Recruitment of migrant students is a state responsibility, anyone performing this function is representing the CDE/MEO. Therefore, only CDE/MEO trained, authorized personnel are permitted to identify and recruit migrant students. The recruiter must be fluent in the appropriate language for the targeted migrant population. The generic title for personnel who recruit migrant students is a “recruiter”. Whenever the term “recruiter” is used it refers to anyone who has been authorized by the region and the CDE/MEO to identify and recruit migrant students, regardless of the official or colloquial title by which he or she operates, and regardless of any other job duties he or she may be required to perform.

## Identification and Recruitment

### Regional Quality Control Plan

#### **The State Education Agency Reviewer**

Federal regulations (34 CFR 300.89) require the State Education Agency (SEA and its operating agencies to document eligibility of migrant students, and that a qualified individual at the SEA or Local Operating Agency level examine each COE to certify that every student is eligible for MEP services. To fulfill this requirement, each region has designated at least one SEA Reviewer. The qualifications and responsibilities of the SEA Reviewer are described in the Quality Control System section of the California MEP Identification and Recruitment Manual 2011.

#### **The Data Entry Operator**

The final quality check before the data is permanently applied to the local database is performed by the data entry operator. Before the COE is entered, the data entry operator does a search of the local database to see if there is an existing record for the family. If this is a new family, the COE is entered. If a record of previous eligibility exists, the new COE is compared with the existing record for possible discrepancies, such as conflicts in eligibility, residence, enrollment, and birth dates. COEs with questionable information will be returned to the recruiter's supervisor.

#### **The Certificate of Eligibility**

All sub-grantees are required to use the CA version of the national COE (COE 2017, dated 03/06/18). This document complies with the federal national COE requirements and was approved by OME for use in CA. This document may not be modified by the sub-grantees.

The U.S. Department of Education's (ED) standards for the national COE requires that all states follow these three parts:

1. Required data elements – states can organize according to state preference and need
2. Required data sections – states can place according to state preference and need, but must be maintained in whole and unaltered
3. State required/requested information – a space where states can collect other data

## **Identification and Recruitment**

### **Regional Quality Control Plan**

## **II. Federal and State Requirements and Guidance**

The Regional Quality Control Plan conforms to the following federal statutes and guidance as well as applicable state guidance:

- Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) Act of 2015
- 34 CFR (Code of Federal Regulations), 200.89, July 2008
- U.S. Department of Education, Office of Migrant Education Non-Regulatory Guidance (NRG), March 2017
- U.S. Department of Education, Office of Migrant Education Technical Assistance Guide on Re-Interviewing, December 2010
- Draft Migrant Education Program Identification and Recruitment Manual Chapter 3, Determining Child Eligibility, June 12, 2017
- Instructions for COE 2017 Draft April 4, 2018

### **Regional Identification and Recruitment**

Migrant Education Region IV is responsible for implementing effective Identification and Recruitment practices that are consistent with state and federal statutes, regulations, and guidance to ten direct service school districts and nine re-imbursement districts.

## **III. Professional Development for Identification and Recruitment Staff**

The recruiter's primary job is to locate and enroll eligible migrant students. To be effective in this position, the recruiter must become skilled in performing a range of duties and adapting to situations.

### **Regional Identification and Recruitment Training**

Professional development of staff will be carefully planned using handouts and other materials prepared, reviewed, edited and finalized in advance of the workshop or session. To the extent possible, training will be "hands-on" and interactive, including role playing, and mock eligibility interviews. Training will also include pre and post assessments. Regional trainers will train all new recruiters in the following basic recruiting skills:

- Learning the eligibility requirements
- Establishing a recruitment network
- Determining where migrant families and Out of School Youth (OSY) live and work
- The recruiter's role in the region's quality control process
- How to explain the MEP to migrant families and OSY
- Interviewing the family or OSY
- Determining the eligibility of the student or OSY
- Properly documenting a families/OSY move information on CDE MEP approved Interview Framework 2
- Completing the COE
- Completing associated assessments, reports and other documentation as required

Before a new recruiter can begin to recruit independently, he or she will shadow a knowledgeable and skillful recruiter while they conduct eligibility interviews with migrant families/OSY. When it is determined that the new recruiter's knowledge is sufficient they will be shadowed by an experienced recruiter while they conduct eligibility interviews. They will be evaluated on interview technique, quality of their eligibility determinations, how well they explain the program to families/OSY and how they complete the COE and requisite paperwork.

The designated trainer will make a recommendation to the Identification and Recruitment Supervisor when they believe the recruiter is ready to work without supervision.

#### **IV. Supervision and Evaluation**

Recruiters will receive regular COE reports detailing any errors found on COEs submitted, detailing whether or not the office upheld the recruiter's eligibility determination, any errors that were made, and any subsequent corrections. The Identification and Recruitment supervisor will review individual reports for patterns in errors or deficiencies requiring retraining.

In accordance with Fresno County Office of Education policies all regional staff will receive quarterly evaluations during their first year in a position, and bi-annual evaluations thereafter.

#### **V. Process for Resolving Eligibility Questions**

When a recruiter encounters a situation where the eligibility status of a family is unclear, the recruiter will consult the latest versions of the CA MEP Identification and Recruitment Manual available. If the answer to the recruiter's eligibility question is not conclusively answered in the Manual the recruiter will follow the regions process for resolving eligibility questions.



1. Contact a regional recruiter or SEA reviewer, if the answer is not clear;
2. Contact the regional Identification & Recruitment Supervisor, if further clarification is needed;
3. The I&R Supervisor will submit the scenario, along with all supporting documentation, including Interview Framework Version 2, to CDE for review via the I&R Service Desk
4. CDE will approve or deny the request.

## **VI. Verifying Certificates of Eligibility**

Certificates of Eligibility (COEs) will be reviewed by a designated State Education Agency (SEA) Reviewer in accordance with Federal regulations (34 CFR 200.89). The SEA reviewer will ensure that the COE is complete (all required fields are filled in), dates and complete names (no nicknames) are correct; and that the eligibility determinations appear valid (all of the eligibility data appear reasonable, the qualifying activity is well documented and comments are clear). Recruiters will retain copies of completed Interview Frameworks (version 2) to be provided to a reviewer on request to further clarify the eligibility determination.

If errors are found on the COE, the reviewer will return the COE to the recruiter with documentation identifying the mistake(s) requesting clarification and/or correction whenever a correction is allowable. Even in the cases where the mistake(s) may be simple, it is preferable to return the COE to the recruiter for clarification. This is done in an effort to:

- Avoid inaccurate assumptions- The information that the reviewer believed to be an error may be correct, even if it is unusual (e.g., an unusual name or qualifying activity). The reviewer should verify the accuracy of the information rather than assuming it is a mistake
- Use the correction process as a training tool- If the SEA reviewer corrects repeated “simple” mistakes made by a particular recruiter (e.g., not completing dates or leaving fields blank), the recruiter will not realize that mistakes are made and will not learn how to properly complete the COE.

Results for reviewed COEs will be recorded in COE reports for each recruiter and regularly sent to the recruiter and supervisory staff for review. All COE reports are kept indefinitely.

## **VII. Re-Interview Process**

The region conducts re-interviews on a minimum of 10 percent of COEs submitted. The majority of COEs re-interviewed are selected randomly; a minority portion is sampled based on areas of concern or as an assessment of individual recruiter determinations. Following regional procedures and utilizing the region’s Quality Control Re-Interview Worksheet the staff assigned to review a COE will adhere to the following:

1. The Reviewer will contact the migrant family/OSY whose COE is being reviewed (a minimum of three attempts will be made).
  2. The Reviewer will explain to the family the purpose of the review and will confirm and verify that the information contained on the existing COE is both accurate and complete
  3. If as a result of the re-interview process the family is found ineligible the Reviewer contacts the district clerk to send an disqualification letter to the student/family (in cases where the family/OSY is under a direct service or MOU district the region will send the disqualification letter) stating that they have been found ineligible for the MEP and requesting that the student(s) be removed immediately from all migrant databases and student rosters due to the information obtained in the re-interview.
  4. A copy of the letter must be sent to the Reviewer which will be kept at the regional office with the Quality Control Re-Interview Worksheet
  5. The family must be informed of the regions appeal process which allows the qualifying worker or original signer to appeal the decision in writing within 15 days of receipt of the disqualification letter
  6. If a letter of appeal is received a new re-interview will be scheduled with a different Reviewer following the same process
  7. If the outcome of the second re-interview is the same and the family/OSY appeal again the matter will be referred to the Administrator for review
  8. All documentation pertinent to the re-interview process will be maintained on file at the Regional Office
- \*See attached Re-Interview Process Flow Chart

## **VIII. Annual Verification**

The Region will make contact with all families and youth in the area at least once each year (typically on the anniversary of their qualifying arrival date or during the re-enrollment period) to learn if the family is still in the area, has made another qualifying move, or is in need of program services. The region will document the annual verification process, including:

- Describe the nature of the contact (by phone or a face to face visit)
- Verify that the children listed on the COE are still at that residence (have any children moved or become deceased)
- Determine if any new children (between the ages of birth and 22 years of age) have joined the household since the last move
- Determine if a worker has moved to seek or obtain employment along with one or all of the children since the last Qualifying Arrival Date (QAD)
- If a qualifying move has been made the recruiter will meet with the family/OSY and complete a new COE

## **IX. Corrective Action Process**

The Regional Identification and Recruitment staff will identify any patterns in recruiter's documentation indicative of a need for retraining. The Identification and Recruitment Supervisor will work with regional program managers and district administrators to provide staff with necessary instruction, assistance and resources to correct any issues. In extreme cases staff that are unable to perform at the high standards the region has set for recruitment may be assigned other duties.

The Regional Quality Control Plan is designed to assure compliance with federal regulations and the California Migrant Education Program Identification and Recruitment Quality Control Plan and the California Identification and Recruitment Manual.

## **Section 14: Legal Assurances & Certifications**

Legal Assurances

Legal Assurances

# 2017–18 Legal Assurances and Certifications for Local Educational Agencies

## California Department of Education Migrant Education Program

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

### Required Assurances

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

- General Assurances form: <http://www.cde.ca.gov/fq/fo/fm/generalassurances2016.asp> (no signature required)
- Drug Free Workplace form: <http://www.cde.ca.gov/fq/fo/fm/drug.asp> (signature required)
- Lobbying Certification form: <http://www.cde.ca.gov/fq/fo/fm/lobby.asp> (signature required)
- Lobbying Disclosure form: <http://www.cde.ca.gov/fq/fo/fm/sflll.asp> (signature required if applicable)

### Migrant Assurances

#### Use of Funds

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

#### Program Purpose

3. Use of MEP funds:
  - a. Support high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods that address the unique educational needs of migratory children.

- b. Ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging state academic standards.
- c. To ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet.
- d. To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school.
- e. To help migratory children benefit from state and local systemic reforms.

#### Authorized Activities

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

#### Program Planning, Operation, and Evaluation

- 7. The LEA will ensure that:
  - a. In the planning and operation of programs and projects, there is appropriate consultation with parents of migratory children, including parent advisory councils, for programs of at least one school year in duration, and
  - b. All such programs and projects are carried out in a manner that provides for the same parental involvement as is required for programs and projects under 20 *USC* Section 6318, and
  - c. Programs and projects are carried out in a format and language understandable to the parents. (20 *USC* Section 6394[c][3][B])
  - d. The LEA will make available to the MEP all student academic assessment, immunization, and other health information data for the purpose related to student assessment, program services planning, and the transfer of student records. (20 *USC* Section 6398[b][2])

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

#### Priority for Services

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

#### Continuation of Services

13. Notwithstanding any other provision of Title I, Part C,

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

#### Schoolwide Programs

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

#### Coordination of Migrant Activities

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

#### Unique MEP Functions

- 17. LEAs are to assist in the conduct of any and all of the following activities as deemed necessary by the State:
  - a. Statewide identification and recruitment of eligible migratory children,
  - b. Interstate and intrastate coordination of the state MEP and its local projects with other relevant programs and local projects in the state and in other states,
  - c. Procedures for providing for educational continuity for migratory children through the timely transfer of educational and health records, beyond that required generally by state and local agencies,
  - d. Collecting and using information for accurate distribution of subgrant funds,
  - e. Development of a statewide needs assessment and a comprehensive State plan for MEP service delivery,
  - f. Supervision of instructional and support staff,
  - g. Establishment and implementation of a state parent advisory council, and
  - h. Conducting an evaluation of the effectiveness of the State MEP. (34 *CFR*, 200.82)



## MEP Assessment and Evaluation

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

## Migratory Children in Private Schools

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

## Audits and Fiscal Procedures/Cash Management

23. Operating agencies agree to maintain fiscal and programmatic records and use fiscal control and operating procedures in accordance with state and federal laws and regulations including those found in Section 435 (b)(2) and (5) of General Education Provisions Act (GEPA) and 2 *CFR*, sections 200.302, 200.327, 200.328.
24. Operating agencies agree to comply with the audit requirements of 34 *CFR*, 76.910 and the cost principles in Subpart E of 2 *CFR* Part 200 and the audit requirements in Subpart F of 2 *CFR* Part 200. As required in 2 *CFR* Part 200.305, LEAs must demonstrate the ability to minimize the time elapsing between the receipt and disbursement of migrant funds (Cash Management). LEAs must promptly pay the federal agency any interest greater than \$500 per year that they earned on the cash advances. LEA's must minimize the time between the receipt and disbursement of the federal migrant funds. (2 *CFR* 200.305[b])
25. Operating agencies agree to repay the CDE any amounts of Title I funds determined to be expended for non-approvable purposes or in violation of federal or state laws and regulations in accordance with GEPA procedures in 20 *USC* 1231b-2. (2 *CFR* 200.338)
26. Operating agencies agree to cooperate with the Inspector General and his/her representatives in the conduct of audits authorized by the Inspector General Act of 1978. Cooperation shall include providing access to records and personnel for the purpose of obtaining clarifications, explanations, and other related information. (2 *CFR* 200.333–337, and 200.344)
27. Operating agencies agree to expend MEP funds solely on the basis of activities and functions described in regional applications and district service agreements approved by the CDE.
28. Operating agencies agree to keep fiscal records and make fiscal accounting reports for the MEP using forms and procedures developed by the CDE.

## Comparability

29. The LEAs may receive funds under Title I Comparability, 20 USC 6321(c), only if State and local funds will be used in participating schools to provide services that, taken as a whole, are at least comparable to services that the LEA is providing in schools not receiving Title I, Part A or Migrant Education Program funds. An LEA may determine comparability on a school-by-school basis or on a grade span by grade span basis. The LEA must file with the CDE a written assurance that it has established and implemented:
- a. An LEA-wide salary schedule
  - b. A policy to ensure equivalence among schools in teachers, administrators, and other staff, and
  - c. A policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. (20 USC. 6321[c])
30. The comparability requirements do not apply to an LEA that has only one school for each grade span. (20 USC. 6321[c][4])
32. The LEA has developed procedures for complying with comparability requirements and must maintain records that are updated biennially documenting compliance with those requirements. (20 USC. Section 6321[c][3])
33. The LEAs Failure to comply with the requirements may result in the loss of Title I funds and/or MEP funds.

## **Migrant State Assurances**

### **Operation of Regional Offices**

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

### **Subgrantee**

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

## Service Priorities

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

## Summer School Services

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

## Articulation and Coordination

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

## Staff Development and Support

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

## Parent Advisory Councils (PACs)

12. Operating agencies agree to establish and operate PACs in accordance with federal and state laws and regulations, such that (*EC 54444.2*):
  - a. The membership of each regional PAC shall be comprised of members who are knowledgeable of the needs of migrant children.
  - b. Membership shall be elected by the parents of migrant children currently enrolled in the operating agencies programs.
  - c. The composition of the council shall be determined by the migrant parents at a general meeting to which all parents of migrant children currently enrolled in the program shall be invited.
  - d. Parents shall be informed, in a language they understand, that the parents have the sole authority to decide on the composition of the council.
  - e. All parent candidates for the council shall be nominated by migrant parents.

- f. All community candidates shall be nominated by the migrant parents.
- g. All non-parent candidates shall be nominated by the groups they represent (i.e., teachers by teachers, administrators by administrators, other school personnel by other school personnel, and pupils by pupils.
- h. Each PAC shall hold meetings on a regular basis during the operation of the regular program, but not less than six times during the year.
- i. At least two-thirds of the members of each PAC shall be the parents of migrant children. (EC 54444.1[d] and 54444.2)
- j. PACS shall nominate and elect representatives to the statewide PAC per California Code of Regulations § 12034. (5 CCR §12034)

13. All other responsibilities required under other state and federal laws and regulations. (EC 54444.1 and 54444.4), 20 USC 6394[c][3])

#### Direct Funded Districts


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

#### Evaluation Reports

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

#### Fiscal Procedures

- 19. Operating agencies agree to adhere to fiscal procedures and submit fiscal reports as required by the CDE. (EC 54444.1[A][5])

Name of Applicant: Kerman Unified School District  
 Region/District: Migrant Education Program, Region IV / Kerman Unified School District  
 Printed Name of Authorized Representative: Gordon Pacheco, Director of State/Federal Programs  
 Signature:  Date: 5/2/18

## **Section 14: Legal Assurances & Certifications**

Legal Assurances

Lobbying



# California Department of EDUCATION

## Lobbying

Certification regarding lobbying for federal grants in excess of \$100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations (CFR)* Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit [Standard Form - LLL, "Disclosure Lobbying Activities"](#) (DOC), in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Kerman Unified School District

Name of Program: Migrant Education Program, Region IV

Printed Name and Title of Authorized Representative:

Gordon Pacheco, Director of State and Federal Program

Signature: 

Date: 5/2/18

## **Section 14: Legal Assurances & Certifications**

Legal Assurances

General Assurances



## General Assurances 2018-19

General assurances and certifications required for grants supported by state or federal funds in 2017-18.

---

1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 1, Subchapter 4 (commencing with §30) of Division I of Title 5, California Code of Regulations (5 CCR)
2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the local educational agency (LEA) will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the California Education Code (EC), as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.
3. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.
4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.
5. Programs and services for individuals with disabilities are in compliance with the disability laws. (Public Law (PL) 105-17; 34 Code of Federal Regulations (34 CFR) 300, 303; and Section 504 of the Rehabilitation Act of 1973)
6. When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 United States Code (USC) §6321(b)(1); PL 107-110 §1120A(b)(1))
7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant agency in its administration of each program.
8. Schoolsite councils have developed and approved a Single Plan for Student Achievement (SPSA) for schools participating in programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any applicable school advisory committees. (EC §64001)
9. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement for state and federal funds paid to that agency under each program. (5 CCR, §4202)

10. The LEA will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.734, 76.760; 2 CFR 200.333)
11. The local governing board has adopted written procedures to ensure prompt response to complaints within 60 days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR, §4600 et seq.)
12. The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82.
13. The LEA has complied with the certification requirements under 34 CFR Part 84 regarding debarment, suspension and other requirements for a drug-free workplace. (34 CFR Part 84)
14. The LEA provides reasonable opportunity for public comment on the application and considers such comment. (20 USC §7846(a)(7); 20 USC, §1118(b)(4); PL 107-110, §1118(b)(4))
15. The LEA will provide the certification on constitutionally protected prayer that is required by PL 107-110, §9524 and 20 USC §7904.
16. The LEA administers all funds and property related to programs funded through the Consolidated Application. (20 USC §6320(d)(1); PL 107-110, §1120(d)(1))
17. The LEA will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC §7846 (a)(3)(B))
18. The LEA will participate in the Smarter Balanced Assessment Consortium program. (20 USC §6316(a)(1)(A-D); PL 107-110, §1116(a)(1)(A-D); EC §60640, et seq.)
19. The LEA assures that classroom teachers who are being assisted by instructional assistants retain their responsibility for the instruction and supervision of the students in their charge. (EC §45344(a))
20. The LEA governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of *EC* Section 11502. These include all of the following: (a) to engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society; (b) to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to

- assist their children in learning at home; (c) to build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities; (d) to train teachers and administrators to communicate effectively with parents; and (e) to integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic accountability. (EC §§11502, 11504)
21. Results of an annual evaluation demonstrate that the LEA and each participating school are implementing Consolidated Programs that are not of low effectiveness, under criteria established by the local governing board. (5 CCR §3942)
  22. The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (USC, Fourteenth Amendment; Calif. Constitution, art. 1, §7; Gov.C §§11135-11138; 42 USC §2000d; 5 CCR, §3934)
  23. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (EC §§62002)
  24. At least 85 percent of the funds for School Improvement Programs, Title I, Title VI and Economic Impact Aid (State Compensatory Education and programs for English learners) are spent for direct services to students. One hundred percent of Miller-Unruh apportionments are spent for the salary of specialist reading teachers. (EC §63001; 5 CCR, §3944(a)(b))
  25. State and federal categorical funds will be allocated to continuation schools in the same manner as to comprehensive schools, to the maximum extent permitted by state and federal laws and regulations. (EC §48438)
  26. Programs and services are and will be in compliance with Section 8355 of the California Government Code and the Drug-Free Workplace Act of 1988, and implemented at CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.
  27. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009.

## **Section 14: Legal Assurances & Certifications**

Legal Assurances

Drug Free



## Drug Free Workplace

Certification regarding state and federal drug-free workplace requirements.

---

**Note:** Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

### Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations (CFR)* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
  - b. Establishing an on-going drug-free awareness program to inform employees about:
    1. The dangers of drug abuse in the workplace
    2. The grantee's policy of maintaining a drug-free workplace
    3. Any available drug counseling, rehabilitation, and employee assistance programs
    4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
  - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
  - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
    1. Abide by the terms of the statement
    2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than 5 calendar days after such conviction
  - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other

designee. Notice shall include the identification number(s) of each affected grant.

- f. Taking one of the following actions, as to any employee who is convicted, within 30 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction:
  - 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973 (29 U.S.C. Section 794), as amended; or
  - 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
- g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant: Grantee must ensure all such site(s) are identified.

Place of Performance (street address, city, county, state, zip code)

Kerman Unified School District

15405 W. Sunset Avenue

Kerman, CA 93630

Check ☐ if there are workplaces on file that are not identified here.

## Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Kerman Unified School District

Name of Program: Migrant Education Program, Region IV

Printed Name and Title of Authorized Representative:

Gordon Pacheco, Director of State and Federal Programs

Signature:  Date: 5/2/18

## **Section 14: Legal Assurances & Certifications**

Inventory List

Inventory





15405 West Sunset Kerman, CA 93630 (559) 843-9050 Fax (559) 840-4285

May 2, 2018

To whom it may concern,

Kerman Unified School District did not purchase any items above \$499.99 using Migrant funds.

Thank you,

A handwritten signature in blue ink, appearing to read 'G. Pacheco', is written over the 'Thank you,' text.

Gordon Pacheco,  
Director, State & Federal Programs

## **Section 14: Legal Assurances & Certifications**

Job Duty Statements

Job Descriptions

# KERMAN UNIFIED SCHOOL DISTRICT

151 S. 1<sup>st</sup> Street, Kerman, CA 93630

## JOB DESCRIPTION: CUSTODIAN

### GROUNDS MAINTENANCE/CUSTODIAN

BRIEF DESCRIPTION: Perform all custodial and setup operations as scheduled; perform duties covering all aspects of general grounds maintenance; make minor non-technical repairs and adjustments to site equipment, fixtures and structures; respond as directed to emergency custodial calls; raise and lower flags if required; unlock and lock doors and gates and be responsible for securing facilities as assigned; work cooperatively with site administrator and staff; report needed repairs or any unsafe conditions on the proper form to the M & O Site Team Leader; operate power driven equipment commonly used in grounds maintenance work; operate light vehicles; become familiar with and practice the proper care of equipment; assist in the preparation and maintenance of athletic fields and courts (if applicable); be able to operate, or accept training to operate, spray rigs and fertilization equipment; maintain an acceptable attendance record at the work site; perform other job related duties as assigned on an equitable basis.

### REQUIRED QUALIFICATIONS:

1. Have skills, or be prepared to accept on-the-job training, covering all aspects of general grounds maintenance and custodial duties.
2. Indicate an interest in or ability to maintain common grounds equipment.
3. Possess and maintain a valid California driver's license.
4. Be willing to cooperate with faculty, other workers and students.
5. Not be restricted from physical activities pertinent to the major duties and responsibilities of this position, including, but not limited to, repetitive bending and/or lifting.
6. Must take a written test to evaluate minimum competencies.

REQUIRED EDUCATION: High school diploma or equivalent

# KERMAN UNIFIED SCHOOL DISTRICT

151 S. 1<sup>st</sup> Street, Kerman, CA 93630

## JOB DESCRIPTION: COMMUNITY HOME SCHOOL LIAISON

**BRIEF DESCRIPTION:** Work with school staff, parents and students to improve communication between school and home; assist students and their parents with resolving problems that affect a student's attendance, demeanor or academic performance; work with businessmen, community leaders and law enforcement officers in aiding students and parents; prepare and maintain records and reports as required; project the school's image and expectations to the home; alert proper school authorities to student welfare problems that require attention; maintain confidentiality as required; transport students as needed; maintain an acceptable attendance record at the work site; maintain a clean, orderly work station; perform other job related duties as assigned on an equitable basis.

### **REQUIRED QUALIFICATIONS:**

1. Bilingual skills required.
2. Shall be able to meet the public and maintain excellent public relations.
3. Shall possess and maintain a valid California driver's license.
4. May be required to provide own transportation.
5. Willingness to update skills and knowledge commensurate with the demands of this position.
6. Shall not be restricted from physical activities pertinent to the major duties and responsibilities of this position, including, but not limited to, repetitive bending and/or lifting.
7. Must be able to be flexible in hours to meet the needs of families.

**KERMAN UNIFIED SCHOOL DISTRICT**  
**Job Description**

**Department:** Elementary/Secondary

**Position:** Pre K-12 Classroom Teacher

**BASIC JOB DESCRIPTION:**

Under supervision of the Principal, provide a planned instructional program in subject specialty following curriculum specified by district regulations. Provide learning experiences to encourage maximum student growth using appropriate materials. Attend and participate in faculty meetings and other staff development to maintain professional competence. Promote a classroom environment that is conducive to student growth and responsibility.

**MAJOR DUTIES AND RESPONSIBILITIES:**

- Develop lesson plans and instructional materials and provide individualized and/or group instruction in order to adapt the curriculum to the needs of pupils with varying abilities, attitudes, and cultural backgrounds.
- Provide instruction to students with special needs in accordance with IEP, using support services as appropriate, and participate in IEP meetings as appropriate.
- Develop and teach skills and knowledge in one or more courses or grade levels, using courses of study adopted by the Board of Trustees.
- Maintain proper control and discipline in a positive manner by establishing good rapport between students and others involved in the learning processes and in accordance with district policy and procedure.
- Evaluate pupil progress, keep appropriate records, prepare progress reports, and effectively communicate student progress with pupils, administrators and parents.
- Perform basic attendance accounting/reporting duties as directed by district policy.
- Maintain professional competence through participation in professional growth activities.
- Develop and communicate curricular and instructional plans and objectives to students and parents including course descriptions, performance expectations and other pertinent information to allow parental monitoring.
- Administer group standardized tests.
- Plan, coordinate and oversee the work of para-professionals.
- Attend professional meetings called by administrators, or other meetings such as SST's and IEP's.
- Enforce the use of the textbooks that are currently adopted by the district Board of Trustees for the grade level which the teacher is assigned.
- Identify pupil needs, and cooperate with other professional staff members in assessing and helping pupils solve health, attitude, and learning problems.
- Ensure that students are not left in the classroom at any time without teacher supervision.
- Willingness to update skills and knowledge commensurate with the demands of this position.
- Perform other related duties as assigned.

**KNOWLEDGE, SKILLS, AND ABILITIES**

**Knowledge of:**

- Principles, theories, practices, methods and techniques used in curriculum development and classroom instruction.
- Curriculum expectations for subject being taught.
- Classroom procedures which promote appropriate student conduct and motivation for student learning.
- Standardized student testing requirements.

**Ability to:**

- Adapt plans to meet different needs for learning.
- Create an instructional program and a class environment favorable to learning and personal growth.
- Identify students who have special instructional needs.
- Maintain current information and expectations regarding grade level and curriculum being taught.
- Monitor children in classrooms.
- Display the use of good judgment in making decisions.
- Maintain professional relationships with pupils, parents, colleagues and supervising staff members.
- Operate a computer and use related software.
- Read, interpret, apply, and explain rules, regulations, policies, and procedures.
- Establish and maintain a variety of accurate record keeping and filing systems.
- Communicate effectively both orally and in writing.
- Communicate student progress with parents.
- Oversee the work of instructional aides.
- Establish effective rapport with pupils.
- Create a positive classroom environment.
- Maintain consistent, punctual and regular attendance.
- Develop and maintain effective interpersonal relations using tact, patience and courtesy
- Maintain reliable, punctual and regular attendance.

## **Section 14: Legal Assurances & Certifications**

Organizational Chart

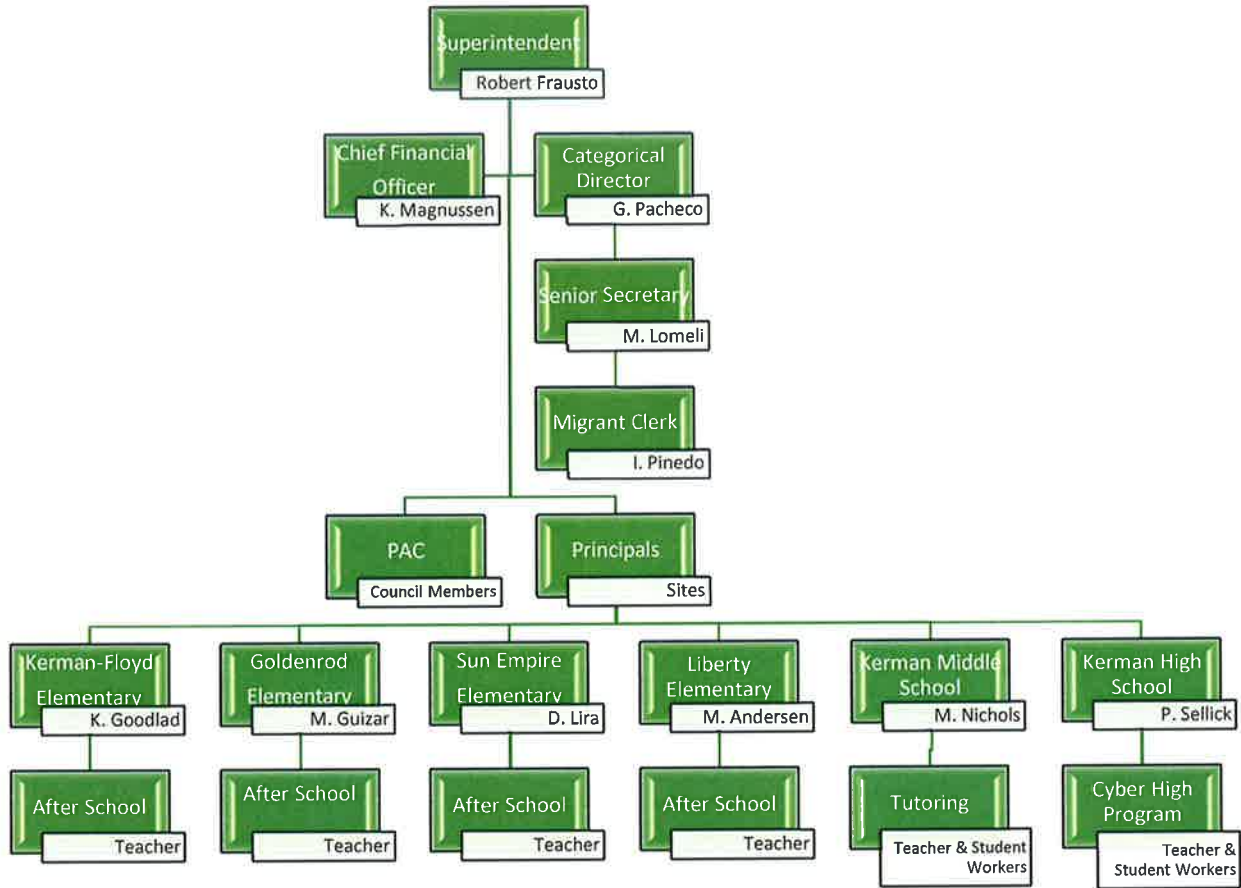
Org Chart

# Kerman Unified School District

Robert Frausto, District Superintendent  
 Mark Ruiz, Assistant Superintendent Personnel  
 Kraig L. Magnussen, Assistant Superintendent/Chief Business Official

## Board of Trustees

Daniel Babshoff  
 Vicki A. Blair  
 Maria S. Cantu  
 Efrain Guizar  
 Darrell Yates





## **Section 14: Legal Assurances & Certifications**

Summer Waivers

Summer Waiver

**Proposed**

## Migrant Education Program Summer Waiver Request Form

The Summer Waiver Request Form for the Migrant Education Program is to be completed by Migrant Education Program (MEP) operating agencies<sup>1</sup> subgrantees that are requesting an exemption from the minute requirements as established by California Education Code (EC) Section 54444.3 which states that:

Each operating agency receiving Title I Migrant Education funding shall conduct summer school programs for eligible migrant children in kindergarten and grades 1 to 12, inclusive. The summer school programs shall respond to the individual needs of participating pupils and shall build on and be consistent with the instructional programs offered to these pupils during the regular school year. Each summer school program shall be funded, to the extent that funds are available, by federal funds earmarked for migrant education programs, and shall meet the following criteria:

- (1) That summer school programs meet the following time requirements:
  - (A) For kindergarten classes, not less than 180 minutes per day, based upon the full apportionment day of 240 minutes, including recesses, for not less than 20 teaching days.
  - (B) For grades 1 to 8, not less than 200 minutes per day, based upon the full apportionment day of 240 minutes, including recesses and passing time but excluding noon intermissions, for not less than 20 teaching days.
  - (C) For grades 7 to 12, not less than 240 minutes per day, including passing time but excluding noon intermissions, for not less than 30 teaching days.

EC section 54444.3(a)(1) further provides:

Exemptions from the requirements of this paragraph may be made by the Superintendent of Public Instruction upon petition submitted to him by the district. The basis for the exemption shall be agricultural labor factors, climatic conditions, specialized educational programs, and other conditions appearing to the superintendent to warrant exemption.

To request an exemption from this requirement, the local educational agency must complete the Summer Waiver Request Form (Page 2) and a direct petition to the State Superintendent of Public Instruction.

The petition along with the Summer Waiver Request Form must be signed and uploaded with the migrant grant application.

<sup>1</sup> Per Education Code Section 54441 (e), "Operating agency" means a local educational agency operating under a subgrant of state migrant education funding, or a public or private nonprofit agency under a special arrangement with the department to carry out migrant education programs.

## Summer Waiver Request Form

Operating Agency Name (District or County): Kerman Unified School District

Address: 15405 W Sunset Ave, Kerman, CA 93630

Contact Person: Gordon Pacheco Title: Director of State/Federal Programs Telephone: 559-843-9051

Fiscal Year: 2018 - 2019

1. What is the basis for requesting an exemption from EC 54444.3?

☐ Agricultural Factors (*specify*):

☐ Climatic Conditions (*specify*):

☐ Specialized Educational Programs (*specify*):

☐ Other Conditions (*specify*): \_\_\_\_\_

Please respond to the following questions:

2. Summarize the precise request from the Operating Agency (OA). For example: "The OA is requesting an exemption from ... for grades....."

3. Explain what the OA will do in the alternative. Select from the options below.

a. ☐ No summer program

b. ☒ Will conduct summer program with the following time requirements:

Summer School for Migrant Students			
Grade	Minutes Per Day <sup>2</sup>	Number of Days	Time start – Time End
<u>K-8</u>	<u>240</u>	<u>30</u>	<u>8-2</u>
<u>9-12</u>	<u>240</u>	<u>15</u>	<u>8-2</u>

c. Other:

<sup>2</sup> For grades K-8, include recess and passing time. For grades 7-12, include passing time but exclude noon intermission.

4. Do you offer summer school for non-migrant students? ☒ Yes ☐ No

a. If you answered Yes, in question 4 above, specify the following:

*Summer School offered PK-12*

Summer School for Non-Migrant Students			
Grade	Minutes Per Day <sup>3</sup>	Number of Days	Time start – Time End
<i>PK-8</i>	<i>240</i>	<i>30</i>	<i>8-2</i>
<i>9-12</i>	<i>240</i>	<i>15</i>	<i>8-2</i>

### Summer Waiver Signature Page

Printed Name of OA contact: <i>Gordon Pacheco</i>	Telephone Number <i>559-843-9051</i>
OA contact Signature <i>[Signature]</i>	Date <i>5/2/18</i>
Printed Name of Superintendent or Designee <i>Gordon Pacheco</i>	Telephone Number <i>559-843-9051</i>
Superintendent or Designee Signature <i>[Signature]</i>	Date <i>5/2/18</i>

<sup>3</sup> For grades K-8, include recess and passing time. For grades 7-12, include passing time but exclude noon intermission.

## **Section 14: Legal Assurances & Certifications**

Budget Certifications

Budget Signature

## MIGRANT EDUCATION DISTRICT BUDGET AGREEMENT

### REGION IV

#### Signature Page

(Please check all applicable boxes)

Region Name: Fresno Regional Number: IV	District/Program Name District: Kerman Unified School District	Project Duration: From July 1, 2018 to June 30, 2019																																				
Contact Person: Gordon Pacheco	Title: Director of State/Federal Programs	Telephone: (559) 843-9051																																				
Address: 15405 W. Sunset Avenue	City: Kerman	Zip: 93630 County: Fresno																																				
<input checked="" type="checkbox"/> [ X ] Original  <input type="checkbox"/> [ ] Revision  <input type="checkbox"/> [ ] Amendment		<table><tr><td>Budget: REGULAR</td><td>\$</td><td>101,620</td><td><u>Total</u></td></tr><tr><td>*Less Regional Services</td><td>\$</td><td></td><td></td></tr><tr><td>*Amendment</td><td>\$</td><td></td><td></td></tr><tr><td>Other: PreK</td><td>\$</td><td>5,000</td><td>106,620</td></tr><tr><td>Budget: SUMMER</td><td>\$</td><td>26,965</td><td></td></tr><tr><td>*Less Regional Services</td><td>\$</td><td></td><td></td></tr><tr><td>*Amendment</td><td>\$</td><td></td><td></td></tr><tr><td>Other:</td><td>\$</td><td></td><td>26,965</td></tr><tr><td colspan="2"></td><td><u>Final Total</u></td><td>\$ 133,585</td></tr></table> <p>*(CLP's, Leadership, Outdoor Ed., Health Services)</p>	Budget: REGULAR	\$	101,620	<u>Total</u>	*Less Regional Services	\$			*Amendment	\$			Other: PreK	\$	5,000	106,620	Budget: SUMMER	\$	26,965		*Less Regional Services	\$			*Amendment	\$			Other:	\$		26,965			<u>Final Total</u>	\$ 133,585
Budget: REGULAR	\$	101,620	<u>Total</u>																																			
*Less Regional Services	\$																																					
*Amendment	\$																																					
Other: PreK	\$	5,000	106,620																																			
Budget: SUMMER	\$	26,965																																				
*Less Regional Services	\$																																					
*Amendment	\$																																					
Other:	\$		26,965																																			
		<u>Final Total</u>	\$ 133,585																																			

**Certification:** I hereby certify that all applicable state and federal rules and regulations will be observed to the best of my knowledge; the information contained in this application is correct and complete; and that the attachment assurances are accepted as the basic conditions in the operation of this project/program for local participation and assistance.

District Superintendent or Designee:	Type/Print Name:	Title:	Date:
	Gordon Pacheco	Director of State/Federal Programs	5/2/18

Budget information has been provided to: District Business Office: [ ] Regional Business Office: [ ]

**Migrant Education District Parent Advisory Council (PAC):** The undersigned representative certifies that the parent advisory council has had active involvement in the planning, development and review of this application. (CA Ed. Code 54444.4 (4) NCLB Section 1304(c)(4)).

Signature of District Advisory Council President or Executive Board Officer shall sign application or designate Vice President or other executive officer. In the absence of officers, a majority (50% + 1 PAC member) shall vote a designated signatory member. Documentation of vote must be provided along with the application.

PAC Signature:	Title:	Date:
Aurora Lopez	President	5/2/18

OPERATING AGENCY (MIGRANT EDUCATION) USE ONLY

Reviewed and Approved by:	Title:	Date:
	Administrator	05/07/18