

# Migrant Education Plan

Santa Rosa City Schools MEP 2018-19 (copy)

July 1, 2018 - June 30, 2019

Section 1: General Information

Short Description: Santa Rosa City Schools MEP 2018-19 (copy)

Subgrantee Type: District with a DSA

Region: 2 - Butte County Office of Education

County: Sonoma

District: Santa Rosa Elementary

Performance Period Allocation (85%): \$ 275,000

Carryover: \$ 0

Student Leadership: \$ 0

School Readiness Amount: \$ 0

Family Biliteracy Grant Extension: \$ 0

Speech and Debate: \$ 0

Regional Parent Conference: \$ 0

Other: \$ 0

Total Amount Allocated: \$ 275,000

Who is the subgrantee contact?

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## Section 2: Allocation & Student Profile

District	Type	Allocation	Students		
			PFS	Non-PFS	Total
Santa Rosa Elementary	DSA	\$275,000	46	510	556
		Pre	0	52	52
		K	4	32	36
		1	1	21	22
		2	2	21	23
		3	3	27	30
		4	2	15	17
		5	3	34	37
		6	4	24	28
		7	3	34	37
		8	6	20	26
		9	7	52	59
		10	6	46	52
		11	4	51	55
		12	1	32	33
	Out of School Youth		0	0	0

District	Type	Allocation	Students		
			PFS	Non-PFS	Total
		Ungraded	0	49	49

## 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?

1. The Sheltered English Immersion (SEI) Program consists of a sequence of English Language Development (ELD) classes and Sheltered Courses in the content areas required for graduation. ELD classes are designed to help English language learners (ELL) acquire a good working knowledge of English. Sheltered courses in English, mathematics, science and social science are designed to help ELL students master the subject matter content while improving their English language skills. Instructional materials are matched to student needs and include print, audio, visual, graphic, and electronic resources.

Identified students will be enrolled in academic support programs that may include but aren't limited to: Intervention services, in-class intervention curriculum and instruction, extended day tutorials, and summer school. Parents/guardians will be notified in a timely manner when their student is not making adequate progress in the achievement of academic standards and is in need of one or more intervention strategies. District intervention programs are designed to provide challenging opportunities to help students improve their skills.

2. At the elementary level, SRCS teachers have been trained in Guided Language Acquisition Design (GLAD). The primary focus for professional development of teachers of migrant students is planned around understanding and utilizing the new English Language Development (ELD) standards and Common Core State Standards (CCSS) implementation, with emphasis being placed on identifying strategies to support achievement of long-term English learners. Programs and services are modified as needed when benchmark data show the need for change. Students reap the benefits academically due to the timely review of services.

In addition to GLAD, our district has had extensive training on the Collaborative Curriculum Design (CCD). The CCD has K-8 teacher representatives who create a science or social studies unit of high interest and engaging activities. This curriculum is then placed online and everyone has access to it. Also, all needed materials for each unit is purchased by the Curriculum and Instruction department of the district office.

3. Santa Rosa City Schools provides a comprehensive counseling program that includes academic, career and personal/social counseling. Parents/guardians have the right to be informed of the counselor's role and the confidential nature of the counseling relationship between the counselor and student. Every effort will be made to collaborate with parents/guardians to support student success and well-being.

Title I federally funded programs provide additional resources to schools with high levels of poverty. Funds at the identified schools provide for additional reading and math support, additional materials, teacher training, and in some cases, counseling.

The Migrant Education Program helps migrant students obtain social services as well as medical and dental care for health issues which impede their school work. Staff works in coordination with parents, schools, medical providers, dentists and community social service agencies. Migrant students who have a health or personal problem can be referred to Migrant Education staff by parents, school personnel or community social service agencies. Migrant staff will work with existing medical dental or social agencies to ensure that migrant students receive the services to meet their needs. This may include but is not limited to translation/interpretation, transportation, assistance with applying for public and private benefits i.e./ Medi-Cal, Healthy Families, Cal Kids, public housing, food, clothing, assistance in making medical or dental appointments, and advocacy. Migrant staff will work with parents and schools to ensure that students receive state mandated screenings and vaccinations as well as tutorial support in mathematics, English Language Arts, and assist parents during teacher/parent conferences. Migrant supplemental funds are to be used only as a last resort and on a limited basis when other resources are unavailable.

4. Migrant Education informs private school administrators of the migrant students enrolled in their schools and the services available to the students. In addition, private schools that do not have migrant students currently receive qualifying and referral information for potential migrant students.

5. The District will continue ELAC and DELAC meetings and parent engagement. Migrant parents receive training on ELPAC, language acquisition, reclassification, college readiness and A-G requirements Common Core State Standards. Parents will be invited to school site visits.

The supplemental program will have strategies that will incorporate activities that draw on higher-level thinking skills and draw on the students' multiple intelligence. It will consist of a systematic, explicit and direct instruction by a highly qualified teacher. Staff will build on academic language and literacy by scaffolding their lessons to meet the needs of the individual migrant student. In addition, staff will be provided data that will drive instruction in their classes.

6. The District will provide a multi-tiered intervention program called MTSS (Multi-Tiered System of Supports) to ensure students most at-risk are served with intense intervention programs. Progress monitoring will include the use of assessments such as Let's Go Learn and other local assessments that will be utilized regularly to provide timely interventions.

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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?

- Santa Rosa City Schools offers Professional Development in a variety of ways. First, we continue to have cohorts trained in GLAD, which is Guided Language Acquisition Design. This is a bank of strategies designed for everyone, but can especially benefit English Learners and Migrant students.

- There is also Professional Development entitled CCD, which stands for Collaborative Curriculum Design. These are themed units of study based on Common Core Standards. These units also contain research proven strategies and ways to promote higher level thinking.
  - Also Santa Rosa City Schools offers a variety of Writing trainings. For our Elementary teachers, they have ongoing support from the Lucy Caulkins program. This includes training and also getting to observe the consultants teaching lessons.
  - In math, teachers have received training in two new programs.
  - In our Parent Advisory Committee meetings, the parents hear Professional Development on resources for their children such as the High School Equivalency Program, A-G requirements, and information on scholarships for Sonoma State.
  - In general, support of the idea that strong instruction addressing the needs of all students applies to migrant students
  - In the case of directly-served (i.e. non-reimbursable) districts, MEP staff (county employees) participate in district staff development opportunities related to core instruction, as well as grade level meetings with teachers of migrant students during the regular day.
  - MEP districts participate in county-level leadership series focusing in implementation of Common Core Standards (w/MEP participation).
  - Regularly scheduled (mandated) public parent meetings (e.g. LCFF/LCAP Stakeholder Meetings, PAC/DAC, RAC participation; DELAC, ELAC)
  - Parenting Education Events (e.g. Family Literacy PAC events; ECE - related child development and transition to kinder workshops; nutrition and other health related workshops) arranged via agreements with community agencies (e.g. Tutorworks does a series of parent education workshops)
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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?

We will continue to have district nurses that visit sites. In addition to this, our district has SAY counselors who meet with students regarding social and emotional issues. Many schools also use the BEST plus program which is a three tiered model of school wide behavior. It incorporates Positive Behavior Interventions and Supports. This also uses restorative circles as a tool for building community and empathy.

## Private School Collaboration

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

Santa Rosa city schools consults with private schools in our region on a yearly basis. During our last consultation on May 17th, of 2017 we were informed that they do not have any eligible migrant ed students at this time. This was further confirmed at a meeting in February of 2018. We have detailed documentation noting the private schools were provided with this consultation.

## 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.

- Various (multilingual) parenting education/informational workshops to support parent roles in students' education, home-school ties, etc.
- Robo-call communication with families regarding programs, events, parent meetings, parenting workshops, etc.

- Regularly scheduled Parent Advisory Committee Meetings. There are also ELAC and DELAC meetings which many migratory parents attend
- Parenting workshops regarding High School Equivalency Program (HEP)
- Parent workshops regarding social emotional learning topics such as how to deal with stress.
- Parents also give input on our District Service Agreement in order to have a voice in how funds are allocated.

**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).

Parents are initially informed through letters sent out in the mail and robo-calls and phone calls regarding our PAC meetings which happen 6 times a year. We have a time set aside for announcements. Also, there are robo calls when special events, lectures, workshops, or pertinent information is needed for dissemination. Parents will be informed about programs for migrant students through robo calls which the "District Teacher on Special Assignment for Migrant Education" does. Also, each school site has a Family Engagement Facilitator. This role also helps with informing families of available services. Parents also get two or three robo calls before our Parent Advisory Committee meeting to remind them to attend.

## 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.

We share resources with Title III because there is an overlap of students. Many migratory students are also English Learners. We coordinate with these programs where there may be a field trip applicable to both populations. We can therefore share funding for bussing if needed. Also for our summer programming With our EL master plan we are coordinating strategies for our Migrant Students who are also English Learners. In terms of title VI we have an equity steering committee in Santa Rosa City Schools. This committee is implementing ideas and strategies to ensure multi-cultural and social justice education occurs via instruction in our district. We also

have homeless education department and at times there is overlap with Migrant students and being homeless.

## Section 5: Regular School Year

### 1. Tutoring

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

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

When will the service/allowable activity be provided?

☒ After School

☐ Saturday

☒ Before School

☐ Other:

Where would the service/allowable activity be provided?

☒ Home-based

☒ District-wide

☒ Site/Center-based

☐ Region-wide

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

During the 2016-17 school year 19% of Kindergarten through 6th grade Migrant students scored Early Advanced or Advanced on the CELDT, while 14% of 7th -12th grade migrant students scored Early Advanced or Advanced on the CELDT. This indicates a need for supplemental programming such as tutoring for English Language Development and English Language Arts. In addition to this, 18% of 3rd through 6th grader migrant students either met or exceeded the standard on the 2017 SBAC test in Language Arts and 14% of 3rd through 6th grade migrant students either met or exceeded the standard in 2017 on the SBAC for Mathematics. This also indicates a need for supplemental programming in Language Arts and Mathematics.

## Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Each tutor will be allocated 75 hours of tutoring. Some tutors will do less and some will do more. Tutors will typically tutor twice a week with each session being 75 minutes and 15 minutes of preparation time. Tutors will be able to do time cards for 3 hours each week based on this model. Provide supplementary ELA/ELD and Mathematics services for migratory students with a focus for students who are near or below standard on the

SBAC. For ELA/ELD the skills will include speaking in complete sentences, writing, phonics, and comprehension. For math it will include the basic skills of addition, subtraction, division, and multiplication along with other higher level skills.

Teachers will use GLAD strategies, along with Cooperative Groupings. They will also use some research proven technology programs such as Lexia, Lets Go Learn, and others. Teachers also have knowledge of a variety of math programs available to students. These include Lets Go Learn and Math Games.

The Teacher on Special Assignment will visit each of the tutorial sites, model lessons, and work with students on an intermittent basis. The TOSA will also provide coaching and support as needed. The TOSA also spends time recruiting teachers to be Migrant Education Tutors. This happens through site visitations, email, building of relationships with district teachers and ongoing contact with a variety of staff.

### Student/teacher ratio:

The student teacher ratio will not exceed 10/1. However, for our outside vendor programs the student teacher ratio may be 1/1 or 10/1.

### Instructional strategies:

Instructional strategies will include Guided Language Acquisition Design, Cooperative groups, the use of pictorials for input, and a wide array of graphic organizers. GLAD contains numerous strategies as well. For math teachers will also utilize MARS tasks, which are higher level thinking math problems or concepts.

### Student grouping method:

Research shows that targeted academic support and small group instruction leads to improved educational outcomes for

English Language Learners. Small group instruction is particularly beneficial for migrant students, as mobility has led to significant educational interruptions. Lower parent education levels, poverty and cultural barriers also impact academic achievement. Kindergarten migrant students often begin school with no preschool experience and no English language skills.

### How instruction will be differentiated:

Instruction will be differentiated through having different groups of students working on various activities. For example, one group may be working on Lexia on the computer while the teacher is instruction comprehension skills to another group. The same will hold true in math

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

Supplemental funding allows for smaller groups or one to one tutoring based on grade level content standards and specific instructional needs. These small group or tutorial services may be implemented by an outside vendor or by district teachers, as available, in ELA and Math for elementary, middle, and high school students including Long Term English Learners. This small group strategy will also be providing more direct teacher-to student interactions, more time to check for understanding, monitor on-task behavior, individualized instruction, and a comfortable, safe environment in which to ask questions and practice oral language skills.

Additional intervention teachers will enable sites with higher numbers of migrant and EL students to provide small group or one to one instruction focusing on specific Grade level standards and areas of academic need. Based on history, we have a consistent pool of teachers to tutor at many of the Elementary and Middle Schools in Santa Rosa City Schools. Many of our high Migrant Elementary and Middle schools will have a teacher to tutor after school. However, other schools have only 2 or 3 migrant students. In this case, an outside vendor will be used. The outside vendor will help to eliminate the need for obtaining busses for transportation. In the procurement process, we will choose a vendor that can either go to the home or meet a student at the public library. In addition to this, historically the number of High School teachers willing to tutor after school has been low. Thus, the outside vendor would be used for our high migrant population high schools and other schools as needed. The outside vendor will be procured by finding a company that has bilingual college educated tutors with a reasonable cost.

Another strategy for ensuring the tutoring is implemented and implemented to the highest quality possible is the role of the Teacher on Special Assignment. This role will ensure the outside vendor has been through the procurement process and follow up on their implementation. The TOSA will also visit ALL tutoring sites to observe and model lessons and help implement the tutoring process. Given this tutoring process is quite large, this aspect of the TOSA role will comprise approximately **50%** of the job responsibilities.

Some additional time outside of a regular school day will be required to complete observations, model lessons, hold Tutor Meetings, and follow up and observe and meet with our outside vendor. This would be equal to .04 FTE.

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

English Language Arts

Mathematics

English Language Development

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

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

Teachers will use GLAD strategies, along with Cooperative Groupings. They will also use some research proven technology programs such as Lexia, Lets Go Learn, and others. Teachers also have knowledge of a variety of math programs available to students. These include Lets Go Learn and Math Games.

For our outside vendors they will be utilizing an evidence based curriculum such as Study Island and Explode the Code or a publishing company which has common core standards aligned within their activities.

## **Service/Allowable Activity Staff Development**



What are the specific staff development activities?

We will provide three workshops for the after school Tutorial Teachers focused on Assessments, Attendance and Collaboration. The activities will be centered around understanding the plight of the migratory children, research proven strategies, and sharing of ideas.

What dates approximately will the staff development take place?

Date
09/2018
12/2018
03/2019

Service/Allowable Activity Evaluation Plan

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

The outcome is that all students will show an increase with post test data. In addition to this, students should improve in their overall English by being able to speak and write in complete sentences, demonstrate an increase with comprehension and gain more fluency. They should also be able to gain more confidence with math skills and demonstrate this on a post assessment

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
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Local Quantitative Measure	Local Performance Target
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Pre and Post Assessment

Teachers will predominantly use Let's Go Learn for their pre and post test measures. This is a comprehensive computerized assessment used in both Language Arts and Math. The target will be they should increase this score. For Reading, Language Arts, and Math the target is to increase by at least a year. Let's Go Learn is a grade equivalency system, so a score of 1.4 means first grade fourth month. So for example, if a 2nd grader scores 1.4 on their overall Language Arts assessment at the beginning of the year, the post test score should be at least a 2.4 provided the student was in the tutoring for the majority of the school year.

### Local Qualitative Measures and Performance Targets

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

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

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

Grade	PFS	Non-PFS	Total
Pre	0	9	9
K	5	29	34
1	2	19	21
2	2	19	21
3	3	30	33
4	2	17	19
5	3	27	30
6	5	17	22

Grade	PFS	Non-PFS	Total
7	4	10	14
8	6	19	25
9	7	5	12
10	7	10	17
11	4	15	19
12	1	14	15
Out of School Youth	0	0	0
Ungraded	0	0	0
Total	51	240	291

#### Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
K - 12	291	10/01/2018 - 05/16/2019	50	90	4,500

#### Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE

Title	Classification	Number of	
		Staff	FTE
Teachers	Certificated	16	0.08
TOSA	Certificated	1	0.50
TOSA (extra duty)	Certificated	1	0.04

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

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

Title	Classification	Number of	
		Staff	FTE

**Service/Allowable Activity Budget Detail**

Object Code	Description & Itemization of costs	Amount
1100 Teachers	16 teachers x \$43.98/hr x 3 hrs/wk (1/2 hr prep) x 25 wks	\$52,776
1900 Other Certificated Salaries	1 TOSA Extend Day/Yr Hrly (\$43.98/hr x 24 hrs)	\$1,056
1900 Other Certificated Salaries	TOSA @50% of \$61,420	\$30,710
3000 Employee Benefits	16 Teachers + 1 TOSA x 19.48% (Ext Day/Yr)	\$10,487
3000 Employee Benefits	TOSA @ 50% (19.43%-driven cost rate + H/W)	\$8,181
4300 Materials & Supplies	Materials & Supplies (\$100 per teacher)	\$1,600
5200 Travel & Conferences	TOSA Conferences	\$2,000
5800 Prof/Cons/Serv & Operating	20 hours of tutoring x 40 students x \$60/hr	\$48,000

Object Code	Description & Itemization of costs	Amount
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Exp.

**Total:**    \$154,810

## 2. Speech and Debate

When is this service/allowable activity offered?

☒ Regular Year

What type of service/allowable activity is this?

☒ Instructional

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

Which service areas does this activity address?

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

When will the service/allowable activity be provided?

- ☒ After School
- ☐ Before School
- ☐ Saturday

☐ Other:

Where would the service/allowable activity be provided?

☐ Home-based

☐ District-wide

☒ Site/Center-based

☐ Region-wide

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

Data from the 2016-17 school year indicates 14% of 7th through 12th grade migrant students performed Early Advanced or Advanced on the CELDT. The remaining 86% scored intermediate or below. In addition to this 15% scored standard met or exceeded on the Smarter Balanced Assessment. This data indicates a need for Speech and Debate as these activities help to build language and thinking skills. This service will increase the critical thinking and public speaking skills of our migratory students. Research indicates that students who are bilingual may often be higher achieving and scoring than their monolingual counterparts. For this reason, the debate team may compete in Spanish.

## Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

The structure of this service is a team of 3-7 students will meet with a debate coach twice a week for an hour and fifteen minutes. This will begin in November and run through April. The coach and team will meet twice a week for 28 weeks. The students will learn critical thinking and the debate process. They will look at materials and videos to understand the process. They will be assigned a controversial topic and be well versed on the research for and against the topic.

They will use a rubric to determine the strength of an argument on a particular topic. They will also use the handbook provided by Migrant Education as a guide. There is also a training provided by Migrant Education Region 2.

The Teacher on Special Assignment will recruit Speech and Debate coaches at the middle and high school level. The TOSA will also explain the process to the coaches and be available for support and guidance. The TOSA will attend some speech and debate practice sessions and be available for support at the local Sonoma State practice competition.

### Student/teacher ratio:

6/1

### Instructional strategies:

The debate team will watch videos, research a given topic, write out ideas and practice competing.

### Student grouping method:

Students who wish to participate in debate may participate. However, there should be no more than 6 students.

### How instruction will be differentiated:

Different students on the debate team will have varying strengths. The debate coach will encourage all students to practice and individualize as needed. Given the debate team is often a small group the teacher/coach will be



able to differentiate instruction by meeting with individual students and showing them how to research and write out facts and ideas that support the pro or con to a given topic.

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

They will use a rubric to determine the strength of an argument on a particular topic. They will also use the handbook provided by Migrant Education as a guide. There is also a training provided by Migrant Education Region 2.

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

English Language Arts

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

Toastmasters, MEP Speech and Debate handbook and District Common Core supplemental materials.

### **Service/Allowable Activity Staff Development**

What are the specific staff development activities?

Migrant Education Region 2 provides a training.

What dates approximately will the staff development take place?

**Date**

11/2018

**Service/Allowable Activity Evaluation Plan**

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

The expected outcome is an increase in confidence as well as an increase on a post assessment or rubric.

**Local Quantitative Measures and Performance Targets**

Local Quantitative Measure	Local Performance Target
	Pre and Post Assessment Speech Pre-assessment: Students will deliver a short extemporaneous speech which will be scored by their coach using the State rubric. Speech Post-assessment: Student scores from the Area competition, extemporaneous speech, will be the post-assessment (Using the same State rubric).
Pre and Post Assessment	Pre and Post Assessment Debate Pre-assessment: Students will participate in a practice debate with their team, and will be assessed by their coach using the State rubric. Debate Post-assessment: Student scores from the Area Competition, debate, will be the post-assessment using the same State rubric.

**Local Qualitative Measures and Performance Targets**

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

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

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

Grade	PFS	Non-PFS	Total
Pre	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	2	2
8	0	2	2
9	1	3	4
10	1	1	2
11	1	1	2
12	1	2	3
Out of School Youth	0	0	0
Ungraded	0	0	0
Total	4	11	15

**Service/Allowable Activity Time**

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
7 - 12	15	11/05/2018 - 04/19/2019	24	90	2,160

### Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE
Teacher	Certificated	1	0.06
TOSA	Certificated	1	0.10

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

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

Title	Classification	Number of	
		Staff	FTE

### Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	1 Teacher x \$43.98/hr x 3/hrs/wk (includes 1/2 hr for prep) x 28 wks	\$3,695
1100 Teachers	1 Teacher x \$43.98/hr x 32 hrs (training plus 2018/19 Saturday competitions at area, regional, state levels)	\$1,407

Object Code	Description & Itemization of costs	Amount
1900 Other Certificated Salaries	1 TOSA Ext Day/Yr (6 hrs x \$43.98/hr)	\$264
1900 Other Certificated Salaries	TOSA @10% of \$61,420	\$6,142
3000 Employee Benefits	1 Teacher + 1 TOSA x 19.48% (Ext Day/Yr)	\$1,045
3000 Employee Benefits	1 TOSA @ 10% (19.48%-driven costs + HW)	\$1,239
4300 Materials & Supplies	Materials/Supplies for 1 Teacher (\$100/teacher)	\$100
5200 Travel & Conferences	Indistrict Mileage to transport students home from school at end of class.	\$500
5800 Prof/Cons/Serv & Operating Exp.	Transportation-Regional & State Competitons (rental van-Enterprise)	\$500
	<b>Total:</b>	<b>\$14,892</b>

## Section 6: Summer/Intersession

### 1. Summer School

When is this service/allowable activity offered?

Summer

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

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

When will the service/allowable activity be provided?

☐ After School

☐ 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?

According to CELDT data from 2016-17 19% of Migrant Kindergarten through 6th grade students performed Early Advanced or Advanced. The remaining 81% scored Intermediate or below. In addition to this 18% of 3rd through 6th grade migrant students met or exceeded the standard for the Smarter Balance Assessment in English Language Arts and 14% of our Migrant students between 3rd and 6th grade met or exceeded the standard in math on the Smarter Balance Assessment.

Continued collaboration between the SRCS and Migrant Education is essential to move toward offering collaborative, high quality, cost effective summer programs for elementary students. The EL and Migrant students are in need of supplemental academic support to help close the summer learning gap and to continue to improve in English. Transportation is key for migrant student participation in summer school programs. The academic challenges of the migrant students include limited English proficiency, not meeting grade level standards, lack of background knowledge, previous education, and summer learning loss. Challenges are complicated by mobility and impacted by parent education level. These issues, however, have led to closer district/migrant collaboration in order to collaboratively, adequately and successfully serve the needs of the students.

## Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

The key skills to be learned are comprehension skills within Reading/Language Arts and Mathematics skills appropriate to each grade level represented. These skills will be taught through a project based curriculum based on a science or social studies theme such as the ocean or Native Americans.

In order to create a more comprehensive and engaging summer school program we have partnered with Curriculum and Instruction from Santa Rosa City Schools to offer this combined summer program. The increased funding allows for a greater number of students which also allows for more collaboration and professional development and more enrichment opportunities for our students. Additionally, we are able to have more funding because of this partnership.

Continued collaboration between the SRCS and Migrant Education is essential to move toward offering collaborative, high quality, cost effective summer programs for elementary students. The EL and Migrant students are in need of supplemental academic support to help close the summer learning gap and to continue to improve in English.

Transportation is key for migrant student participation in summer school programs. Two busses will be provided for our Pre-Kindergarten through 5th grade summer program.

The academic challenges of the migrant students include limited English proficiency, not meeting grade level standards, lack of background knowledge, previous education, and summer learning loss. Challenges are complicated by mobility and impacted by parent education level. These issues, however, have led to closer district/migrant collaboration in order to collaboratively, adequately and successfully serve the needs of the students.

Another strategy to ensure the high quality of the summer program is the role of the TOSA. The TOSA will be available to help with data analysis, running small groups, covering classes, and meeting with teachers and the principal. This job of the summer school TOSA will comprise approximately 20% of the TOSA job responsibilities. In addition to being on site, these responsibilities will be helping to advertise and recruit students to attend.

The summer school role of the TOSA will be .08 supplemental time beyond the regular school year.

Another aspect of the plan is summer school staffing. This will fund half the salary for the administrator, half the salary for the secretary, and half the salary for the custodian, and 2 full time yard duty.

Student/teacher ratio:



### Instructional strategies:

The instructional strategies include using project based units. These units may be based on trainings teachers have had with Guided Language Acquisition Design (GLAD). Many Santa Rosa City Schools staff have been trained in and utilized a strategy called Collaborative Curriculum Design. This complements the GLAD strategies and also allows for very strong connections with our Common Core Standards. It is based on a current problem or topic and the units go through a sequence of examining the problems, going deeper into the problem, and finally determining possible solutions to the topic or problem. In addition to this, teachers will have access to ipads and chrome books to facilitate these GLAD/CCD units. Technology will be an instructional tool to help facilitate deeper learning within their theme based projects. Students will be allowed to do research using chrome books and/or ipads. Other instructional strategies include using our bi-national teacher to teach and expose students to Mexican culture.

### Student grouping method:

Students will be grouped by grade level. For our summer programming we will have one Pre-kindergarten class and 2 classes for every other grade level through 5th grade, for a total of 13 teachers. Migrant education will fund 6 of these teachers

### How instruction will be differentiated:

Teachers will be able to differentiate instruction by utilizing help from Mini-corp. The Mini-corp tutors will help by providing some primary language support. This is vital as some of our migratory students are either new to the

country or have only spoken Spanish and need this type of support. Mini-corp will help with small group instruction as well. In addition to this, teachers will have access to chrome books. The chrome books will allow a group of students to be learning via technology while the other group is receiving instruction from the certificated teacher. Furthermore, teachers will collaborate and differentiate through innovative ideas. The Teacher on Special Assignment may also assist with this differentiation by working with a variety of small groups throughout the summer program.

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

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Our summer programming will also utilize the strategy of a bilingual and bicultural teacher from Mexico. He or she will incorporate Mexican cultural experiences such as music, art, and dance into a variety of classes.

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

English Language Arts

Mathematics

English Language Development

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

Parent and Family Engagement

Student Engagement

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

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Teachers will be using a Guided Language Acquisition Design Science curriculum and a Collaborative Curriculum Design unit based on trainings received by each of these organization's consultants. Teachers may also incorporate a variety of strategies for writing which include the Lucy Caulkin's method in which the vast majority of primary teachers within SRCS have had extensive training. They will also use Lexia, and A through Z, which is another online program for reading that can be utilized.

### Service/Allowable Activity Staff Development

What are the specific staff development activities?

The staff development will be a review of Lucy Caulkins writing, GLAD curriculum, and our current math programs

What dates approximately will the staff development take place?

Date
06/2019

### Service/Allowable Activity Evaluation Plan

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

Increase in student achievement in ELA and Math skills.

### Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
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Local Quantitative Measure	Local Performance Target
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Pre and Post Assessment      85% of students attending 80% of the time will show gains on a post assessment that will be based on a pre-assessment score.

### Local Qualitative Measures and Performance Targets

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

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

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

Grade	PFS	Non-PFS	Total
Pre	0	6	6
K	4	32	36
1	1	21	22
2	2	21	23
3	3	27	30
4	2	15	17
5	3	34	37
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0

Grade	PFS	Non-PFS	Total
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Ungraded	0	0	0
Total	15	156	171

#### Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
K - 5	119	06/10/2019 - 06/28/2019	15	270	4,050

#### Service/Allowable Activity Staffing Plan

**Instructional Service Staffing: 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
TOSA	Certificated	1	0.20
TOSA (Extra Duty)	Certificated	1	0.08
Teachers	Certificated	6	0.06

**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
Administrator	Certificated Management	1	0.50
Yard Duty	Classified	2	2.00
Clerical/Office Manager	Classified Management	1	0.50

**Service/Allowable Activity Budget Detail**

Object Code	Description & Itemization of costs	Amount
1100 Teachers	6-Certificated Teachers for Summer School (6 teachers x \$43.98/hr x 5 hr/day x 15 days)	\$19,791
1900 Other Certificated Salaries	1 TOSA @ 20% of \$61,420	\$12,284
1900 Other Certificated Salaries	1 TOSA x \$43.98 x 6 hr/day x 15 days	\$3,958
2200 Support Services Salaries	2-Noon Duties-supervision at bus stops, lunch, breakfast (2 x \$89 x 15 days)	\$2,670
3000 Employee Benefits	Extended Day/Yr -TOSA & 6 teachers x 19.48%	\$4,626
3000 Employee Benefits	TOSA @ 20% benefits & H/W	\$2,679
4300 Materials & Supplies	Light snacks and beverages for Parent site visitations and closing activities.	\$400
4300 Materials & Supplies	Summer School Supplies/Materials-\$100/teacher	\$600
5800 Prof/Cons/Serv & Operating Exp.	2 buses for the Elementary Summer program (15 days x \$230/day x 2 buses)	\$6,900
<b>Total:</b>		<b>\$53,908</b>



**Section 7: School Readiness Regular School Year**





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

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.

I&R Quality Control Plan

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

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

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

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

### **Local Community**

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

### **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.

### **Regional I&R Coordination**

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

### Recruitment Activities

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

Type	Recruiters	FTE	Description
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### I&R Staff

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

Title	Number of		Description
	Staff	FTE	

### I&R Budget

What is the specific budget for I&R activities?

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

## Section 11: Parent Advisory Council

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

Parents of Migrant Education students are notified by mail and robocall of upcoming meeting. At the initial meeting parents are asked if they would like to serve as officers for the Migrant Education Parent Advisory Committee. Names are taken down and an election is held. We hold monthly meetings. Officers for the PAC members are elected for a 2-year term. All migrant parents are encouraged to serve on the advisory committee. Elections are conducted in an open meeting of migrant parents. All records of elections and meetings are recorded in Meeting Agendas, Minutes and Sign-In sheets and are kept on file in the District Office.

At these meetings, parents receive training; review needs assessment data; review student achievement data; review and give input on the Migrant Education budget; review and give input on the local District Service Agreement (DSA); provide input on the district's goals and objectives; set priorities; provide advice on instructional programs and support services for migrant students; and provide suggestions for parent education programs and parent involvement activities.

The Teacher on Special Assignment has a vital role in arranging the PAC meetings. The TOSA prepared all fliers and does all robo calls and also does individual phone calls to recruit PAC membership. The TOSA also connects with community members to do presentations and arranges and confirms these presentation. In essence, the facilitate and produce each of these 6 meetings with guidance from the parent survey.

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.

PAC representatives are actively involved in the planning and development of the DSA. They review the needs assessment data and student assessment data, provide recommendations about programs and activities, review and approve all expenditures.

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

Parents will receive trainings on Robert's Rules of Order, how to understand assessments and how to read and interpret the DSA and budgets.

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

Our PAC members fill out a needs assessment survey during the first meeting of the year. This information guides the presentations that will be arranged for the year. Region 2 provides yearly training for PAC officers.

- o Provide training to newly elected PAC members and review for sitting members to prepare them to execute their mandated roles and responsibilities. Dates to be determined
- o PAC members will understand and be able to identify and explain ESSA Title I-Part C Regulations, follow Robert's Rules of Order for meetings, identify and analyze key components of the DSA application and Regional Budgets, and execute their responsibilities as outlined in code and regulations. Dates to be determined.

**Topics for PAC and Staff Development Activities**

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

**PAC Members**

Include a list of PAC member's names.

District/School	First Name	Last Name	Eligible Migrant Parent?
Santa Rosa City Schools	Morena	Galdamez	Yes
Santa Rosa City Schools	Adriana	Tafolla	Yes
Santa Rosa City Schools	Sandra	De Leon	Yes



District/School	First Name	Last Name	Eligible Migrant Parent?
Santa Rosa City Schools	Baldomero	Elias	Yes
Santa Rosa City Schools	Rosa	Jimenez	Yes
Santa Rosa City Schools	Paola	Lopez	Yes
Santa Rosa City Schools	Rosa	Paniagua	Yes
Santa Rosa City Schools	Antonio	Paniagua	Yes
Santa Rosa City Schools	Nayeli	Martinez	Yes
Santa Rosa City Schools	Aracely	Ventura	Yes
Santa Rosa City Schools	Veronica	Solis	Yes
Santa Rosa City Schools	Sandra	Hernandez	Yes
Santa Rosa City Schools	Jovita	Santana	Yes

### PAC Staffing

What migrant-funded staffing will support PAC activities?

Title	Classification	Staff
Childcare Staff	Classified	0.01
TOSA (Extra Duty)	Certificated	0.02

### 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
1900 Other Certificated Salaries	TOSA (\$43.98/hr x 2.5/hrs x 6 meetings/yr)	\$660
2200 Support Services Salaries	childcare for PAC meetings (2 staff x 6 meetings x \$19/hr x 2 hrs)	\$456
3000 Employee Benefits	Childcare for PAC meetings x 27%	\$123
3000 Employee Benefits	TOSA Extended DAY/Yr x 19.48% driven/benefit costs	\$129
4300 Materials & Supplies	6 ME PAC meetings x \$150/meeting	\$900
5800 Prof/Cons/Serv & Operating Exp.	Parent trainings through outside vendor	\$2,261
<b>Total:</b>		<b>\$4,529</b>

**Section 13: Administration: Staffing Plan**

**Indirect Cost Charges**

Approved Indirect Rate                      4.72 %

Place a checkmark next to services rendered by indirect cost charges

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

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

**Administration Staffing Plan**

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

Identify personnel needed to administer all services. A MEP administrator is a professional staff member, other than a teacher or counselor. A MEP administrator may have administrative duties, such as a project director or regional director.

Generally, if the personnel are MEP funded professional staff, not paraprofessionals, and they perform MEP administrative duties, then the LEA may consider them as MEP administrators in their job classifications. (See fiscal handbook)

Title	Type(s)	Classification	Number of	
			Staff	FTE
Migrant Education Director for SRCS	RSY	Certificated Management	1	0.10

### Administration Budget Detail

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

#### Regular School Year

Object Code	Description & Itemization of costs	Amount
1300 Supervisor/Administrators	ME Director x 10% (coordination, oversight of program)	\$11,613
3000 Employee Benefits	ME director x 10%	\$2,386
4300 Materials & Supplies	Office Supplies/Materials	\$1,000
5200 Travel & Conferences	Contract Mileage for Administrator	\$67
5200 Travel & Conferences	ME Conference	\$1,000
7000 Indirect Cost	Indirect costs figured at 4.72%	\$7,247
<b>Total:</b>		<b>\$23,313</b>

#### Summer/Intersession

Object Code	Description & Itemization of costs	Amount
1300 Supervisor/Administrators	Summer School Principal (1 x \$75 hr x 6 hrs x 15 days x .50)	\$3,350
2400 Clerical, Technical and Office Staff	Elementary School Office Manager (1 x \$20/hr x 6 hrs/day x 15 days x .50)	\$900
3000 Employee Benefits	Summer School Office Manager x 27%	\$243
3000 Employee Benefits	Summer School Principal x 19.48%	\$653
7000 Indirect Cost	Indirect Cost Rate of 4.72%	\$2,662
<b>Total:</b>		<b>\$7,808</b>

#### Parent Advisory Council

Object Code	Description & Itemization of costs	Amount
1900 Other Certificated Salaries	TOSA @ 20% of \$61,420	\$12,284
3000 Employee Benefits	TOSA @ 19.48% drivens + H/W	\$2,679
7000 Indirect Cost	Indirect Cost Rate of 4.72%	\$777
<b>Total:</b>		<b>\$15,740</b>

## 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
Drug Free Workplace	Drug_Free_Workplace.pdf	04/18/2018 2:43 PM
Lobbying	Lobbying.pdf	04/18/2018 2:43 PM
Migrant Ed. Legal Assurances	Migrant_Ed._Legal_Assurances-2018-19.pdf	04/18/2018 2:43 PM

### Migrant Education Program Inventory list

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

Title	File Name	Last Update
Migrant Ed. TOSA	TOSA_Job_Description.pdf	04/18/2018 2:43 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
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Organizational Chart of Migrant Education

Title	File Name	Last Update
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Migrant Education Program Summer Waiver Request Form

Summer Waivers

Title	File Name	Last Update
Migrant Ed. Summer School Waiver	Migrant_Ed_Summer_School_Waiver_2018_SRCS.pdf	04/18/2018 2:43 PM

Budget Signature and Certification

The Budget forms (ME-1 and detail pages) are downloaded, signed, and uploaded by the plan submitter after the plan has been approved.

Cover Page

The cover page is created when the plan is approved.

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

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

Download current cover page.

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