

# Migrant Education Plan

PRJUSD

July 1, 2018 - June 30, 2019

## Section 1: General Information

Short Description:

Subgrantee Type:

Region:

County:

District:

Who is the subgrantee contact?

Name:

Title:

Phone:

Fax:

Email:

Performance Period Allocation (85%):

Carryover:

Student Leadership:

School Readiness Amount:

Family Biliteracy Grant Extension:

Speech and Debate:

Regional Parent Conference:

Other:

Total Amount Allocated:

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## Section 2: Allocation & Student Profile

District	Type	Allocation	Students		
			PFS	Non-PFS	Total
Paso Robles Joint Unified	DSA	\$282,037	232	68	300
		Pre	52	0	52
		K	3	15	18
		1	25	7	32
		2	13	1	14
		3	18	6	24
		4	16	2	18
		5	22	1	23
		6	17	2	19
		7	15	2	17
		8	19	3	22
		9	16	0	16
		10	4	0	4
		11	9	2	11
		12	3	0	3
		Out of School Youth	0	27	27
		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?

PRJUSD has approximately 7000 students. Of those students, 1178 are identified EL and 300 are identified as migratory.

The core program is centered around standards based instruction using current, state board approved curriculum with a focus on student goal setting, MTSS, classroom discussion at high DOK, learning intentions and success criteria, teacher feedback, and positive student/teacher relationships. Students are regularly assessed using NWEA's MAP assessment in ELA and math to track student mastery and interventions within and outside of the classroom are applied to students not making progress.

English learners access daily ELD for a minimum of 30 minutes and up to one hour. The District ELD Coordinator works with teachers and three elementary instructional coaches to build capacity by refining strategies, curriculum, and assessments. At two of the highest need elementary schools, extra interventions using System 44 and Read 180 provide support to all struggling readers in addition to daily ELD. One of the elementary sites is a two-way dual immersion school and the DI strand extends through one of the middle schools and the high school. At the secondary level, the coordinator works with one ELA/ELD instructional coach to do the same.

Teachers and students are supported by para educator staff, psychologists, intervention teachers, crisis intervention counselors, elementary guidance specialists, and district directors and support staff.

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### Base Professional Development Description

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

PRJUSD plans a robust PD calendar every year with a focus on the district initiatives. There are six district-wide professional development days as well as weekly collaboration for grade-level and course specific PLC's.

During the 2017-2018 school year, teachers learned how to write learning intentions and success criteria, as well as using pre/post tests to set individual and class achievement goals. During the 2018-2019 school year, teachers will continue to dive deeper into the seven main initiatives of PRJUSD: Goal Setting/Student Expectations; Response to Intervention/MTSS; Classroom Discussion; Teacher Clarity; Feedback; Teacher Student Relationships; Questioning/Depth of Knowledge.

Six instructional coaches support teaching and learning: three at elementary, two at secondary (ELA/ELD and Math) and one district-wide (NGSS/STEAM). They plan and deliver most of the PD for the district, but PRJUSD also contracts with outside vendors, such as Steve Ventura to provide PD.

All MEP staff participates in district PD as well as any regional PD applicable to their jobs.

The district office also provides PD for ELAC/DELAC governing boards.

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### 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?

- District and site nurses
- Psychologists
- Crisis Interventionists
- PBIS district-wide
- Olweus Bullying prevention program
- Community Connections
  - Latino Health coalition-Dignity Health at French Hospital Medical Center
  - CHC Clinics
  - The NOOR Clinic SLO
  - County Health Department and/ Mobile Units
  - Family Resource Center – SAFE Programs
  - Community Colleges
  - Youth Coalitions

- Intensive Services Counselors
- Collaboration with Social Service Organizations
- ALPHA
- Central Coast Link Centers
- SLO Food Bank

### Private School Collaboration

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

The SLO County Office of Education will send letters out to all private schools in the region inviting them to share information and to join in the planning process about potential migrant students. If students are identified at the private schools, their services are offered by the regional office. If a private school wants to participate, the region will inform the district so that they can join the district planning process.

### 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.

- Multiple sessions of Parent University on various topics: Transition to Middle School, Middle School, Transition to High School, High School, Early Education/Preschool, GATE, English Learners, Special Education, NCAA, etc.
- Site parent meetings and workshops above and beyond School Site Council
- PIQE: one or two sessions per year
- LCAP Parent Advisory Committee
- ELAC/DELAC/MPAC
- Blackboard to send text messages and phone calls and Peach Jar to send emails to parents.

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

The Migrant Education Supervisor is the lead contact for communicating with parents. She and the Family Liaison/Recruiter send letters and make phone calls from their office. Additionally, the Migrant Education Office is a safe place for parents to visit and get information.

### Program Coordination

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

The Educational Services team meets monthly to coordinate programs and services for students. Additionally, the Student Services Director and ELD Coordinator work with the ME Supervisor to coordinate services.

# Section 5: Regular School Year

## 1. Supplemental English and Math Instruction

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:

na

Where would the service/allowable activity be provided?

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

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

Based on the 2016-2017 CASPP data in ELA, there is a discrepancy in achievement in grades 3, 5, 6, 7,8 , and 11. Data shows that there is no discrepancy in 4th grade (42.4% overall and 52.9% MEP); however, we do need to increase student achievement.

	03 ALL ELA	03 MEP ELA	04 ALL ELA	04 MEP ELA	05 ALL ELA	05 MEP ELA	06 ALL ELA	06 MEP ELA	07 ALL ELA	07 MEP ELA	08 ALL ELA	08 MEP ELA	11 ALL ELA	11 MEP ELA
<b>Paso Robles Joint Unified</b>	42.7%	15.0%	42.4%	52.9%	52.9%	30.0%	45.7%	10.5%	48.2%	40.0%	48.6%	23.5%	63.8%	44.4%

Based on the 2016-2017 CASPP data in math, there is a discrepancy in achievement in grades 3, 4, 5, 6, 7,8 , and 11.

	03 ALL Math	03 MEP Math	04 ALL Math	04 MEP Math	05 ALL Math	05 MEP Math	06 ALL Math	06 MEP Math	07 ALL Math	07 MEP Math	08 ALL Math	08 MEP Math	11 ALL Math	11 MEP Math
<b>Paso Robles Joint Unified</b>	45.6%	31.8%	35.2%	27.8%	33.3%	4.8%	33.1%	5.3%	33.8%	26.7%	29.7%	13.6%	35.5%	11.1%

**Plan**

Describe the plan for this service/allowable activity

Key skills to be learned:

The key skills for students to learn are focused around reading comprehension (claim 1), writing proficiency (claim 2) and mathematical concepts and procedures (claim 1) problem solving (claim 2). The focus will be on science and social studies texts to build students' core base of content knowledge while strengthening their reading and writing around informational texts. Children will read more challenging text and be asked more questions that will require them to refer back to what they have read to provide evidence that supports their answers.Math instruction will focus on prerequisite skills that students need to fluently problem solve.

#### Student/teacher ratio:

Student/Teacher ratios 20:1

The target ratio will be PFS students by grade level small groups to one teacher. A credentialed teacher will provide 30 hours of ELA and 30 hours of math instruction at four different school sites (two elementary schools, one middle, and the comprehensive high school) after school Monday-Thursday, focusing on reading and writing in ELA and concepts and procedures as well as problem solving in math. PFS students will have priority for enrollment. Additionally, Friday's will be devoted to outreach to students who cannot attend by doing home visits and parent education and support.

#### Instructional strategies:

Teacher will use direct instruction to teach specific skills and concepts using district adopted intervention curriculum. Additionally, he/she will break students into small group rotations for differentiated instruction in a blended learning model.

#### Student grouping method:

The Migrant Ed. Resource Teacher will be assigned quarterly to school sites with a majority of PFS and at-risk students to be served. The target will be PFS students by grade level small groups to one teacher. The grouping method will be PFS and at risk students by grade level small groups to one teacher. K-5 students will be working in the same room, but the grouping will be by K-2 and 3-5. At the middle school, the grouping will be 6-8. At the high school, the grouping will be 9-11.

#### How instruction will be differentiated:

Through a blended learning model, instruction can be differentiated to teach specific skills for each grade level span in small group instruction with bilingual support. Teacher can do three rotations to meet the specific needs of individual students.

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

Every middle and high school student at PRJUSD is issued a Chromebook for use at school and at home. The teacher will utilize technology to increase student achievement.

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

##### English Language Arts

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

##### Mathematics

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

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

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

ELA: McGraw-Hill *Wonders*

Mathematics: TBD due to pending adoption

ST Math

Teacher developed materials based on CCSS.

#### Service/Allowable Activity Staff Development

What are the specific staff development activities?

The teacher will participate in all adopted textbook trainings offered by the district and will join a weekly PLC at the school site for additional professional development and support. Site instructional coaches will provide training on an as needed basis.

What dates approximately will the staff development take place?

Date
08/2018
10/2018
01/2019
03/2019

#### Service/Allowable Activity Evaluation Plan

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

Increase migratory students' reading and writing proficiency. Increase migratory students' proficiency in math concepts and procedures as well as problem solving and modeling mathematics.

#### Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	PRJUSD utilizes the NWEA MAP assessment to monitor student progress. The assessment is given three times per year and measures achievement in reading and mathematics. Our local performance target is that every student meets their established growth goal every testing session.

#### Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Observation	Migrant Ed Supervisor and District ELD Coordinator will do regular observations to determine the quality and effectiveness of instruction during the after school program. Students will be asked to articulate their learning as part of the observation rubric form.

#### 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

Grade	PFS	Non-PFS	Total
K	3	15	18
1	7	25	32
2	1	13	14
3	6	21	27
4	2	16	18
5	1	27	28
6	2	20	22
7	2	19	21
8	3	20	23
9	0	28	28
10	0	13	13
11	2	11	13
12	0	13	13
Out of School Youth	0	0	0
Ungraded	0	0	0
<b>Total</b>	<b>29</b>	<b>241</b>	<b>270</b>

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
3 - 5	31	08/27/2018 - 10/18/2018	30	120	3,600
9 - 11	57	10/22/2018 - 12/19/2018	30	120	3,600
6 - 8	43	01/07/2019 - 03/04/2019	30	120	3,600
3 - 5	24	03/05/2019 - 05/02/2019	30	120	3,600

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
Migrant Ed Resource Teacher	Certificated	1	0.35

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

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

Title	Classification	Number of	
		Staff	FTE
Migrant Ed Supervisor/Coordinator	Classified	1	0.03

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	Teacher salary for after school supplemental instruction in ELA/Math. Teacher will be assigned at four school sites on a rotating basis quarterly. (35% FTE).	\$20,131
2900 Other Classified Salaries	ME Supervisor/Coordinator salary to support after school supplemental instruction in ELA/Math (2.5%FTE).	\$1,363
3000 Employee Benefits	Health and Welfare Benefits for ME Supervisor/Coordinator to support ELA/Math (2.5% FTE)	\$650

Object Code	Description & Itemization of costs	Amount
3000 Employee Benefits	Health and Welfare Benefits for Teacher for ELA/Math (35% FTE).	\$8,460
4100 Textbooks Curricula Materials	ELA and Math supplemental materials for after school instruction. Extra curriculum TBD for the after school program to support students skills on reading and writing.	\$6,000
4300 Materials & Supplies	Office materials and supplies, toner cartridge, print copy paper, color paper, binders, envelopes, ETC.	\$5,000
5200 Travel & Conferences	ME Supervisor/Coordinator Travel Stipend for ELA/Math (2.5% FTE)	\$17
5200 Travel & Conferences	Travel for Teacher to make home visits on Fridays for ELA/Math.	\$500
5900 Communications	ME Supervisor/Coordinator Cell Phone Stipend for ELA/Math (2.5% FTE)	\$11
Total:		\$42,132

## 2. High School Graduation

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Support Service

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

Which service areas does this activity address?

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

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:

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?

Migratory students face extra challenges to earn credits toward graduation. Paso Robles High School's current drop out rate is 2.02% with a graduation rate of 93.9%. The district drop out rate is 5.5% with a graduation rate of 90.89 when you factor in the numbers from our alternative programs. The vast majority of migratory students complete high school (exact rates are unavailable at this time). Supplying high school students with an extra advocate and service provider will enable them to stay on track to pass their classes, make up classes that they failed, and help them develop plans for their futures.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Students will be able to do Edgenuity online curriculum as well as UC-CSU requirements and Paso Robles High School graduation requirements. Students will learn the content of the required courses needed for graduation and college attendance. Students will also learn how to set goals, self-advocate, and manage their time in order to reach their goals.

Student/teacher ratio:

The student to teacher ratio will be either one on one as the teacher is advising individuals, or small groups of no more than 10 students for instructional guidance.

Instructional strategies:

Case management and small workshops using district data, teacher communication, and parent input.

Student grouping method:

Students will be grouped based on need and grade as well as availability after school.

How instruction will be differentiated:

Instruction will be tailored to individual students based on transcripts and current grades. Additionally, instruction will be differentiated for the needs of students at the various grade levels.

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

NA

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

High School Graduation/Dropout

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

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

Edgenuity online curriculum as well as UC-CSU requirements and Paso Robles High School graduation requirements.

Service/Allowable Activity Staff Development

What are the specific staff development activities?

The teacher will participate in all adopted textbook trainings offered by the district and will join a weekly PLC at the school site for additional professional development and support. Site instructional coaches will provide training on an as needed basis.

What dates approximately will the staff development take place?

Date
08/2018
10/2018
01/2019
03/2019

Service/Allowable Activity Evaluation Plan

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

All migratory students earn a diploma or a GED.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Other	Based on data gathering through case management and credit accrual, at least 95% of the students will have their courses completed with a C or better and will have completed credits for any courses failed on time for planned graduation.

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Survey	Staff will survey students during the year to gather data about the effectiveness and helpfulness of the service. Students will report that the service helped them to pass their classes.

Service/Allowable Activity Migrant Students Served

For this activity, what is the number of students served at each level?

Please specify the number of students that are priority for service (PFS) students and non-PFS students.

Grade	PFS	Non-PFS	Total
Pre	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	28	28
10	0	13	13
11	2	11	13
12	0	7	7
Out of School Youth	0	0	0
Ungraded	0	0	0
<b>Total</b>	<b>2</b>	<b>59</b>	<b>61</b>

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
9 - 12	61	08/16/2018 - 06/07/2019	37	120	4,440

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
Migrant Ed Resource Teacher	Certificated	1	0.08

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

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

Title	Classification	Number of	
		Staff	FTE
Migrant Education Supervisor/Coordinator	Classified	1	0.02

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	Salary for Migrant Ed Resource Teacher to provide case management and credit accrual support toward high school graduation (8.3% FTE)	\$5,251
2900 Other Classified Salaries	Salary for Migrant Ed Supervisor/Coordinator to provide support and referral for high school graduation services. (2.5%)	\$1,363
3000 Employee Benefits	Benefits for Migrant Ed Resource Teacher high school graduation (8.3 FTE)	\$2,207
3000 Employee Benefits	Benefits for Migrant Ed Supervisor/Coordinator for high school graduation (2.5%)	\$650
5200 Travel & Conferences	Migrant Ed Resource Teacher Mileage for Home Visits to promote high school graduation.	\$250
5200 Travel & Conferences	Migrant Ed Supervisor/Coordinator Mileage Stipend for high school graduation (2.5%)	\$17
5900 Communications	Migrant Ed Supervisor/Coordinator Phone Stipend for high school graduation (2.5%)	\$11
Total:		\$9,749

### 3. OSY Case Management

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Support Service

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

Which service areas does this activity address?

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

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:

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?

PRJUSD currently contacts 44 OSY in the community. None of the OSY has a high school diploma from a US school. They struggle to attend adult school because of their work schedules and the fact that the nearest adult school program is over 30 miles away. Our district does not offer this service. Additionally, they tend to work very long hours in agriculture and struggle to have the money, transportation, and energy to attend the local community college. They need support and advocacy to work to achieve an education.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Increase knowledge of community resources and how to navigate the systems.

Student/teacher ratio:

One to one or small groups.

Instructional strategies:

Because PRJUSD has limited numbers of OSY, we are unable to offer larger-scale workshops so we do our health

education in a one to one discussion and instruction format. The Bilingual Family Liaison/Recruiter will provide case management to all OSY and meet with them quarterly to walk them through any options available in the community for them to attend GED or ESL classes offered by the local community college. Community resource referrals to address any health (including mental) and social/emotional needs.

Workshops include: PAC educational workshops/presentations, two annual community health fairs, regional conference.

OSY will be invited to regional and local events that provide workshops regarding health education.

Student grouping method:

Individual.

How instruction will be differentiated:

Instruction will be tailored to the needs of the particular individual based on intake interview.

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

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

Out of School Youth

- Principle Strategy 9.0 - Provide OSY with a health education workshop to address healthy eating, physical activity, and related chronic disease prevention.
- Strategy 9.1 - Provide a variety of health services and referrals to OSY who need dental, vision, hearing, medical or mental health services.
- Strategy 9.2 - Provide professional development opportunities specific to the health needs of OSY on physical education, health education, nutrition services, and health, mental health and social services staff members, as well as staff members who supervise recess, cafeteria time and programs outside of regular school hours.
- Principle Strategy 10.0 - Increase OSY participation in ELA or ELD services/classes.
- Strategy 10.1 - Provide GED, or high school equivalency, services for OSY who have dropped out of school, but want to obtain a GED.
- Strategy 10.2 - Provide primary language literacy services for OSY who have dropped out of school, but want to obtain a high school diploma in their home country.

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

Curriculum is provided by the local community college. We provide referrals and support.

Service/Allowable Activity Staff Development

What are the specific staff development activities?

The Family Liaison/Recruiter will attend ongoing Regional trainings on the topics of OSY during the school year.

What dates approximately will the staff development take place?

Date

08/2018

06/2019

Service/Allowable Activity Evaluation Plan

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

All OSY will have opportunities to continue their education. Since we do not provide direct health services, the expected outcome is that all OSY will know how to access community health services and will be knowledgeable

about steps to take to build a healthy lifestyle.

### Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Other	100% of all OSY will attend at least two quarterly, one-on-one meetings at the Migrant Education Office.

### Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Survey	OSY will take a pre and post survey related to services. 100% of all OSY will know what local educational and health resources are available to them during the year.

### Service/Allowable Activity Migrant Students Served

For this activity, what is the number of students served at each level?

Please specify the number of students that are priority for service (PFS) students and non-PFS students.

Grade	PFS	Non-PFS	Total
Pre	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	27	27
Ungraded	0	0	0
<b>Total</b>	<b>0</b>	<b>27</b>	<b>27</b>

### Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
OSY	44	08/16/2018 - 06/07/2019	4	60	240

### 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
Bilingual Family Liaison/Recruiter/Preschool Teacher	Classified	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
Migrant Education Supervisor/Coordinator	Classified	1	0.05

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
2900 Other Classified Salaries	Salary for Family Liaison/Recruiter Case Management OSY (5%)	\$1,578
2900 Other Classified Salaries	Salary for Migrant Education Supervisor/Coordinator Case Management OSY (5%)	\$2,727
3000 Employee Benefits	Benefits for Family Liaison/Recruiter Case Management OSY (5%)	\$1,041
3000 Employee Benefits	Benefits for Migrant Ed Supervisor/Coordinator Case Management OSY (5%)	\$1,300
4100 Textbooks Curricula Materials	Translation/Picture Dictionary OSY, GED Exam cost	\$1,700
5200 Travel & Conferences	Family Liaison/Recruiter Mileage Stipend OSY (5%)	\$40
5200 Travel & Conferences	Migrant Ed Supervisor/Coordinator Mileage Stipend OSY (5%)	\$33
5900 Communications	Migrant Ed Supervisor/Coordinator Phone Stipend OSY (5%)	\$22
Total:		\$8,441

## 4. Parent Education

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Support Service

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

Which service areas does this activity address?

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

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:

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?

Paso Robles Joint Unified School District is dedicated to improving our services in the area of parent involvement. The Migrant Ed program has a parent involvement plan that works in close coordination with the district's parent involvement plan. This is exemplified by having staff that handles all student enrollment communicating with the migrant supervisor of any potential migrant education students and by including a migrant education student survey form in all district enrollment packages. This form gives the parent a bit of information about the migrant program and provides contact information as well. For both of these departments the philosophy is to inform the parent so they are empowered to better monitor the success of their son or daughter. Migrant parents are involved in the PRUSD at several levels, including staff selection panels, organizing and implementing Parent Education activities, planning and designing the supplemental Migrant programs. Based on parent and student survey data, PAC meetings, and parent/teacher conferences, it has been determined that parents need more information on how to best to support their students in school.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

All Migrant Education staff will identify and refer parents for parent education and involvement services. Parents will be referred to classes and workshops available through the school district and the community as well as PAC meetings and Regional Conferences. Parents will be referred to Parent University modules in the following topics: Early Learning, Middle School, High School (11th grade and 12th grade) English Learners, Transition to High School, GATE, Special Education, NCAA, Technology and Social Media, and Social Emotional.

Additional, supplemental workshops provides by migrant services include:

- How the U.S. school systems works and parent and family opportunities for participation within this system.

- Understanding student achievement data
- Learning educational vocabulary (acronyms, A-G, parent homework dictionary, educational glossary).

Student/teacher ratio:

The student/teacher ratio depends on the amount of parents signed up to attend the workshop.

Instructional strategies:

Parent Workshops

Student grouping method:

Whole group and individual

How instruction will be differentiated:

Parents will attend classes and receive instruction based on needs from referral and/or intake form.

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

None

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

Parent and Family Engagement

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

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

Curriculum is developed by district-level staff and Migrant Ed Teacher based on the needs of parents and district initiatives and services offered. Some workshops have guest speakers who develop their own curriculum based on the topic assigned.

Service/Allowable Activity Staff Development

What are the specific staff development activities?

Migrant Ed Supervisor attends District Management Team trainings.

What dates approximately will the staff development take place?

Date
08/2018
09/2018

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

Service/Allowable Activity Evaluation Plan

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

The expected outcome is an increased number of parents attending workshops. They will have an increased knowledge of how to support their children to be college, career, and community ready.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Other	Increase participation in district and migrant offered workshops by 80% based on sign in sheets.

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Survey	Parents will participate in a yearly survey which asks for feedback regarding the quality of Parent University and Migrant Ed workshops. They will report tha the information was helpful to them.

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	59	59
K	3	19	22
1	7	33	40
2	1	16	17
3	6	21	27
4	2	16	18
5	1	27	28
6	2	20	22
7	2	19	21
8	3	20	23
9	0	28	28
10	0	13	13
11	2	11	13
12	0	7	7
Out of School Youth	0	27	27
Ungraded	0	0	0
Total	29	336	365

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
P - 12	338	09/05/2018	1	90	90
P - 12	338	10/10/2018	1	90	90
P - 12	338	11/14/2018	1	90	90
P - 12	338	02/13/2019	1	90	90
P - 12	338	05/15/2019	1	90	90

Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE

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

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

Title	Classification	Number of	
		Staff	FTE
Migrant Education Supervisor/Coordinator	Classified	1	0.20
Migrant Education Resource Teacher	Certificated	1	0.07
Bilingual Family Liaison/Recruiter	Classified	1	0.10

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	Salary for the Migrant Ed Resource Teacher Parent Involvement Activities at 6.7% FTE	\$3,793
2900 Other Classified Salaries	Family Liaison/Recruiter/Preschool Teacher salary for parent engagement at 10% FTE	\$3,156
2900 Other Classified Salaries	Salary for the Migrant Ed Supervisor/Coordinator to provide referral support for Parent Involvement at 20% FTE	\$10,908
3000 Employee Benefits	Benefits for the Migrant Ed Resource teacher Parent Involvement at 6.7% FTE.	\$1,594
3000 Employee Benefits	Benefits for the Migrant Ed Supervisor/Coordinator Parent Involvement at 20% FTE	\$5,198
3000 Employee Benefits	Family Liaison/Recruiter/Preschool Teacher benefits for parent involvement at 10% FTE	\$2,081
5200 Travel & Conferences	Mileage for the Migrant Ed Supervisor/Coordinator Parent Involvement At 20% FTE.	\$133
5200 Travel & Conferences	Mileage Stipend for Family Liaison/Recruiter/Preschool Teacher for parent involvement at 10% FTE	\$80
5900 Communications	Cell phone stipend for the Migrant Ed Supervisor/Coordinator Parent Involvement at 20% FTE.	\$90
Total:		\$27,033

## 5. College Information Field Trip

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?

Migratory high school students need opportunities to learn about potential colleges to attend. This service supplements what is offered at the high school in the College/Career Center and Counseling Department. Many migratory students and their families do not understand how to get to college and they do not see themselves as college attendees. Visiting schools and seeing students like them helps them get motivated to succeed in high school and get prepared.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Students will learn the requirements to apply for and attend California universities.

Student/teacher ratio:

Students will take an overnight field trip offered by a vendor in the district. The student to teacher ration is 20:1.

Instructional strategies:

Whole group and small group instruction in a tour format. Q & A during tour by college representatives and college students.

Student grouping method:

Students are grouped by grade. They are all high school students.

How instruction will be differentiated:

Instruction will be differentiated by language and grade. Students needing language support will have a bilingual chaperone.

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

none

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?

Curriculum is TBD by college trip vendor and the colleges and universities visited.

Service/Allowable Activity Staff Development

What are the specific staff development activities?

Staff development is done by the private college trips vendor.

What dates approximately will the staff development take place?

Date

Service/Allowable Activity Evaluation Plan

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

Migratory students will be motivated to achieve at high levels in high school and will apply to a college.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	Students will know the A-G and GPA requirements for college.

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Survey	Students will report an increase in motivation to work hard in school on a survey.

Service/Allowable Activity Migrant Students Served

For this activity, what is the number of students served at each level?

Please specify the number of students that are priority for service (PFS) students and non-PFS students.

Grade	PFS	Non-PFS	Total
Pre	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	5	5
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	5	5

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
9	5	02/04/2019 - 05/06/2019	2	960	1,920

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
College Field Trip Vendor	Certificated	1	0.00

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

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

Title	Classification	Number of	
		Staff	FTE

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
5800 Prof/Cons/Serv & Operating Exp.	College field trip vendor costs to send 5 students at \$200 per student.	\$1,000
	Total:	\$1,000

## Section 6: Summer/Intersession

### 1. Field Study Program

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  
History Social Science/Civics

When will the service/allowable activity be provided?

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

Where would the service/allowable activity be provided?

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

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

Migratory students need opportunities to experience the living history of the United States in order to become participating members of the community, especially since much of their time is spent moving. Data supports the power of experiential learning. This living classroom provides an opportunity for migratory students to use the English language to debate important concepts which will help them develop a civic responsibility while benefiting their skills as orators

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

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

Student/teacher ratio:

Small group instruction.

Instructional strategies:

Lecture, Cornell notes, the use of academic vocabulary, higher order questions, group collaboration and projects, oral presentations, simulations, socratic questioning, research, real-life experience and hands-on learning.

Student grouping method:

Teams and small groups by random selection.

How instruction will be differentiated:

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

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

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

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

High School Graduation/Dropout

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

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

Curriculum will include Early Settlers and Colony, American Revolution, Civil War, Industrial Revolution, World Wars, US Constitution, Civics and Government

Service/Allowable Activity Staff Development

What are the specific staff development activities?

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

What dates approximately will the staff development take place?

Date
11/2018
01/2019
04/2019

Service/Allowable Activity Evaluation Plan

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

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

#### Local Quantitative Measures and Performance Targets

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

#### Local Qualitative Measures and Performance Targets

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

#### Service/Allowable Activity Migrant Students Served

For this activity, what is the number of students served at each level?

Please specify the number of students that are priority for service (PFS) students and non-PFS students.

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

#### Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
11	13	06/09/2019 - 06/15/2019	7	300	2,100

#### Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE
District Staff	Certificated	1	0.03

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

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

Title	Classification	Number of	
		Staff	FTE
Migrant Ed Supervisor/Coordinator	Classified	1	0.20

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	Daily rate for certificated teacher at \$380/day for seven days to chaperone students.	\$2,660
2900 Other Classified Salaries	Salary for Migrant Ed Supervisor/Coordinator (20% FTE)	\$2,181
3000 Employee Benefits	Benefits for Migrant Ed Supervisor/Coordinator (20% FTE)	\$1,039
5200 Travel & Conferences	Mileage Stipend for Migrant Ed Supervisor/Coordinator (20% FTE)	\$27
5200 Travel & Conferences	Transportation Costs for School Bus/Van including driver.	\$2,000
5800 Prof/Cons/Serv & Operating Exp.	Baggage claim fees for participating students and staff at estimate \$50 each X 11	\$550
5800 Prof/Cons/Serv & Operating Exp.	Meals during travel for students and staff. Meals not provided by vendor such as trip there and back. Snacks at \$20 per student/staff at 11X2=\$440	\$440
5800 Prof/Cons/Serv & Operating Exp.	Tuition costs for summer service for up to 10 students.	\$26,400
5900 Communications	Phone Stipend for Migrant Education Supervisor/Coordinator (20% FTE)	\$18
Total:		\$35,315

## 2. Outdoor Education

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  
Science Outdoor Education

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:  
During Summer Session

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?

Migratory students attend summer school through the district. Outdoor Education provides another week of academic learning, focusing on the Next Generation Science Standards. At the middle school level, some students who are in ELD or need other strategic support classes are not able to take a science course and are, therefore, behind in their science learning. Migrant students need an opportunity for enrichment and language development.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Writing application skills

- Provide daily scientific and narrative journal writing.
- Provide daily access to academic vocabulary through lectures, student workbooks, and discussions, lessons on adaptations, cycles in nature, and human impact.
- Provide opportunities for students to apply new knowledge during campfires discussions, songs, stories, and science-themed games.

Educational opportunities that motivate higher levels of learning.

- Provide fieldtrip experience for migrant students to increase their knowledge of science in order to strengthen their background knowledge.
- Provide a natural environment as a living laboratory to teach ecological concepts through

experimental learning each.

Hands-on learning to understand the options available to humans so they may act to shape and control the effects of people's activities on the Earth's system's and its finite resources

Student/teacher ratio:

Based on outdoor education camp and Mini-Corps guidelines.

Instructional strategies:

Method of instruction used:

- Explicit Direct Instruction (EDI)
- Small group
- Cooperative groups
- Total Physical Response

Hands-On

Student grouping method:

Based on outdoor education camp and Mini-Corps guidelines.

How instruction will be differentiated:

Based on outdoor education camp and Mini-Corps guidelines.

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

Based on outdoor education camp and Mini-Corps guidelines.

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

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

Provided by outdoor education camp and mini corps

Service/Allowable Activity Staff Development

What are the specific staff development activities?

Provided by outdoor education camp and mini corps  
dates TBD

What dates approximately will the staff development take place?

Date

Service/Allowable Activity Evaluation Plan

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

Participating students will take a pre and a post outdoor education camp assessment which will show how much their reading improved and how much they learned about science by reading and responding to questions.

#### Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	Students will increase their percentage of science knowledge using a Pre/Post test provided by outdoor education camp by 80%

#### Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Survey	Annual parent/student survey to gather information related to the quality of the educational service. Parents and students will report an increased appreciation and knowledge about science and nature.

#### 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	6	21	27
5	2	16	18
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
<b>Total</b>	<b>8</b>	<b>37</b>	<b>45</b>

#### Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
4 - 5	45	07/08/2019 - 07/12/2019	5	720	3,600

#### Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE

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

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

Title	Classification	Number of	
		Staff	FTE
Migrant Ed Supervisor/Coordinator	Classified	1	0.20

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
2900 Other Classified Salaries	Hourly rate for Family Liaison/Recruiter @ \$21.32 per hour to chaperone of students from outdoor education camp.	\$100
2900 Other Classified Salaries	Salary for Migrant Ed Supervisor/Coordinator to provide support services for outdoor education during summer at 20% FTE.	\$2,181
3000 Employee Benefits	Benefits for Family Liaison/Recruiter for to chaperone students from Camp Keep.	\$20
3000 Employee Benefits	Benefits for Migrant Ed Supervisor/Coordinator for summer outdoor education services at 20% FTE	\$1,039
5200 Travel & Conferences	Round trip school bus to transport students to outdoor education.	\$1,000
5800 Prof/Cons/Serv & Operating Exp.	Cost of outdoor education camp per student. 45 students at \$250 per student.	\$11,250
Total:		\$15,590

### 3. Migrant Ed Parent Resource Summer Hours

When is this service/allowable activity offered?

Summer

What type of service/allowable activity is this?

Support Service

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

Which service areas does this activity address?

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

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:

Where would the service/allowable activity be provided?

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

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

All students struggle with losing gains made in the school year while they are home during the summer. Parents need continued training on how best to promote literacy in the home with their children. Eligible families will be served by appointment or walk in to the Migrant Ed Office.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Parents will learn where they can obtain parenting resources to benefit their children's education during the summer. They will learn skills to become more involved in guiding their child's education.

Student/teacher ratio:

2:1

Instructional strategies:

Direct instruction, modeling, and informal question/answer format, district/community workshop referrals.

Student grouping method:

Parents will be grouped by family..

How instruction will be differentiated:

Instruction will be differentiated based on language and prior education.

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

None

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

### Parent and Family Engagement

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

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

Curriculum provided by community programs and district-created parent education programs.

### Service/Allowable Activity Staff Development

What are the specific staff development activities?

District, County, and Regional trainings offered through the year. Dates TBD

What dates approximately will the staff development take place?

Date
08/2018
10/2018
01/2019
03/2019

### Service/Allowable Activity Evaluation Plan

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

Parents will understand the importance of literacy and reading and will be able to help their students become life-long readers.

### Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Survey	We will measure the amount of parents who learn about summertime literacy and take their children to the public library.

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Survey	Parents will be asked about the effectiveness of the service on the annual survey. They will report that they are proficient in how to build literacy skills in their children.

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	3	19	22
1	7	33	40
2	1	16	17
3	6	21	27
4	2	16	18
5	1	27	28
6	2	20	22
7	2	19	21
8	3	20	23
9	0	28	28
10	0	13	13
11	2	9	11
12	0	7	7
Out of School Youth	0	0	0
Ungraded	0	0	0
<b>Total</b>	<b>29</b>	<b>248</b>	<b>277</b>

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
K - 12	277	07/02/2018 - 06/28/2019	31	30	930

Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE

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

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

Title	Classification	Number of	
		Staff	FTE
Migrant Ed Supervisor/Coordinator	Classified	1	0.15

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
2900 Other Classified Salaries	Migrant Ed Supervisor/Coordinator to provide support and referral services for	\$1,636

Object Code	Description & Itemization of costs	Amount
	Parent Education during summer at 15% FTE	
3000 Employee Benefits	Migrant Ed Supervisor/Coordinator Benefit Summer parent involvement at 15% FTE	\$ 780
5200 Travel & Conferences	Migrant Ed Supervisor/Coordinator mileage stipend parent involvement summer at 15% FTE	\$ 20
5900 Communications	Migrant Ed Supervisor/Coordinator cell phone stipend parent involvement summer at 15% FTE	\$ 13
Total:		\$2,449

#### 4. Summertime High School Credit Accrual Support

When is this service/allowable activity offered?

Summer

What type of service/allowable activity is this?

Support Service

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

Which service areas does this activity address?

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

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:

Where would the service/allowable activity be provided?

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

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

Students at risk of not graduating are at extra risk of dropping out of summer school. They need even more support during this session to attend regularly and complete the work. Since the courses move quickly, they easily get behind and lose motivation.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Students will learn how to maintain organization, time management, study skills, and test taking skills so that they are able to successfully complete online and in-person credit recovery classes. Additionally, students will learn the required content of the course with support.

Student/teacher ratio:

5:1  
The two para educators will be assigned to migratory students enrolled in Edgenuity (online credit accrual program) and math and ELA summer school courses. One para will be working with students doing instructional support and case management for students enrolled in online courses and the other will be working with students doing instructional support and case management for students enrolled in summer school ELA and Math.

Instructional strategies:

Direct Instruction  
Collaborative Learning Models

Student grouping method:

Small group instruction  
1:1 instruction as needed

How instruction will be differentiated:

Instruction will be differentiated by skill level and language fluency.

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

None

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

High School Graduation/Dropout

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

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

Edgenuity Online Courses  
District adopted summers school curriculum

Service/Allowable Activity Staff Development

What are the specific staff development activities?

District offered staff development  
Dates TBD

What dates approximately will the staff development take place?

Date

Service/Allowable Activity Evaluation Plan

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

Students enrolled in summer school will complete their courses with a C or better.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Other	Using transcript analysis pre and post summer school, students will demonstrate that they have completed 1-2 courses for high school graduation.

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Survey	Parents and students will report that summer services provided enabled students to pass summertime classes with a C or better and that it was effective.

Service/Allowable Activity Migrant Students Served

For this activity, what is the number of students served at each level?

Please specify the number of students that are priority for service (PFS) students and non-PFS students.

Grade	PFS	Non-PFS	Total
Pre	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	28	28
10	0	13	13
11	2	13	15
12	0	7	7
Out of School Youth	0	0	0
Ungraded	0	0	0
<b>Total</b>	<b>2</b>	<b>61</b>	<b>63</b>

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
9 - 12	63	07/02/2018 - 06/28/2019	46	180	8,280

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
Bilingual Para Educator	Classified	2	1.00

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
2900 Other Classified Salaries	Hourly wages for 2 Bilingual Paraeducators to provide case management and instructional support for 9-12 grade students during summer school.	\$4,130
3000 Employee Benefits	Benefits for hourly wages for 2 Bilingual Paraeducators to provide case management and instructional support for 9-12 grade students during summer school.	\$400
Total:		\$4,530

## Section 7: School Readiness Regular School Year

### 1. Home School Preschool

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:

During the day

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?

We need to prepare migratory children with the skills they need to master ELA and math early because there is a gap in achievement. An average of 30.92% of migratory students met standards on the CASPP in ELA in 3rd-11th grade. 17.92% of migratory students met standards in math in 3rd-11th grade. Some migratory children are enrolled in the variety of preschools available in the area, but not all are. The students who are not enrolled in preschool are our target students.

#### Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Preschool students will be prepared for kinder by knowing their names, their colors, their letters, and their numbers up to 20.

Student/teacher ratio:

1:1 student/teacher ratio.

Preschool Teacher will set appointments to make home visits to serve preschoolers ages 3-5 who are not enrolled in any other preschool services in the district. She will give a pre-test and will then use direct instruction to teach early literacy and math skills. At the end of the service, she will administer a post test to measure growth in early literacy skills and math skills. She will also work with parents and guardians to teach them how to promote literacy at home, including how to support the psychological growth of their children.

Instructional strategies:

The Preschool Teacher will utilize direct instruction and play to teach early literacy and math skills.

Student grouping method:

One on one instruction.

How instruction will be differentiated:

Instruction will be differentiated based on age, skill level, and language. Bilingual materials will build literacy in both Spanish and English.

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

Technology will be used when applicable.

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?

*Home Based—ELA: Little Treasures, Math: McGraw Hill Mathematics, ELD:Avenues*

### Service/Allowable Activity Staff Development

What are the specific staff development activities?

Training on school readiness assessments implementation and use for instruction. Coordinated by the Curriculum and Instruction and the Student Achievement Departments. Knowledge of protocols and procedures to implement, record, and report results of this assessment and how to use the results to plan instruction. One pre-assessment and one post assessment will be done each year.

What dates approximately will the staff development take place?

Date
08/2018
10/2018
01/2018
03/2018

### Service/Allowable Activity Evaluation Plan

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

The expected outcome is that all ME preschoolers will be prepared to enter kindergarten with the skills and behaviors necessary for success.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	Peabody Picture Vocabulary Test (PPVT-4) growth of 10 points.
Pre and Post Assessment	Brigance score growth of 10 points
Pre and Post Assessment	Test de Vocabulario en Imagenes Peabody growth of 30 points
Interview	Preschool Teacher assigns weekly homework to the parents regarding ELD, Literacy, and parenting. Every visit, she interviews the parents and asks them about what they learned during the homework time.

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Survey	Parents are surveyed prior to and after the service. Parents report that students demonstrate an increased use of language by pointing to and naming common vocabulary.

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
<b>Total</b>	<b>0</b>	<b>24</b>	<b>24</b>

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
P	12	08/27/2018 - 11/16/2018	144	60	8,640
P	12	01/14/2019 - 04/05/2019	144	60	8,640

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
Migrant Ed Preschool Teacher	Classified	1	0.50

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

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

Title	Classification	Number of	
		Staff	FTE
Migrant Education Supervisor/Coordinator	Classified	1	0.05

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
2900 Other Classified Salaries	Salary for Migrant Education Supervisor/Coordinator MESRP (5% FTE)	\$2,727
2900 Other Classified Salaries	Salary for Migrant Preschool Teacher MESRP (50% FTE)	\$16,945
3000 Employee Benefits	Health and Welfare Benefits for Migrant Ed Preschool Teacher MESRP (50% FTE)	\$3,946
3000 Employee Benefits	Health and Welfare Benefits for Migrant Education Supervisor MESRP (5% FTE)	\$1,300
4300 Materials & Supplies	Testing materials and other supplies determined to be needed after initial assessment of students MESRP.	\$200
5200 Travel & Conferences	Migrant Education Supervisor/Coordinator Mileage Stipend MESRP (5% FTE)	\$33
5200 Travel & Conferences	Mileage for Migrant Ed Preschool Teacher home visits mileage MESRP.	\$300
5900 Communications	Migrant Education Supervisor/Coordinator Cell Phone Stipend MESRP (5% FTE)	\$22
Total:		\$25,473

## Section 8: School Readiness Summer/Intersession

### 1. Home School Preschool Summer Fun

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: School Readiness

When will the service/allowable activity be provided?

After School

Saturday

Before School

Other:

During the day

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?

Not all preschool students have access to local preschools during the summer. Preschool Teacher can provide in-home lessons to help prepare students for Kindergarten or the next year of preschool.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Preschool students will be prepared for kinder by knowing their names, their colors, their letters, and their numbers up to 20.

Student/teacher ratio:

One district certified preschool teacher working with small groups of 1-3 students depending on family size.

Instructional strategies:

Preschool teacher will provide direct instruction one-to-one for the preschooler at home. Play activities, songs.

Student grouping method:

Small group instruction in a family setting.

How instruction will be differentiated:

Instruction will be differentiated by age and language fluency.

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

Technology when applicable.

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?

**Instruction:**

*Summertime Learning Backpack* from Blue Star Education

**Assessment:**

*Home Based—Phonological Awareness Literacy Screening (PALS), Peabody Picture Vocabulary Test (PPVT-4), Test de Vocabulario en Imagenes Peabody (TVIP) and Brigance*

Service/Allowable Activity Staff Development

What are the specific staff development activities?

County and Regional trainings offered through the year.

First 5

District offered staff development

Dates TBD

What dates approximately will the staff development take place?

Date
08/2018
10/2018
01/2019
03/2019

Service/Allowable Activity Evaluation Plan

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

Students will be prepared for kindergarten because they will know their name, their colors, their letters, and their numbers up to 20.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	Students will increase on the post test by at least 80%

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Interview	One-on-one interviews with parents during home visits to assess if the student is demonstrating their learning by naming their colors, letters, and numbers.

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	19	19
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
<b>Total</b>	<b>0</b>	<b>19</b>	<b>19</b>

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
P	38	07/02/2018 - 07/31/2018	190	30	5,700

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
Migrant Ed Preschool Teacher	Classified	1	0.50

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

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

Title	Classification	Number of	
		Staff	FTE
Migrant Ed Supervisor/Coordinator	Classified	1	0.20

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
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Object Code	Description & Itemization of costs	Amount
2900 Other Classified Salaries	Hourly salary for Migrant Ed Preschool Teacher at \$21.95 per hour for 95 hours MESRP	\$2,085
2900 Other Classified Salaries	Salary for Migrant Ed Supervisor/Coordinator to provide support services for summer MESRP at 20% FTE.	\$2,181
3000 Employee Benefits	Benefits for Migrant Ed Preschool Teacher for 95 hours of work MESRP.	\$485
3000 Employee Benefits	Benefits for Migrant Ed Supervisor/Coordinator summer MESRP at 20% FTE	\$1,039
4300 Materials & Supplies	Supplies for home visits MESRP	\$1,000
5200 Travel & Conferences	Migrant Ed Supervisor/Coordinator Mileage Stipend summer MESRP at 20% FTE	\$27
5200 Travel & Conferences	Mileage for Home Visits for Preschool Teacher MESRP	\$100
5900 Communications	Migrant Ed Supervisor/Coordinator cell phone stipend summer MESRP at 20% FTE	\$18
Total:		\$6,935

## 2. Migrant Ed Parent Resource Center Hours

When is this service/allowable activity offered?

Summer

What type of service/allowable activity is this?

Support Service

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

Which service areas does this activity address?

SSDP Focus Area: School Readiness

When will the service/allowable activity be provided?

After School

Saturday

Before School

Other:

During the day

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?

All students struggle with losing gains made in the school year while they are home during the summer. Parents need continued training on how best to promote literacy in the home with their Pre-K children. Eligible families will be served in the Migrant Ed Office.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Parents will learn where they can obtain parenting resources to benefit their children's education during the summer. They will learn skills to become more involved in guiding their child's education.

Student/teacher ratio:

1:2

Instructional strategies:

Direct instruction, modeling, and informal question/answer format, district/community workshop referrals.

Student grouping method:

Parents will be grouped by family.

How instruction will be differentiated:

Instruction will be differentiated based on language and prior education.

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

none

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?

Curriculum provided by community programs and district-created parent education programs.

Service/Allowable Activity Staff Development

What are the specific staff development activities?

District, County, and Regional trainings offered through the year.

What dates approximately will the staff development take place?

Date
06/2019
08/2018
10/2018
01/2019
03/2019

Service/Allowable Activity Evaluation Plan

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

Parents will understand the importance of literacy and reading and will be able to help their students become life-long readers.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Other	Data analysis of the number of parents who come into the Migrant Ed office and attend workshops.

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Survey	80% of the parents will report that they learned strategies and skills to assist their children in continuing summertime reading 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	19	19
K	0	0	0

Grade	PFS	Non-PFS	Total
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	19	19

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
P - K	38	07/02/2018 - 06/28/2019	31	30	930

Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE

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

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

Title	Classification	Number of	
		Staff	FTE
Migrant Ed Supervisor/Coordinator	Classified	1	0.15

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
2900 Other Classified Salaries	Salary for Migrant Ed Supervisor/Coordinator to provide support and referral services for site based parent education during summer at 15% FTE.	\$1,636
3000 Employee Benefits	Benefits for Migrant Ed Supervisor/Coordinator for site-based parent education instructional services at 15% FTE.	\$780
4300 Materials & Supplies	Parent education materials such as pamphlets, books, and picture dictionaries to help parents learn how to be the best first educator for their child.	\$592
5200 Travel & Conferences	Migrant Ed Supervisor/Coordinator mileage stipend 15% FTE	\$20
5900 Communications	Migrant Ed Supervisor/Coordinator cell phone stipend at 15% FTE	\$13
Total:		\$3,041

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

### 1. Case Management PK-12 and OSY

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Support Service

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

Which service areas does this activity address?

Health

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?

Migratory students need case management for their educational and health needs because of their mobility, language barriers, and work hours. Parents need assistance monitoring students's progress in the program because they are also learning about US school systems as they are different than schools in foreign countries. Additionally, many of our parents and students do not have access to medical care and as a result, students lack glasses and vision care, dental care, and health care when needed. This interrupts their schooling and academic progress.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Students and parents will understand the important role that good health and vision plays in academic achievement. They will understand how nutrition assists with learning. They will understand the need to wear glasses if prescribed so that they can see the instruction.

Student/teacher ratio:

Migrant Ed Supervisor provides service to one family by appointment as needed. Family Liaison/Recruiter provides additional service to parents during intake and outreach through family needs assessment.

Instructional strategies:

- Provide regular case management services to check academic achievement and progress.
- Referral to Health Agencies such as CHC, counselor, The LINK, or SAFE process for access to health, vision, dental and mental health services.

- Referral to local agencies to access food, clothing, and shelter
- Information for students, parents, counselors of the local community resources
- Follow up to ensure needed care is received
- Follow up with any referrals that nurses do for our ME students
- Referral for students and families to Social and intervention services
- Ongoing communication with teachers, counselors and school nurse
- Two annual health workshops

Student grouping method:

One on one case management for individuals and families  
 Workshops grouped by interest and need

How instruction will be differentiated:

Instruction will be based on family need and will be tailored to individuals within the family based on their health history, insurance status, and access to providers.

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

None

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

Education, Health, Nutrition, and Social Services

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

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

- Curriculum will be provided via pamphlets, websites, and other community and district based service providers during one-on-one interviews and workshops.

Service/Allowable Activity Staff Development

What are the specific staff development activities?

Staff training at monthly staff meetings and attending community events and meetings with agencies to be informed and aware of intervention services and direct services being provided in the school and out in the community and how to link the adults with the students.

What dates approximately will the staff development take place?

Date
08/2018
09/2018

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

### Service/Allowable Activity Evaluation Plan

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

Intervention services will be provided in a timely manner to Improved health services for those in need and help ELA migratory students to increase access to health care and improve student attendance because students are healthier.

### Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Other	Data collection of health referrals will reflect an increase in access to health services. School attendance data will reflect students' maintaining 90% attendance or greater.

### Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Survey	Parents and students will be surveyed annually regarding the effectiveness of the case management service. They will report increased knowledge of how to maintain a healthy lifestyle and the importance of health for school attendance.

### 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	59	59
K	3	19	22
1	7	33	40
2	1	16	17
3	6	21	27
4	2	16	18
5	1	27	28
6	2	20	22
7	2	19	21
8	3	20	23
9	0	28	28
10	0	13	13
11	2	9	11
12	0	7	7
Out of School Youth	0	44	44
Ungraded	0	0	0

Grade	PFS	Non-PFS	Total
Total	29	351	380

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
P - Ungraded	380	08/16/2018 - 06/07/2019	180	30	5,400

Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE

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

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

Title	Classification	Number of	
		Staff	FTE
Migrant Ed Family Liaison/Recruiter	Classified	1	0.05
Migrant Ed Supervisor/Coordinator	Classified	1	0.20

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
2900 Other Classified Salaries	Salary for Migrant Ed Recruiter/Family Liaison at 5% FTE.	\$1,576
2900 Other Classified Salaries	Salary for Migrant Education Supervisor/Coordinator at 20% FTE. This position is the primary provider of this service out of the Migrant Ed Office.	\$8,180
3000 Employee Benefits	Family Liaison/Recruiter. Classified Benefits for Health Services PERS, SUI, WC, MEDI, OPEB, FICA, Health. at 5% FTE	\$1,040
3000 Employee Benefits	Migrant Ed Supervisor/Coordinator Classified Benefits for Health Services PERS, SUI, WC, MEDI, OPEB, FICA, Health. at 20% FTE	\$3,898
5200 Travel & Conferences	Family Liaison/Recruiter mileage stipend for Health Services. at 5% FTE	\$40
5200 Travel & Conferences	Migrant Ed migrant Supervisor/Coordinator Mileage Stipend for Health Services. At 20% FTE	\$133
5900 Communications	Migrant Ed Supervisor/Coordinator Communications: Cell Phone Stipend for Health Services at 20%	\$67
Total:		\$14,934

## 2. Case Management for PK-12 and OSY

When is this service/allowable activity offered?

Summer

What type of service/allowable activity is this?

Support Service

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

Which service areas does this activity address?

Health

When will the service/allowable activity be provided?

After School

Saturday

Before School

Other:

Summer

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?

Parents and students continue to need referrals for health and other services during the summer.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

The Migrant Education Office is open during the summer for parents to drop in for related services. The Migrant Education Supervisor/Coordinator is available to make referrals for support services as needed for families and students Pre-K-OSY.

Student/teacher ratio:

1:1

Instructional strategies:

Individualized instruction

Student grouping method:

NA

How instruction will be differentiated:

Differentiated for family/student based on self-selected need.

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

NA

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

Education, Health, Nutrition, and Social Services

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

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

Community flyers and organizational leaflets.

Service/Allowable Activity Staff Development

What are the specific staff development activities?

Migrant Ed Supervisor receives staff development through community organizations that she collaborates with. Thru these partnerships, she understands the available services offered in the community,

What dates approximately will the staff development take place?

Date
08/2018
01/2019

Service/Allowable Activity Evaluation Plan

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

Parents and students will choose to continue to maintain healthy food choices and activity levels during the summer. Additionally, families will access health related services.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Survey	Parents and students will report that they ate fruits and vegetables and exercised weekly during the summer. Parents will report that they had access to health services during the summer.

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Survey	Parents and students will report that they utilized the Migrant Ed office for referrals during the summer and that the service effectively provided them the information they needed to maintain a healthy lifestyle.

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	59	59
K	3	19	22

Grade	PFS	Non-PFS	Total
1	7	33	40
2	1	16	17
3	6	21	27
4	2	16	18
5	1	27	28
6	2	20	22
7	2	19	21
8	3	20	23
9	0	28	28
10	0	13	13
11	2	11	13
12	0	7	7
Out of School Youth	0	44	44
Ungraded	0	0	0
Total	29	353	382

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
P - Ungraded	277	07/02/2018 - 06/28/2019	31	30	930

Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE

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

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

Title	Classification	Number of	
		Staff	FTE
Migrant Ed Supervisor/Coordinator	Classified	1	0.10

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
2900 Other Classified Salaries	Salary for Migrant Ed Supervisor/Coordinator summer health services at 10% FTE	\$1,091
3000 Employee Benefits	Benefits for Migrant Ed Supervisor/Coordinator summer health services at 10% FTE	\$520
5200 Travel & Conferences	Mileage stipend for Migrant Ed Supervisor/Coordinator for summer health services at 10% FTE	\$13
5900 Communications	Phone stipend for Migrant Ed Supervisor/Coordinator summer health services at 10% FTE	\$9
Total:		\$1,633

## 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 district has one 35% FTE recruiter who is directly supervised by the district migrant Ed Supervisor/coordinator. The I&R trainings, quality control plan and processes, and standards of practice are administered by the region. The region also reviews all submitted COEs and provides I&R technical assistance as needed.

Recruitment is conducted within the district. All incoming students in the district are given migrant education information in their enrollment packet in the form of a migrant education survey. Information gathered from this survey is used potential new families that may be eligible for migrant services. The Family Liaison/Recruiter work with feeder districts in supporting the ID & R efforts by screening and interviewing families with siblings in the district, completing the annual re-certifications, and updating records for siblings that attend Paso Robles while the younger siblings attend schools in San Miguel or moved into the district. The regional SEA Reviewer, Migrant Education Supervisor/coordinator will continue with supporting and training the Family Liaison/Recruiter in her duties. They also join as a partner when conducting in the north county canvassing activities, doing large events, and when doing home visits in areas that might pose a higher risk of going alone at certain times of day. The time supporting those activities varies from a day per quarter to a couple of hours at a time depending on how quickly families are reached. This is especially significant for the areas where we have Out of School Youth.

The district family liaison/recruiter establishes and maintains collaboration with community programs. She uses promotional materials such as flyers, posters, cards, brochures and table top presentation boards to communicate about migrant education programs. The family liaison/recruiter and migrant education supervisor/coordinator make themselves aware of all community events to promote the district MEP. Staff communicates with parent groups to develop leads for recruitment.

A schedule has been created to ensure community based recruitment during the slow months in school based recruitment and as much as possible during peak mobility and referral times.

Time is invested in developing partnerships with our key sectors so that the support for the families can also be there once identified and enrolled in order to meet their social support services needs as well.

Staff conducts community based recruitment through canvassing activities in areas where potential district MEP families live, at events, and by networking with community partners as well as labor contractors, growers, and other employers.

**At least one of these activities is done once a month.**

### I & R Quality Control Plan

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

Title	File Name	Last Update
I&R Quality Control Plan	Quality_Control_Plan_2018-19_Final.pdf	06/11/2018 11:29 AM

### 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?

Recruitment is conducted within the district. All incoming students in the district are given migrant education information in their enrollment packet in the form of a migrant education survey. Information gathered from this survey is used potential new families that may be eligible for migrant services. The Family Liaison/Recruiter work with feeder districts in supporting the ID & R efforts by screening and interviewing families with siblings in the district, completing the annual re-certifications, and updating records for siblings that attend Paso Robles while the younger siblings attend schools in San Miguel or moved into the district. The regional SEA Reviewer, Migrant Education Supervisor will continue with supporting and training the Family Liaison/Recruiter in her duties. They also join as a partner when conducting in the north county canvassing activities, doing large events, and when doing home visits in areas that might

pose a higher risk of going alone at certain times of day. The time supporting those activities varies from a day per quarter to a couple of hours at a time depending on how quickly families are reached. This is especially significant for the areas where we have Out of School Youth. If an eligibility question arises, the question is reviewed/discussed with local supervisor; if unable to resolve, question is forwarded to I&R Manager; if I&R Manager is unable to answer with help of Regional Director, the I&R Manager sends the question to MSIN I&R Support and waits for response from MSIN I&R Support/CDE. Recruiter attends all I&R trainings conducted by region.

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

The family liaison/recruiter is based in the migrant education office in the district's family resource center. The family liaison/recruiter and the migrant supervisor/coordinator works closely with the district's centralized enrollment department to obtain the migrant survey that is part of the district's enrollment packet. This process is done to ensure the quick interview the families as part of the I&R process. At least once a month the family liaison/recruiter conducts one of the community based activities.

The region I&R staff informs the district when a family moves from Santa Barbara County to San Luis Obispo County to make contact with the family quickly.

In the District School base recruitment, Recruitment is conducted within the district. All incoming students in the district are given migrant education information in their enrollment packet in the form of a migrant education survey. Information gathered from this survey is used potential new families that may be eligible for migrant services. The Family Liaison/Recruiter work with feeder districts in supporting the ID & R efforts by screening and interviewing families with siblings in the district, completing the annual re-certifications, and updating records for siblings that attend Paso Robles while the younger siblings attend schools in San Miguel or moved into the district. The regional SEA Reviewer, Migrant Education Supervisor will continue with supporting and training the Family Liaison/Recruiter in her duties. They also join as a partner when conducting in the north county canvassing activities, doing large events, and when doing home visits in areas that might pose a higher risk of going alone at certain times of day. The time supporting those activities varies from a day per quarter to a couple of hours at a time depending on how quickly families are reached. This is especially significant for the areas where we have Out of School Youth. Our district families live in a large agricultural area where many crops are grown due to the climate of this area. Crops that are grown here are: strawberries, lettuce, broccoli, celery, artichokes, grapes, apples, nuts and livestock with strawberries and grapes being the largest production of the area. Some of these crops peak throughout the year. There are over 100 major employers throughout the district boundaries where the recruiter maintains contact. These organizations inform the recruiter of new families in our area. These include: Tablas Creek, IGGPRA and a major labor contractor, Juan Nevarez.

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## Local Community

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

In the District School base recruitment, Recruitment is conducted within the district. All incoming students in the district are given migrant education information in their enrollment packet in the form of a migrant education survey. Information gathered from this survey is used potential new families that may be eligible for migrant services. The Family Liaison/Recruiter work with feeder districts in supporting the ID & R efforts by screening and interviewing families with siblings in the district, completing the annual re-certifications, and updating records for siblings that attend Paso Robles while the younger siblings attend schools in San Miguel or moved into the district. The regional SEA Reviewer, Migrant Education Supervisor will continue with supporting and training the Family Liaison/Recruiter in her duties. They also join as a partner when conducting in the north county canvassing activities, doing large events, and when doing home visits in areas that might pose a higher risk of going alone at certain times of day. The time supporting those activities varies from a day per quarter to a couple of hours at a time depending on how quickly families are reached. This is especially significant for the areas where we have Out of School Youth. Our district families live in a large agricultural area where many crops are grown due to the climate of this area. Crops that are grown here are: strawberries, lettuce, broccoli, celery, artichokes, grapes, apples, nuts and livestock with strawberries and grapes being the largest production of the area. Some of these crops peak throughout the year. There are over 100 major employers throughout the district boundaries where the recruiter maintains contact. These organizations inform the recruiter of new families in our area. These include: Tablas Creek, IGGPRA and a major labor contractor, Juan Nevarez.

The families that qualify for our program tend to live in neighborhoods of low income with less expensive housing. Our migrant parents mostly work in agricultural activities March through November during the peak season although work is available year around. The pruning and other produce like apples, season is another peak season during the winter. The migrant student population in PRJUSD has maintained and has been slowly climbing in the last three years. Fewer students are moving as a result of employment. The trend is that less families are moving activities because of the economy and expense.

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## 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 majority of families are qualifying from moves in California (154)-mostly within our region and into Monterrey, Fresno, and Kern

counties), followed by moves from Mexico (55), and then moves from another state within the USA (21).

Staff conducts community based recruitment through canvassing activities in areas where potential district MEP families live, at events, and by networking with community partners as well as labor contractors, growers, and other employers. **At least one of these activities is done once a month.**

### 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?

As a part of the data collection and review responsibilities of the SEA, once the region has received and endorsed each of the COE's the plan includes the following:

The region will also provide current enrollment numbers for the district as needed to complete required reports.

Weekly SEA Reviewer will review COEs received from Family Liaison/Recruiter.

Weekly SEA Reviewer will set a time for phone conference/log into MSIN 6.0 to review all errors found on COEs receive from the Liaison/recruiter the prior week.

The regional Migrant Reviewer/Supervisor will meet with the district family liaison/recruiter and the district Migrant program Supervisor/Coordinator as need it for side meetings to review and support the district DSA on the I and R area.

Plan includes participation of district staff conducting I and R activities and completing COEs. Within two weeks of receiving the COE, the region will review and made notes of any errors they may have found in each COE within the MSIN 6.0 system. Then, the district recruiter will participate in a phone conference with SEA Reviewer to review all errors found by the regional reviewer. Working together, the district recruiter and/or migrant program supervisor/ coordinator and SEA Reviewer will correct any errors in submission. In addition, the recruiter will attend and participate in monthly MERIT meetings.

### 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	0.35	In the District School base recruitment, Recruitment is conducted within the district. All incoming students in the district are given migrant education information in their enrollment packet in the form of a migrant education survey. Information gathered from this survey is used potential new families that may be eligible for migrant services. The Family Liaison/Recruiter work with feeder districts in supporting the ID & R efforts by screening and interviewing families with siblings in the district, completing the annual re-certifications, and updating records for siblings that attend Paso Robles while the younger siblings attend schools in San Miguel or moved into the district. The regional SEA Reviewer, Migrant Education Supervisor will continue with supporting and training the Family Liaison/Recruiter in her duties. They also join as a partner when conducting in the north county canvassing activities, doing large events, and when doing home visits in areas that might pose a higher risk of going alone at certain times of day. The time supporting those activities varies from a day per quarter to a couple of hours at a time depending on how quickly families are reached. This is especially significant for the areas where we have Out of School Youth. Our district families live in a large agricultural area where many crops are grown due to the climate of this area. Crops that are grown here are: strawberries, lettuce, broccoli, celery, artichokes, grapes, apples, nuts and livestock with strawberries and grapes being the largest production of the area. Some of these crops peak throughout the year. There are over 100 major employers throughout the district boundaries where the recruiter maintains contact. These organizations inform the recruiter of new families in our area. These include: Tablas Creek, IGGPRA and a major labor contractor, Juan Nevarez.

### 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 Ed Supervisor/Coordinator	1	0.10	Migrant Ed Supervisor/Coordinator coordinates all aspects of the school based and community based recruitment area for PRJUSD at 10% FTE.

Title	Number of		Description
	Staff	FTE	
I&R Recruiter	1	0.35	Perform all duties associated with recruitment both school based and community based.

### I & R Budget

What is the specific budget for I&R activities?

Object Code	Description & Itemization of costs	Amount
2900 Other Classified Salaries	Salary for Migrant Ed Family Liaison/Recruiter/Preschool at 35% FTE	\$11,046
2900 Other Classified Salaries	Salary for Migrant Ed Supervisor/Coordinator at 10% FTE.	\$5,454
3000 Employee Benefits	Benefits for Migrant Ed Family Liaison/Recruiter/Preschool Teacher PERS, SUI, WC, MEDI, OPEB, FICA, Health. at 35% FTE	\$7,284
3000 Employee Benefits	Benefits for Migrant Ed Supervisor/Coordinator. PERS, SUI, WC, MEDI, OPEB, FICA, Health. at 10% FTE	\$2,599
5200 Travel & Conferences	Family Liaison/Recruiter/Preschool Teacher mileage stipend migrant recruitment at 35% FTE	\$280
5200 Travel & Conferences	Migrant Ed Supervisor/Coordinator Mileage stipend migrant recruitment at 10%	\$67
5900 Communications	Communications: Migrant Ed Supervisor/Coordinator migrant recruitment Cell Phone Stipend.	\$45
<b>Total:</b>		<b>\$26,775</b>

## 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.

In the Paso Robles Joint Unified School District Migrant Education Program all parents with a COE are members of the PAC. Elections for council members takes place every three years. Migrant parents nominate each other during our spring PAC meeting and vote at the following PAC meeting. Training sessions with elected officers are held within one month of the election.

- The officials of the Migrant Parent Committee consist of president, vice-president, secretary, order official, and two representatives to Region 18 RAC.
- All council members must be elected by Migrant Parent Committee vote at a regularly scheduled PAC meeting. The period of service for all council members is three years.
- If the eligibility of an official expires (e.g., they don't have children in school or their Migrant Program eligibility expires) during the year in which they were elected as an official, their position will be extended until the end of their 3 years in which they were elected.
- All officials will be elected for three years if they qualify under the criterion of Article III, Sec. 1 and if they are a father/mother/guardian of a student of one of the schools or certified for the Migrant Program.

The vacancy of an official, resulting for whatever reason, can be filled by vote in a general meeting for the remaining time of the term.

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.

Parents are involved in a wide variety of roles and programs at all district schools. The District convenes an active LCAP Committee and a District English Learner Advisory Committee (DELAC), and Parent Advisory Group. These Advisory parent/school groups meet five times per year and provide information to the schools, provide input to the Governing board and Superintendent, and provide a voice for our parents. The groups are used as a vehicle for educating parents about important issues. Each of the eleven schools holds at minimum four School Site Council (SSC) meetings and four English Learner Advisory meetings (ELAC)\* throughout the school year. The Director provides guidance and monitors compliance with categorical program requirements for membership, bylaws, meetings, SPSA development and approval, and categorical program budgets. Presidents or designees of all required parent advisory committees must sign the Single Plan along with assurance that they have had the opportunity to participate in the development of the content and budgets for which they are responsible. The district conducts annual training for all School Site Council members and officers to present the roles, responsibilities, and procedures for SSC success.

In addition, the DELAC, through the LCAP Committee, requested that LCAP money be spent on PIQE, a parent education program for K-12 parents.

The district also holds a minimum of six, Migrant Parent Advisory Meetings (MPAC) during the year. All meetings follow the MPAC adopted Bylaws and follow required procedures. The MPAC reviews and approves the District Service Agreement (DSA) and participates in the development, implementation, and evaluation of the program throughout the year. At least 35 to 40 Paso Robles migrant parents that participate in MPAC meetings choose a variety of topics for PAC meetings related to the education of their children and parental education. We are very fortunate to have dedicated and interested parents who want the best for their children's future. Their children's success is their top priority. The MPAC bridges the language barrier between the school and the home.

In addition to advisory roles, parents are actively involved in school life - supporting classroom instruction, school-wide events, and serving as partners in their children's education.

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

Each year, Migrant parents and staff conduct a needs assessment and survey to identify parent interests and areas of support requested.

Each PAC meeting features a variety of topics including informational presentations related to the education of their children, parental education such as ESL or parenting strategies, parent conferences at regional, state and local levels, explanation and discussion of assessment reports and health and family support services resources available through the district, region and community. The PAC also includes business items such as preparing and approving the District Service Agreement and budget as well as seeking guidance from parents as to the selection of topics to be presented at the PAC. District migrant staff supports the region in the identification and recruitment of parents who can attend parent events at the state, regional and local levels.

PAC Staff also have opportunities to be trained by the ELD Coordinator at the ELAC/DELAC training, the regional trainings offered by Region XVIII, and State and National Migrant conferences.

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

Each year, Migrant parents and staff conduct a needs assessment and survey to identify parent interests and areas of support requested.

During the spring meetings, migrant parents have opportunities to review assessment data summaries, the ILPS forms, and the summaries of services provided. The PAC board members meet with staff to review budget allocation and proposed services and activities. PAC President presents DSA recommendations to the PAC members and committee members for their input and final recommendations.

A main activity for the purpose of planning and negotiation is the annual parent retreat to which all elected officers from each district are invited to participate. At the retreat, staff and parents analyze assessment and services data; learn about the new form to be used for the service agreement, the budget development process, and share strategies and procedures that should take place at the district level. This retreat is held in early spring. Staff who works directly with the parents attends this retreat so they can learn the process and apply it at the district level.

MEP staff encourage and train parent leaders to be included as advisors on decision involving staffing of the migrant programs at the school sites and migrant office. The members may participate in activities such as the development of job descriptions, interview protocols, and interview questions. The members may also sit on interview panels. In no case may the recommendations of migrant parent's conflict with the personnel policies adopted by the governing board of a school district, operating agency, or the state educational agency (SEA).

Each PAC meeting features a variety of topics including informational presentations related to the education of their children, parental education such as ESL or parenting strategies, parent conferences at regional, state and local levels, explanation and discussion of assessment reports and health and family support services resources available through the district, region and community. The PAC also includes business items such as preparing and approving the District Service Agreement and budget as well as seeking guidance from parents as to the selection of topics to be presented at the PAC. District migrant staff supports the region in the identification and recruitment of parents who can attend parent events at the state, regional and local levels.

PAC members have requested the ability to attend the NASDME conference every year so that they can learn more about the program and provide that information to other parents. Up to three PAC members (depending on regional attendance) will attend NASDME workshops related to parent and family engagement. Attendees will bring this information back to the other parents and present it during workshops offered at PAC meetings.

#### 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

Other topics requested by parent recommendation.

#### PAC Members

Include a list of PAC member's names.

District/School	First Name	Last Name	Eligible Migrant Parent?
Paso Robles Join Unified School District	Veronica	Medina Tamayo	Yes
Paso Robles Join Unified School District	Cristino	Avelar	Yes
Paso Robles Join Unified School district	Evelia	Avelar Zavala	Yes
Paso Robles Join Unified School District	Rafaela	Zavala	Yes
Paso Robles Join Unified School district	Ramon	Palomino	Yes
Paso Robles Join Unified School District	Maria Gaudalupe	Palomino	Yes
Paso Robles Join Unified School District	Omar	De La Cruz	Yes
Paso Robles Join Unified School District	Glenda	Pineda	Yes
Paso Robles Join Unified School District	Ever	Sanchez	Yes
Paso Robles Join Unified School District	Raul	Lopez	Yes
Paso Robles Jion Unified School District	Griselda	Ramirez	Yes
Paso Robles Join Unified School District	Edith	Guzman	Yes
Paso Robles Join Unified School District	Lorenzo	Guzman	Yes
Paso Robles Join Unified School District	Maria	Campoverde	Yes
Paso Robles Join Unified School District	Hector	Hernandez	Yes
Paso Robles Join Unified School District	Noemi	Hernandez	Yes
Paso Robles Join Unified School District	Soledad	Hernandez	Yes
Paso Robles Join Unified School District	Aurora	Hernandez	Yes
Paso Robles Join Unified School District	Fortino	Garcia	Yes
Paso Robles Join Unified School District	Guadalupe	Ramos	Yes
Paso Robles Join Unified School District	Histolía	García	Yes
Paso Robles Join Unified School District	Lourdes	Cruz	Yes
Paso Robles Join Unified School District	Aurelia	Sanchez	Yes
Paso Robles Join Unified School District	Juan	Velazco	Yes
Paso Robles Join Unified School District	Eustolia	García	No
Paso Robles Join Unified School District	Kenia	Martinez	Yes
Paso Robles Join Unified School District	Estela	Meza	Yes

District/School	First Name	Last Name	Eligible Migrant Parent?
Paso Robles Join Unified School District	Angel	Cano Rojas	Yes
Paso Robles Join Unified School District	Maurio	Cano Rojas	Yes
Paso Robles Join Unified School District	Raul	Galvez	Yes
Paso Robles Join Unified School District	Estela	Villanueva	Yes
Paso Robles Join Unified School District	Beatriz	Reyes	Yes
Paso Robles Join Unified School District	Lorena	Garcia	Yes

PAC Staffing

What migrant-funded staffing will support PAC activities?

Title	Classification	Staff
Migrant Education Supervisor/Coordinator	Classified	0.20
Bilingual Family Liaison/Recruiter/Preschool Teacher	Classified	0.10

PAC Budget

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

Object Code	Description & Itemization of costs	Amount
2900 Other Classified Salaries	Salary for Migrant Bilingual Family Liaison/Recruiter at 10% FTE	\$3,152
2900 Other Classified Salaries	Salary for Migrant Ed. Supervisor/Coordinator at 20%.FTE	\$10,908
3000 Employee Benefits	Benefits for Migrant Bilingual Family Liaison/Recruiter at 10% FTE	\$2,080
3000 Employee Benefits	Benefits for Migrant Ed. Supervisor/Coordinator at 20%	\$5,198
5200 Travel & Conferences	Bilingual Family Liaison/Recruiter mileage stipend at 10% FTE	\$80
5200 Travel & Conferences	Migrant Ed. Supervisor/Coordinator mileage PAC 20% stipend	\$133
5200 Travel & Conferences	NASDME Conference Fees, airfare, hotel, and food for one PAC member or staff.	\$3,000
5900 Communications	Migrant Ed Supervisor/Coordinator Communications PAC: Cell Phone Stipend 20%.	\$90
5900 Communications	Postage and mailing supplies for PAC and parent notifications	\$1,000
Total:		\$25,641

## Section 13: Administration: Staffing Plan

### Indirect Cost Charges

Approved Indirect Rate  %

Place a checkmark next to services rendered by indirect cost charges

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

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

### Administration Staffing Plan

#### Personnel Needed to Administer ALL Services Described in the Application

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

Title	Type(s)	Classification	Number of	
			Staff	FTE
ME Program Supervisor/Coordinator	RSY, SR-RSY, SR-SS, I&R, SS, Other	Classified Management	1	0.20

### 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
2300 Supervisor/Administrators	Supervise Migrant Ed Resource Teacher (5%)	\$2,727
3000 Employee Benefits	Migrant Ed Supervisor Benefits (5%)	\$1,300
3000 Employee Benefits	Migrant Supervisor Mileage Stipend (5%)	\$33
5900 Communications	Migrant Ed Supervisor Phone Stipend (5%)	\$23
7000 Indirect Cost	IDC regular year	\$4,317
Total:		\$8,400

#### Summer/Intersession

Object Code	Description & Itemization of costs	Amount
2300 Supervisor/Administrators	Supervise all ME summer service staff (5%)	\$545
3000 Employee Benefits	Migrant Ed Supervisor Benefits (5%)	\$260
5200 Travel & Conferences	Migrant Ed Supervisor Mileage Stipend (5%)	\$7

Object Code	Description & Itemization of costs	Amount
5900 Communications	Migrant Ed Supervisor Phone Stipend (5%)	\$5
7000 Indirect Cost	IDC for Summer	\$2,741
Total:		\$3,558

School Readiness Regular School Year

Object Code	Description & Itemization of costs	Amount
2300 Supervisor/Administrators	Supervise Family Liaison/Recruiter (5% FTE)	\$2,727
3000 Employee Benefits	Migrant Ed Supervisor Benefits (5%)	\$1,300
5200 Travel & Conferences	Migrant Ed Supervisor Travel Stipend (5%)	\$33
5900 Communications	Migrant Ed Supervisor Phone Stipend (5%)	\$23
7000 Indirect Cost	IDC for School Readiness	\$1,380
Total:		\$5,463

School Readiness Summer/Intersession

Object Code	Description & Itemization of costs	Amount
2300 Supervisor/Administrators	Supervise summer staff for school readiness services (10%)	\$1,091
3000 Employee Benefits	Migrant Ed Supervisor Benefits (10%)	\$520
5200 Travel & Conferences	Migrant Ed Supervisor Mileage Stipend (10%)	\$13
5900 Communications	Migrant Ed Supervisor Phone Stipend (10%)	\$9
7000 Indirect Cost	IDC for School Readiness Summer	\$543
Total:		\$2,176

Other Education, Health, Nutrition and Social Services

Object Code	Description & Itemization of costs	Amount
2300 Supervisor/Administrators	Supervise Migrant Ed Resource Teacher and Family Liaison/Recruiter (5%)	\$2,727
3000 Employee Benefits	Migrant Ed Supervisor Benefits	\$1,300
5200 Travel & Conferences	Migrant Ed Supervisor Mileage Stipend (5%)	\$33
5900 Communications	Migrant Ed Supervisor Phone Stipend (5%)	\$23
7000 Indirect Cost	IDC for Health Services	\$965
Total:		\$5,048

Identification & Recruitment

Object Code	Description & Itemization of costs	Amount
2300 Supervisor/Administrators	Benefits for Migrant Ed Supervisor (5%)	\$1,300
2300 Supervisor/Administrators	Supervise Bilingual Family Liaison/Recruiter (5%)	\$2,727
5200 Travel & Conferences	Migrant Ed Supervisor Mileage Stipend (5%)	\$33
5900 Communications	Migrant Ed Supervisor Phone Stipend (5%)	\$23
7000 Indirect Cost	IDC for I&R	\$1,441
Total:		\$5,524

Parent Advisory Council

Object Code	Description & Itemization of costs	Amount
7000 Indirect Cost	Indirect costs for PAC	\$1,197
Total:		\$1,197

## 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="#">2018-2019 Legal Assurances and Certifications for Local Education Agencies</a>	2018-2019_Legal_assurancesPDF.pdf	04/18/2018 5:00 PM
<a href="#">MEP Legal Assurances Signature Page</a>	MEP_Legal_Assurances_Signature_Page.pdf	04/27/2018 12:01 PM

Migrant Education Program Inventory list

Title	File Name	Last Update
<a href="#">PASO ROBLES INVENTORY 2018-2019</a>	Paso_Robles_Join_Unified_School_District_208-2019_inventory.pdf	04/18/2018 5:32 PM

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

Title	File Name	Last Update
<a href="#">Family Liaison/Recruiter-Migrant Ed.</a>	Family_Liaison_Recruiter_Migrant_Ed.pdf	04/26/2018 2:24 PM
<a href="#">Migrant Ed Program Supervisor</a>	Supervisor_II_-_Migrant_Education_Job_Description.pdf	04/26/2018 2:25 PM
<a href="#">Bilingual Para-educator</a>	Bilingual_Para.pdf	04/27/2018 10:13 AM
<a href="#">Lead Preschool Teacher</a>	Lead_Preschool_Teacher.pdf	05/29/2018 5:33 PM
<a href="#">Migrant Ed Resource Teacher</a>	Migrant_Ed_Resource_Teacher.pdf	06/13/2018 12:12 PM

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

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

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

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

### Inventory Template

Migrant Data Device Inventory

Title	File Name	Last Update
<a href="#">Data Device Inventory List</a>	Migrant_Ed_Inventory.pdf	06/13/2018 12:14 PM

Organizational Chart of Migrant Education

Title	File Name	Last Update
<a href="#">Organizational Chart</a>	Migrant_Ed_Org_Chart.pdf	05/29/2018 5:33 PM

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

Summer Waivers

Title	File Name	Last Update
<a href="#">2018-2019 Summer Waiver</a>	MEP_Summer_Waiver.pdf	04/27/2018 3:16 PM

Budget Signature and Certification

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

[Download signed Budget forms.](#)

Cover Page

The cover page is created when the plan is approved.

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

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

[Download current cover page.](#)

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