Migrant Education

District Service Agreement 2015–16

Sub grantee Name: Butte County Office of Education Migrant Education Region 2	**Total Grant Amount Requested:** $ 56,245 **School Readiness Grant Amount:** $ 0
Local Educational Agency (LEA) Name: Marysville Joint Unified School District	**LEA CDS Number: 58 72736**

LEA Address: 1919 B St.	**City:** Marysville, CA	**Zip Code:** 95901
Contact Person: Lennie Tate	**Title:** Executive Director, Educational Services	
Telephone: (530) 749-6902	**Fax:** (530) 741-7893	**E-mail Address:** ltate@mjusd.com

Regular School Year (3060):	$	
Summer/Intersession (3061):	$ 52,413	
School Readiness Regular (3110)	$	
School Readiness Summer (3110)	$	
Additional 3060 funds used for School Readiness	$	
Identification & Recruitment (3060):	$	
Parent Advisory Council (3060):	$ 74	
Other Education, Health, Nutrition and Social Services (3060):	$	
Subtotal	$ 52,487	
Indirect Cost:	$ 3,758	Rate %: .0716
Total Budget: Do not include "Additional 3060 funds used for School Readiness" in this total	$ 56,245	

CERTIFICATION: I hereby certify that all applicable state and federal rules and regulations will be observed to the best of my knowledge, that the information contained in this application is correct and complete; that the PAC has had active involvement in the planning, development and review of this application, and that the assurances are accepted as the basic conditions in the operation of this project/program for local participation and assistance.

Printed Name of Superintendent or Designee Gay Todd, Ed.D.	**Telephone Number** (530) 749-6102
Superintendent or Designee Signature	**Date**
Printed Name of Migrant Education Program Director Steve Olmos	**Telephone Number**
Migrant Education Program Director or Designee Signature	**Date** 6/2/15
Printed Name of Parent Advisory Council Representative Francisca Fuentes	**Telephone Number** (530) 923-9016
Parent Advisory Council Representative Signature Francisca Fuentes	**Date** 5-29-15

Once completed, a digital file and one hard copy (with original signature) of the DSA 2015–16 are submitted to the migrant region.

Once completed, a digital file and one hard copy (with original signature) of the DSA 2015–16 are submitted to the migrant region.

Contents

District Overview

Complete the table below to provide the overall number of migrant students in the district.

Direct Funded District: **Number of Migrant Students Enrolled at Each Grade Level in the District**															
	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
PFS	0	1	0	1	0	2	0	0	2	0	1	0	2	0	9
Non PFS Migrant	0	8	13	12	8	11	14	10	9	9	10	10	8	7	129
District Totals	21	9	13	13	8	13	14	10	11	9	11	10	10	7	159

District Overview Part I

Provide a narrative description of the core instructional and support programs provided by the District

District Core Instructional and Support Programs

In the narrative description, include the following:

1. Specific strategies, programs, curriculum and services designed to address the unique academic needs of EL and socioeconomically disadvantaged students.
2. The district's professional development plans and/or activities designed to improve teaching for EL and migrant students.
3. A summary of support services provided by the district to address health and social well-being for all students.
4. Information about how the district has consulted with appropriate private school officials to design and develop the migrant education program.
5. A description of the district's parent education and parent involvement components for the district.
6. What are the district's strategies to meet the needs of at risk students?

Narrative Description: Please type the information for each question above.

District Name: Marysville Joint Unified School District

1. The district's English Language Development (ELD) program addresses the student identification process, instructional methods, benchmark assessments, materials and resources, professional development, and program monitoring. The California English Language Development Test (CELDT) is administered annually to all English Learners (ELs) and students who meet the District's reclassification criteria are re-designated. The ELD program includes specific guidelines for two-year follow up, a catch-up plan, and alternate reclassification for special education students who are ELs. ELs receive daily ELD instruction. ELs are grouped by their CELDT proficiency levels during ELE time to provide targeted ELD instruction. In grades 6^{th}-12^{th}, ELs at Intermediate, Early Advanced, and Advanced performance levels of CELDT

are enrolled in one period of daily ELD instruction. Grade 6^{th}-12^{th} ELs at the Beginning and Early Intermediate CELDT performance levels are enrolled in multi-period Structured English Immersion (SEI) classes where they receive intense instruction in English Language Arts. Benchmarks are administered every 9 weeks in the SEI classes to facilitate student movement out of SEI classes as soon as they have achieved Intermediate proficiency in English. The District's ELD program is currently being evaluated to bring it into full alignment with California's new English Language Development Standards. Additionally, the District will begin the implementation of Integrated ELD throughout all content areas, while maintaining daily Designated ELD instruction.

MJUSD uses diagnostic, formative, and summative assessments from adopted programs to evaluate student progress toward proficiency in CS and to measure student achievement. The district continues to use curricular pacing and sequencing guides for English Language Arts (grades K-12) and Math (grades K-12). Teachers use core-program assessments and district and site-developed benchmarks to determine student success in meeting California Standards; to provide information to parents and students on the progress being made toward proficiency; to diagnose student deficiencies; and to guide the instructional decisions in the classroom so as to enable EL and SED students to make steady progress toward proficiency in CS and to extend learning for on-level and advanced students.

2. The District's professional development plan continues to focus on the implementation of the California Standards for English Language Arts (ELA) and Mathematics as well as California's new ELA/ELD Framework, California's ELD Standards and the Next Generation Science Standards (NGSS). In 2015-2016, teachers, administrators, and paraprofessional educators involved in the direct instruction of students will continue to participate in on-going professional development related to CS, NGSS, the ELA/ELD Framework, and the ELD Standards.
3. The number of K-8 counselors has been increased. K-8th counselors provide services to individual students, small groups, and entire classrooms focusing on academic success, social skills, and bullying prevention. The number of high school counselors has also been increased. High school counselors continue to support students with course selection, career pathways and exploration, college applications, financial aid, and behavioral (social-emotional) supports. Additionally, MJUSD staff work with multiple community agencies to ensure that students have access to the needed supports and services.

4. The Director of Categorical Programs works with private schools in the MJUSD attendance area to ensure that all required services are offered and provided.

5. MJUSD provides multiple opportunities each school year for parents to provide input related to their children's education. The District recently completed a series of stakeholder input sessions related to the Local Control Accountability Plan (LCAP). All qualifying MJUSD school sites have School Site Councils and English Learner Advisory Committees that meet monthly. The District English Learner Advisory Committee meets four times each school year. Additionally, public meetings are held each school year so that parents can provide input related categorical and LCAP funds.

6. MJUSD has many programs and strategies in place to address the needs of at-risk students. The teachers work with at-risk students within the school day to address gaps in ELA and/or Math. In addition, at-risk students are sometimes placed into "double-blocked" ELA and or Math classes to provide additional instructional support. The District's newly adopted Math curricula all include individualized online diagnostic and intervention tools. In the 2015-16 school year, the District will continue to focus professional learning to support the needs of English learners.

Regular School Year

For this section include any and all Regular School Year services that will be provided during the 2015–16 school year for the following components:

- English Language Arts and Math
- High School Graduation
- Out of School Youth
- Parent Involvement

English Language Arts and Mathematics Regular School Year

For this section include all English Language Arts (ELA) and (Math) programs for Regular School Year.
If program includes both ELA and Math components, describe activities for each component under proposed services.

Completion of English Language Arts and Mathematics

Districts that are requesting MEP funds will complete all parts of this section, repeated for each service provided.

Summary of Number of Students Served – ELA and Math *(Unduplicated Count)*	
Total Number of eligible Migrant Students (*Unduplicated count*)	Total Projected Number of Migrant Students to Be Served by District in 2015–16
N/A	N/A

Summary of Current Student Needs in ELA and Math			
Grade Level	**Need** Based on district wide assessment data identify student needs and areas for improvement to support the identified needs.	**If need is met through a Non-Migrant Program, what is the name of the non-Migrant program?**	**Services Provided by Non-Migrant Program**

Note: The following sections (pp.7-11) are to be completed for <u>each</u> ELA & Math activity

Proposed Service for ELA/ Math Regular School Year

What component is this Service for? *(Check one)* ☐ELA ☐Math ☐Both (Include description below for each if "both" was selected)

Is this Home-based or Site/Center-based? *(Check one)* ☐Home-based ☐Site/Center-based

When will it be provided? *(Check one)* ☐After School ☐Before School ☐Saturday

Name of Schools(s) Served:

List all schools/sites that will receive the proposed service from the District. Include the projected number of students that will be served under this program.

School/Site	Projected Number of Students Served by District	School/Site	Projected Number of Students Served by District

Name of Service to be Provided:	
Need for this service:	
Strategy selected to address the need:	
Expected Outcome	
Academic Focus:	
Curriculum Used:	
Method(s) of	

Instruction:	

Proposed Schedule for Delivery of Services: Using the table below, identify the projected minutes per day, days per week, number of weeks, number of students served and approximate start and end date of this service. Provide an estimate or range if service duration varies across the district.

Minutes per Day Range	Days per Week Range	Number of Weeks Range	Number of Students to be Served at Each Grade Level				Start Date	End Date
			Grade Level to be Served	PFS at each Grade Level	Non-PFS Migrant at each Grade Level	Total at each Grade Level		
			K					
			1st					
			2nd					
			3rd					
			4th					
			5th					
			6th					
			7th					
			8th					
			9th					
			10th					
			11th					
			12th					

Local Quantitative Measures

Local Assessments: *(Complete for as many local assessments as will be administered to measure the effectiveness of this service. Add or delete columns as needed.)*

Name of Local Assessment(s)	Approximate Pre Test Score Collection Timeframe	Approximate Post Test Score Collection Timeframe

Local Qualitative Measures: Using the table provide below, identify what qualitative data will be collected to determine the effectiveness of the service.

Interviews and Focus Groups:	
Surveys:	
Observations:	

Service Staff Development: Identify staff development necessary to support quality delivery of the service.				
Need	**Title**	**Description**	**Dates**	**Expected Outcomes**
Describe the process used to identify staff development needs:				

Direct Services

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

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			

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

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			

Service Budget: Identify all costs related to providing the services (instructional and support) to run the service described. Include all applicable and allowable activities (see Fiscal Handbook). Do not include administration costs in this section.

Object Code	Description Object Code Item	Narrative Itemize each line item	Amount

High School Graduation Regular School Year

For this section include all High School Graduation programs for Regular School Year.

Completion of High School Graduation

Districts that are requesting MEP funds will complete all parts of this section, repeated for each service provided.

Summary of Number of Students Served – High School Graduation *(Unduplicated Count)*	
Total Number of eligible Migrant Students (*Unduplicated count*)	Total Projected Number of Migrant Students to Be Served by District in 2015–16
N/A	N/A

Summary of Current Student Needs in High School Graduation			
Grade Level	**Need** Based on district wide assessment data identify student needs and areas for improvement to support the identified needs.	**If Need is Met through a Non-Migrant Program, what is the Name of the Non-Migrant program?**	**Services Provided by Non-Migrant Program**
N/A	N/A	N/A	N/A

District that are **not** requesting MEP funds for High School Graduation complete only the two tables above, and acknowledge by placing an "**X**" after the following statement "District will not offer High School Graduation services for 2015–16_x___"

Note: The following sections (pp. 14-18) are to be completed for <u>each</u> High School Graduation activity

Proposed Service for High School Graduation Regular School Year

What component is this Service for? (Check one) ☐ELA ☐Math ☐Both (Include description below for each if "both" was selected)

Is this Home-based or Site/Center-based? (Check one) ☐Home-based ☒Site/Center-based

When will it be provided? (Check one) ☒After School ☐Before School ☐Saturday

	School/Site	Projected Number of Students Served by District	School/Site	Projected Number of Students Served by District
Name of District(s) Served: List all schools/sites that will receive the proposed service from the District. Include the projected number of students that will be served under this program.				

Name of Service to be Provided:	
Need for this service:	
Strategy selected to address the need:	
Expected Outcome	
Academic Focus:	
Curriculum Used:	
Method(s) of Instruction:	

Proposed Schedule for Delivery of Services: Using the table below, identify the projected minutes per day, days per week, number of weeks, number of students served and approximate start and end date of this service. Provide an estimate or range if service duration varies across district.

Minutes per Day Range	Days per Week Range	Number of Weeks Range	Number of Students to be Served at Each Grade Level				Start Date	End Date
			Grade Level to be Served	PFS at each Grade Level	Non-PFS Migrant at each Grade Level	Total at each Grade Level		

Local Quantitative Measures

Local Assessments: *(Complete for as many local assessments as will be administered to measure the effectiveness of this service. Add or delete columns as needed.)*

Name of Local Assessment(s)	Approximate Pre Test Score Collection Timeframe	Approximate Post Test Score Collection Timeframe

Local Qualitative Measures: Using the table provide below, identify what qualitative data will be collected to determine the effectiveness of the service.

Interviews and Focus Groups:	
Surveys:	
Observations:	

Service Staff Development: Identify staff development necessary to support quality delivery of the service.

Need	Title	Description	Dates	Expected Outcomes
Describe the process used to identify staff development needs:				

Direct Services

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

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			

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

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			

Service Budget: Identify all costs related to providing the services (instructional and support) to run the service described. Include all applicable and allowable activities (see Fiscal Handbook). Do not include administration costs in this section.

Object Code	Description Object Code Item	Narrative Itemize each line item	Amount

Out of School Youth Regular School Year

For this section include all Out of School Youth programs for Regular School Year.

Completion of Out of School Youth

Districts that are requesting MEP funds will complete all parts of this section, repeated for each service provided.

Summary of Number of Students Served – Out of School Youth *(Unduplicated Count)*	
Total Number of eligible Migrant Students (*Unduplicated count*)	Total Projected Number of Migrant Students to Be Served by District in 2015–16
55	0

Summary of Current Student Needs in OSY			
Grade Level	**Need** Based on district wide assessment data identify student needs and areas for improvement to support the identified needs.	**If Need is Met through a Non-Migrant Program, what is the Name of the Non-Migrant program?**	**Services Provided by Non-Migrant Program**
N/A	Analysis not available	N/A	N/A

District that are **not** requesting MEP funds for Out of School Youth complete only the two tables above, and acknowledge by placing an "**X**" after the following statement "District will not offer Out of School Youth services for 2015–16__X__"

Note: The following sections (pp.21-25) are to be completed for <u>each</u> Out of School Youth activity

Proposed Service for Out of School Youth Regular School Year

What component is this Service for? *(Check one)* ☐ELA ☐Math ☐Both (Include description below for each if "both" was selected)
Is this Home-based or Site/Center-based? *(Check one)* ☐ Home-based ☐Site/Center-based
When will it be provided? *(Check one)* ☐Weekdays ☐Saturday ☐Other (*describe*):

	School/Site	Projected Number of Students Served by District	School/Site	Projected Number of Students Served by District
Name of District(s) Served: List all schools/sites that will receive the proposed service from the District. Include the projected number of students that will be served under this program.				

Name of Service to be Provided:	
Need for this service:	
Strategy selected to address the need:	
Expected Outcome	
Academic Focus:	
Curriculum Used:	
Method(s) of Instruction:	

Proposed Schedule for Delivery of Services: Using the table below, identify the projected minutes per day, days per week, number of weeks, number of students served and approximate start and end date of this service. Provide an estimate or range if service duration varies across district.

Minutes per Day Range	Days per Week Range	Number of Weeks Range	Number of Students to be Served at Each Grade Level				Start Date	End Date
				PFS at each Grade Level	Non-PFS Migrant at each Grade Level	Total		

Local Quantitative Measures

Local Assessments: *(Complete for as many local assessments as will be administered to measure the effectiveness of this service. Add or delete columns as needed.)*

Name of Local Assessment(s)	Approximate Pre Test Score Collection Timeframe	Approximate Post Test Score Collection Timeframe

Local Qualitative Measures: Using the table provide below, identify what qualitative data will be collected to determine the effectiveness of the service.

Interviews and Focus Groups:	
Surveys:	
Observations:	

Service Staff Development: Identify staff development necessary to support quality delivery of the service.				
Need	**Title**	**Description**	**Dates**	**Expected Outcomes**
Describe the process used to identify staff development needs:				

Direct Services

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

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			

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

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			

Service Budget: Identify all costs related to providing the services (instructional and support) to run the service described. Include all applicable and allowable activities (see Fiscal Handbook). Do not include administration costs in this section.

Object Code	**Description** Object Code Item	**Narrative** Itemize each line item	Amount
		Total	

Parent Involvement Regular School Year

For this section include all Parent Involvement activities for Regular School Year. With the exception of the SPAC Conference, activities related to Parent Advisory Council must go in the Parent Advisory Council section.

Completion of Parent Involvement (All Parent Involvement activities and services will be covered in the Region 2 Area Application.)

Districts that are requesting MEP funds will complete all parts of this section, repeated for each service provided.

Summary of Current Student Needs in Parent Involvement		
Number of Migrant Students	**Need** Based on district wide assessment data identify student needs and areas for improvement to support the identified needs.	**Parent Needs** Based on district wide assessment data identify parent needs and areas for improvement to support the students' identified needs.

Note: The following sections (pp. 28-32) are to be completed for <u>each</u> Parent Involvement activity

Proposed Service for Parent Involvement Regular School Year

Is this Home-based or Site/Center-based? *(Check one)* ☐Home-based ☐Site/Center-based
When will it be provided? *(Check one)* ☐After School ☐Before School ☐Saturday ☐Other*(describe):*

Name of District(s) Served: List all schools/sites that will receive the proposed service from the District. Include the projected number of students that will be served under this program.	**School/Site**	**Projected Number of Students/Parents Served by District**	**School/Site**	**Projected Number of Students Served by District**
Name of Service to be Provided:				
Need for this service:				
Strategy selected to address the need:				
Expected Outcome				
Academic Focus:				
Curriculum Used:				
Method(s) of Instruction:				

How Often will this service be delivered?	Approximate Number of Parents to be Served	Approximate Start Date	Approximate End Date

Local Quantitative Measures

Local Assessments: *(Complete for as many local assessments as will be administered to measure the effectiveness of this service. Add or delete columns as needed.)*

Name of Local Assessment(s)	Approximate Pre Test Score Collection Timeframe	Approximate Post Test Score Collection Timeframe

Local Qualitative Measures: Using the table provide below, identify what qualitative data will be collected to determine the effectiveness of the service.

Interviews and Focus Groups:	
Surveys:	
Observations:	

Parent Communication Plan: In the space below, describe who, how and when parents will be informed about ALL services provided for migrant students.

Who:	
When:	
How:	

Service Staff Development: Identify staff development necessary to support quality delivery of the service.				
Need	**Title**	**Description**	**Dates**	**Expected Outcomes**
Describe the process used to identify staff development needs:				

Direct Services

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

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			

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

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			

Service Budget: Identify all costs related to providing the services (instructional and support) to run the service described. Include all applicable and allowable activities (see Fiscal Handbook). Do not include administration costs in this section.

Object Code	Description Object Code Item	Narrative Itemize each line item	Amount
		Total	

Summer School

For this section include any and all Summer School services that will be provided during the 2015–16 school year for the following components:

- English Language Arts and Math
- High School Graduation
- Out of School Youth
- Parent Involvement

English Language Arts and Math Summer School

**For this section include all English Language Arts (ELA) and (Math) programs for Summer School.
If program includes both ELA and Math components, describe activities for each component under proposed services.**

Completion of English Language Arts and Mathematics

Districts that are requesting MEP funds will complete all parts of this section, repeated for each service provided.

Summary of Number of Students Served – ELA & Math *(Unduplicated Count)*	
Total Number of eligible Migrant Students (*Unduplicated count*)	Total Projected Number of Migrant Students to Be Served by District in 2015–16
138	90

Summary of Current Student Needs in ELA and Math

Grade Level	**Need** Based on District wide assessment data identify student needs and areas for improvement to support the identified needs.	**If Need is Met through a Non-Migrant Program, what is the Name of the Non-Migrant program?**	**Services Provided by Non-Migrant Program**
K	According to the 2013-14 CELDT Assessment Data, 0% of the migrant Kindergarten students tested at the Early Advanced or Advanced Levels.	N/A	N/A
1-8	According to the 2013-14 CELDT Assessment Data, only 47% of the migrant students in grades 1 through 8 tested at the Early Advanced or Advanced Levels. In addition, CST results show that 66% of these students tested below standard in English-Language Arts, and 50% tested below standard in Mathematics.	N/A	N/A
9-12	Approximately 66% of Migrant Students assessed on the 2012-2013 CST did not meet proficiency standards in English Language Arts.	N/A	N/A
10-12	80% of the Migrant Students did not pass the ELA portion of the CAHSEE Exam.	N/A	N/A

Note: The following sections (pp.35-39) are to be completed for <u>each</u> ELA & Math activity

Proposed Service for ELA/ Math Summer School

What component is this Service for? *(Check one)* ☐ELA ☐Math ☒Both (Include description below for each if "both" was selected)

Is this Home-based or Site/Center-based? *(Check one)* ☐Home-based ☒Site/Center-based

When will it be provided? *(Check one)* ☐After School ☐Before School ☒Summer

Name of District(s) Served:

List all schools/sites that will receive the proposed service from the District. Include the projected number of students that will be served under this program.

School/Site	Projected Number of Students Served by District	School/Site	Projected Number of Students Served by District
Cedar Lane Elementary	75		

Name of Service to be Provided: Migrant Summer Academy

Need for this service: According to the 2013-14 CELDT Assessment Data, 0% of the migrant Kindergarten students tested at the Early Advanced or Advanced Levels and only 47% of the migrant students in grades 1 through 8 tested at the Early Advanced or Advanced Levels. CST results show that 66% of these students tested below standard in English-Language Arts, and 50% tested below standard in Mathematics.

Strategy selected to address the need: Teachers will incorporate targeted learning techniques including sentence framing, scaffolding techniques, visuals, pre-teaching vocabulary, use of graphic organizers, keyword identification, and utilization of technology resources. The Mathematics portion of the Summer School Academy will provide targeted academic intervention to migrant students in specific areas of weakness in Mathematics, and will incorporate the California Standards for Mathematics:

Expected Outcome	Students will improve their language acquisition and increase their academic vocabulary. The Marysville Joint Unified School District has established benchmarks for expected outcomes for students and has adopted Go Math as their preferred curriculum. This curriculum involves teaching a new mathematical concept every day and constantly reviewing old concepts.
Academic Focus:	Informational reading, informational and argumentative writing, and group discussion designed to help students achieve grade-level standards in ELA. Typically the Math portion of the day's work is divided evenly between practicing the new material and reviewing old material. The primary strength of Go Math is a steady review of all previous material, which is especially important to students who struggle with retaining the math they previously learned.
Curriculum Used:	Open Court - SRA McGraw-Hill, Go Math
Method(s) of Instruction:	Whole group, small group, and individual instruction with integrated technology resources, including keyboarding. Technology will be incorporated into the lesson plans when appropriate.

Proposed Schedule for Delivery of Services: Using the table below, identify the projected minutes per day, days per week, number of weeks, number of students served and approximate start and end date of this service. Provide an estimate or range if service duration varies across district.

Minutes per Day Range	Days per Week Range	Number of Weeks Range	Number of Students to be Served at Each Grade Level				Start Date	End Date
			Grade Level to be Served	PFS at each Grade Level	Non-PFS Migrant at each Grade Level	Total at each Grade Level		
270	5	4	K	1	7	8	6/9/2016	7/7/2016
270	5	4	1st	0	8	8	6/9/2016	7/7/2016
270	5	4	2nd	1	7	8	6/9/2016	7/7/2016
270	5	4	3rd	0	6	6	6/9/2016	7/7/2016
270	5	4	4th	2	7	9	6/9/2016	7/7/2016
270	5	4	5th	0	8	8	6/9/2016	7/7/2016
270	5	4	6th	0	7	7	6/9/2016	7/7/2016

270	5	4	7th	2	4	6	6/9/2016	7/7/2016
270	5	4	8th	0	5	5	6/9/2016	7/7/2016
270	5	4	9th	0	1	1	6/9/2016	7/7/2016
270	5	4	10th	0	4	4	6/9/2016	7/7/2016
270	5	4	11th	1	3	4	6/9/2016	7/7/2016
270	5	4	12th	0	1	1	6/9/2016	7/7/2016

*District requesting exemptions from the requirements of EC 54444.3 as it pertains to **Summer School** minutes, must seek written approval from the State Superintendent of Public Instruction. For further information, refer to the instructions.*

Local Quantitative Measures

Local Assessments: *(Complete for as many local assessments as will be administered to measure the effectiveness of this service. Add or delete columns as needed.)*

Name of Local Assessment(s)	Approximate Pre Test Score Collection Timeframe	Approximate Post Test Score Collection Timeframe
Opinion Writing Task – Pre/Post	*June 13th-14th*	*July 7th-8th*
Go Math Assessment	*June 13th-14th*	*July 7th-8th*

Local Qualitative Measures: Using the table provide below, identify what qualitative data will be collected to determine the effectiveness of the service.

Interviews and Focus Groups:	
Surveys:	Migrant Academy teachers complete a survey at the end of the program. Feedback is used to refine following year program and plan following year professional learning for teachers.
Observations:	Migrant Academy principal, MJUSD District admin, and Migrant staff observe classroom instruction regularly. Feedback is used to conference with teachers to adjust instruction during program timeframe as well as to refine following year program and plan following year professional learning for teachers.

Service Staff Development: Identify staff development necessary to support quality delivery of the service.

Need	Title	Description	Dates	Expected Outcomes
Staff development to review the expectations, protocols, curriculum, and instructional strategies of the Migrant Summer Academy.	Migrant Academy Teacher Training	All Migrant Summer Academy teachers will participate in a two hour training prior to the start of the academy.	May 2015	Summer academy teachers will deliver an effective and targeted instructional program to Migrant students.
Describe the process used to identify staff development needs:	Teacher feedback from the 2015 Migrant Summer Academy will be reviewed and discussed during planning meetings which will be attended by the 2015 Migrant Academy Principal, the MJUSD Curriculum Coordinator, and the Migrant Education Instructional Program Specialist.			

Direct Services

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

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			
Teacher	5	.10			100	0	N/A
Lead Teacher	1	.11			100	0	N/A

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

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			

Service Budget: Identify all costs related to providing the services (instructional and support) to run the service described. Include all applicable and allowable activities (see Fiscal Handbook). Do not include administration costs in this section.

Object Code	Description Object Code Item	Narrative Itemize each line item	Amount
1100	Certificated Staff	5 teachers @ $48.86/hour x 5.5 hours/day x 22 days	$ 29,560
1300	Certificated Staff	1 lead teacher @ $48.86/hour x 5.5 hours/day x 24 days	$ 7,622

2900	Other Classified Salaries: Custodian	1 custodian @ $20.78 X 4 Hours X 22 Days	$1,829
2900	Other Classified Salaries: Bus Driver	1 Bus Driver @ $33.79 X 4 X 20 Days	$2,703
2900	Other Classified Salaries: Clerk	1 Clerk @ $17.00/hr. x 6.5 Hours x 26 Days	$2,873
3000-3999	Certificated Teacher Benefits	5 Teachers @ $7.17 X 5.5 Hours X 22 Days	$4,338
3000-3999	Certificated TOSA Benefits	1 Teacher @ $7.17 x 6.5 Hours x 24 Days	$1,119
3000-3999	Custodian Benefits	1 custodian @ $4.80 X 4 Hours X 22 Days	$422
3000-3999	Bus Driver Benefits	1 Bus Driver @ $7.63 X 4 X 20 Days	$610
3000-3999	Clerk Benefits	1 Clerk @ $3.66. x 6.5 Hours x 26 Days	$619
4000	Materials and Supplies	Classroom Instructional Materials	$120
4000	Materials and Supplies	Classroom Instructional Materials-Science Kits	$2,000
4000	Materials and Supplies	Custodial Supplies $17.36 X 22 Days	$382
4000	Materials and Supplies	Paper 4 Cases @ $27.40	$110
4000	Materials and Supplies	Print Cartridges for classroom X 5 @ $200	$1,250
4000	Materials and Supplies	Staff Room Copies 50,000 @ .00517	$259
5000	Energy Surcharge	6 classrooms X 22 Days X 6 Hours @ $10.00	$7,920
5000	Transportation/Mileage	Cost per mile at J-1 rate 100 miles X 20 Days @ $2.00	$4,000
	Sub Total		$67,735
7300-7399	Indirect Costs	2015-16 Indirect Cost Rate .0716	$4,850
	Total		**$72,585**

Proposed Service for ELA/ Math Summer School

What component is this Service for? *(Check one)* ☒ELA ☐Math ☐Both (Include description below for each if "both" was selected)

Is this Home-based or Site/Center-based? *(Check one)* ☐Home-based ☒☒Site/Center-based

When will it be provided? *(Check one)* ☐After School ☐Before School ☒☒Summer

Name of District(s) Served: List all schools/sites that will receive the proposed service from the District. Include the projected number of students that will be served under this program.

School/Site	Projected Number of Students Served by District	School/Site	Projected Number of Students Served by District
Cedar Lane Elementary	15		

Name of Service to be Provided:	ELD Boot Camp
Need for this service:	Approximately 66% of 9th through 12th grade Migrant Students assessed on the 2012-2013 CST did not meet proficiency standards in English Language Arts.
Strategy selected to address the need:	Teachers will incorporate targeted learning techniques including sentence framing, scaffolding techniques, visuals, pre-teaching vocabulary, use of graphic organizers, keyword identification, and utilization of technology resources.
Expected Outcome	Students will improve their language acquisition and increase their academic vocabulary.
Academic Focus:	Informational reading, informational and argumentative writing, and group discussion designed to help students achieve grade-level standards.

Curriculum Used:	District and supplemental curricula
Method(s) of Instruction:	Small group and individual instruction with integrated technology resources, including keyboarding.

Proposed Schedule for Delivery of Services: Using the table below, identify the projected minutes per day, days per week, number of weeks, number of students served and approximate start and end date of this service. Provide an estimate or range if service duration varies across district.

Minutes per Day Range	Days per Week Range	Number of Weeks Range	Number of Students to be Served at Each Grade Level				Start Date	End Date
			Grade Level to be Served	PFS at each Grade Level	Non-PFS Migrant at each Grade Level	Total at each Grade Level		
240	5	1	8th	0	3	3	8/1/2016	8/5/2016
240	5	1	9th	1	3	4	8/1/2016	8/5/2016
240	5	1	10th	0	3	3	8/1/2016	8/5/2016
240	5	1	11th	1	1	3	8/1/2016	8/5/2016
240	5	1	12th	0	2	2	8/1/2016	8/5/2016

*District requesting exemptions from the requirements of EC 54444.3 as it pertains to **Summer School** minutes, must seek written approval from the State Superintendent of Public Instruction. For further information, refer to the instructions.*

Local Quantitative Measures

Local Assessments: *(Complete for as many local assessments as will be administered to measure the effectiveness of this service. Add or delete columns as needed.)*

Name of Local Assessment(s)	Approximate Pre Test Score Collection Timeframe	Approximate Post Test Score Collection Timeframe
Teacher Created ELA Assessment	*Week of 8/1/2016 – 8/5/2016*	*8/12/2016*

Local Qualitative Measures: Using the table provide below, identify what qualitative data will be collected to determine the effectiveness of the service.

Interviews and Focus Groups:	
Surveys:	ELD Boot Camp teacher completes a reflective evaluation at the end of the program. Feedback is used to refine following year program.
Observations:	Migrant staff support teacher in the classroom. Classroom observations are continual and ongoing.

Service Staff Development: Identify staff development necessary to support quality delivery of the service.

Need	Title	Description	Dates	Expected Outcomes
Migrant Student Specific Needs, CDE Evaluation, Pre-post Assessment data, Curriculum, hours, Lesson Plans, and attendance.	ELD Boot Camp training.	Teacher will participate in a two hour training prior to the start of instruction.	August, 2016	Teachers will deliver an effective and targeted instructional program to Migrant students.
Describe the process used to identify staff development needs:	Teacher feedback from the 2014-15 ELD Boot Camp will be reviewed and discussed during planning meetings with the Migrant Education Instructional Program Specialist.			

Direct Services

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

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			
Teacher	1	.02			100%	0	N/A

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

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			
Instructional Aide			1	.02	100%	0	N/A

Service Budget: Identify all costs related to providing the services (instructional and support) to run the service described. Include all applicable and allowable activities (see Fiscal Handbook). Do not include administration costs in this section.

Object Code	**Description** Object Code Item	**Narrative** Itemize each line item	Amount
1100	Certificated TOSA Salary	1 Teacher @ 48.86 x 5 Hours x 5 Days	$ 1,222
2900	Other Classified Salaries: Instructional Aide	1 Instructional Aide @ $17.00/hr. x 5 Hours x 5 Days	$ 425
3000-3999	Certificated Teacher Benefits	1 Teachers @ 7.17 X 5 Hours X 5 Days	$ 179
3000-3999	Instructional Aide Benefits	1 Instructional Aide @ $3.66. x 6.5 Hours x 26 Days	$ 92
4000	Materials and Supplies	Food/snacks	$ 1,375
5000	Energy Surcharge	1 classrooms X 5 Days X 5 Hours @ $10.00	$ 250
subtotal			$ 3,542
7300-7399	Indirect Costs	2015-16 Indirect Cost Rate .0716	$ 254
	Total		$ 3,796

High School Graduation Summer School

For this section include all High School Graduation programs for Summer School.

Completion of High School Graduation

Districts that are requesting MEP funds will complete all parts of this section, repeated for each service provided.

Summary of Number of Students Served – High School Graduation *(Unduplicated Count)*	
Total Number of eligible Migrant Students (*Unduplicated count*)	Total Projected Number of Migrant Students to Be Served by District in 2015–16
38	0

Summary of Current Student Needs in High School Graduation			
Grade Level	**Need** Based on District wide assessment data identify student needs and areas for improvement to support the identified needs.	**If Need is Met through a Non-Migrant Program, what is the Name of the Non-Migrant program?**	**Services Provided by Non-Migrant Program**
9-12	N/A	N/A	N/A

District that are **not** requesting MEP funds for High School Graduation complete only the two tables above, and acknowledge by placing an "**X**" after the following statement "District will not offer High School Graduation services for Summer 2015–16__X__"

Note: The following sections (pp. 43-47) are to be completed for <u>each</u> High School Graduation activity

Proposed Service for High School Graduation Summer School

What component is this Service for? *(Check one)* ☐ELA ☐Math ☐Both (Include description below for each if "both" was selected)

Is this Home-based or Site/Center-based? *(Check one)* ☐Home-based ☐Site/Center-based

When will it be provided? *(Check one)* ☐After School ☐Before School ☐Summer

	School/Site	Projected Number of Students Served by District	School/Site	Projected Number of Students Served by District
Name of District(s) Served: List all schools/sites that will receive the proposed service from the District. Include the projected number of students that will be served under this program.				

Name of Service to be Provided:	
Need for this service:	
Strategy selected to address the need:	
Expected Outcome	
Academic Focus:	
Curriculum Used:	
Method(s) of Instruction:	

Proposed Schedule for Delivery of Services: Using the table below, identify the projected minutes per day, days per week, number of weeks, number of students served and approximate start and end date of this service. Provide an estimate or range if service duration varies across district.

Minutes per Day Range	Days per Week Range	Number of Weeks Range	Number of Students to be Served at Each Grade Level				Start Date	End Date
			Grade Level to be Served	PFS at each Grade Level	Non-PFS Migrant at each Grade Level	Total at each Grade Level		

District requesting exemptions from the requirements of EC 54444.3 as it pertains to ***Summer School*** *minutes, must seek written approval from the State Superintendent of Public Instruction. For further information, refer to the instructions.*

Local Quantitative Measures

Local Assessments: *(Complete for as many local assessments as will be administered to measure the effectiveness of this service. Add or delete columns as needed.)*

Name of Local Assessment(s)	Approximate Pre Test Score Collection Timeframe	Approximate Post Test Score Collection Timeframe

Local Qualitative Measures: Using the table provide below, identify what qualitative data will be collected to determine the effectiveness of the service.

Interviews and Focus Groups:	
Surveys:	
Observations:	

Service Staff Development: Identify staff development necessary to support quality delivery of the service.				
Need	**Title**	**Description**	**Dates**	**Expected Outcomes**
Describe the process used to identify staff development needs:				

Direct Services

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

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			

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

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			

Service Budget: Identify all costs related to providing the services (instructional and support) to run the service described. Include all applicable and allowable activities (see Fiscal Handbook). Do not include administration costs in this section.

Object Code	**Description** Object Code Item	**Narrative** Itemize each line item	Amount

Out of School Youth Summer School

For this section include all Out of School Youth programs for Summer School.

Completion of Out of School Youth

Districts that are requesting MEP funds will complete all parts of this section, repeated for each service provided.

Summary of Number of Students Served – Out of School Youth *(Unduplicated Count)*	
Total Number of eligible Migrant Students (*Unduplicated count*)	Total Projected Number of Migrant Students to Be Served by District in 2015–16
55	0

Summary of Current Student Needs in OSY			
Grade Level	**Need** Based on District wide assessment data identify student needs and areas for improvement to support the identified needs.	**If Need is Met through a Non-Migrant Program, what is the Name of the Non-Migrant program?**	**Services Provided by Non-Migrant Program**
UG	Analysis not available	N/A	N/A

District that are **not** requesting MEP funds for Out of School Youth complete only the two tables above, and acknowledge by placing an "**X**" after the following statement "District will not offer Out of School Youth services for 2015–16__**X**__"

Note: The following sections (pp. 50-54) are to be completed for <u>each</u> Out of School Youth activity

Proposed Service for Out of School Youth Summer School

What component is this Service for? *(Check one)* ☐ELA ☐Math ☐Both (Include description below for each if "both" was selected)

Is this Home-based or Site/Center-based? *(Check one)* ☐Home-based ☐Site/Center-based

When will it be provided? *(Check one)* ☐Weekdays ☐Saturday ☐Other (*describe*):

	School/Site	Projected Number of Students Served by District	School/Site	Projected Number of Students Served by District
Name of District(s) Served: List all schools/sites that will receive the proposed service from the District. Include the projected number of students that will be served under this program.				

Name of Service to be Provided:	
Need for this service:	
Strategy selected to address the need:	
Expected Outcome	
Academic Focus:	
Curriculum Used:	
Method(s) of Instruction:	

Proposed Schedule for Delivery of Services: Using the table below, identify the projected minutes per day, days per week, number of weeks, number of students served and approximate start and end date of this service. Provide an estimate or range if service duration varies across district.

Minutes per Day Range	Days per Week Range	Number of Weeks Range	Number of Students to be Served at Each Grade Level				Start Date	End Date
			Age	PFS at each Grade Level	Non-PFS Migrant at each Grade Level	Total		

Local Quantitative Measures

Local Assessments: *(Complete for as many local assessments as will be administered to measure the effectiveness of this service. Add or delete columns as needed.)*

Name of Local Assessment(s)	Approximate Pre Test Score Collection Timeframe	Approximate Post Test Score Collection Timeframe

Local Qualitative Measures: Using the table provide below, identify what qualitative data will be collected to determine the effectiveness of the service.

Interviews and Focus Groups:	
Surveys:	
Observations:	

Service Staff Development: Identify staff development necessary to support quality delivery of the service.

Need	Title	Description	Dates	Expected Outcomes
Describe the process used to identify staff development needs:				

Direct Services

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

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			

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

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			

Service Budget: Identify all costs related to providing the services (instructional and support) to run the service described. Include all applicable and allowable activities (see Fiscal Handbook). Do not include administration costs in this section.

Object Code	Description Object Code Item	Narrative Itemize each line item	Amount
		Total	

Parent Involvement Summer School

For this section include all Parent Involvement activities for Summer School. With the exception of the SPAC Conference, activities related to Parent Advisory Council must go in the Parent Advisory Council section.

Completion of Parent Involvement

Districts that are requesting MEP funds will complete all parts of this section, repeated for each service provided.

Summary of Current Student Needs in Parent Involvement		
Number of Migrant Students	**Need** Based on District wide assessment data identify student needs and areas for improvement to support the identified needs.	**Parent Needs** Based on District wide assessment data identify student needs and areas for improvement to support the identified needs.
N/A	Analysis not available	N/A

Note: The following sections (pp. 60-64) are to be completed for <u>each</u> Parent Involvement activity

Proposed Service for Parent Involvement Summer School

Is this Home-based or Site/Center-based? *(Check one)* ☐ Home-based ☐ Site/Center-based

When will it be provided? *(Check one)* ☐ After School ☐ Before School ☐ Saturday ☐ Other *(describe)*:

	School/Site	Projected Number of Students Served by District	School/Site	Projected Number of Students Served by District
Name of District(s) Served: List all schools/sites that will receive the proposed service from the District. Include the projected number of students that will be served under this program.				

Name of Service to be Provided:	
Need for this service:	
Strategy selected to address the need:	
Expected Outcome	
Academic Focus:	
Curriculum Used:	
Method(s) of Instruction:	

How Often will this service be delivered?	Total Number of Parents to be Served	Approximate Start Date	Approximate End Date

Local Quantitative Measures

Local Assessments: *(Complete for as many local assessments as will be administered to measure the effectiveness of this service. Add or delete columns as needed.)*

Name of Local Assessment(s)	Approximate Pre Test Score Collection Timeframe	Approximate Post Test Score Collection Timeframe

Local Qualitative Measures: Using the table provide below, identify what qualitative data will be collected to determine the effectiveness of the service.

Interviews and Focus Groups:	
Surveys:	
Observations:	

Parent Communication Plan: In the space below, describe who, how and when parents will be informed about ALL summer services provided for migrant students.

Who:	
When:	
How:	

Service Staff Development: Identify staff development necessary to support quality delivery of the service.				
Need	**Title**	**Description**	**Dates**	**Expected Outcomes**
Describe the process used to identify staff development needs:				

Direct Services

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

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			

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

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			

Service Budget: Identify all costs related to providing the services (instructional and support) to run the service described. Include all applicable and allowable activities (see Fiscal Handbook). Do not include administration costs in this section.

Object Code	Description Object Code Item	Narrative Itemize each line item	Amount
		Total	

School Readiness Regular Year

For this section include any and all School Readiness services that will be provided during the 2015-16 school year

Completion of School Readiness

Districts that are requesting MEP funds will complete all parts of this section, repeated for each service provided.

Summary of Number of Students Served – School Readiness*(Unduplicated Count)*	
Total Number of eligible Migrant Students (*Unduplicated count*)	Total Projected Number of Migrant Students to Be Served by District in 2015-16
21	0

Summary of Current Student Needs in School Readiness			
Age	**Need** Based on District wide assessment data identify student needs and areas for improvement to support the identified needs.	**If Need is Met through a Non-Migrant Program, what is the Name of the Non-Migrant program?**	**Services Provided by Non-Migrant Program**
PK	Analysis not available	N/A	N/A

District that are **not** requesting MEP funds for School Readiness complete only the table above, and acknowledge by placing an "**X**" after the following statement "District will not offer School Readiness services for Regular Year 2015–16__**X**__"

Note: The rest of the section (pp.64-68) is to be completed for <u>each</u> School Readiness

Proposed Service for School Readiness Regular School Year

Is this Home-based or Site/Center-based? *(Check one)* ☐ Home-based ☐ Site/Center-based
When will it be provided? *(Check one)* ☐ After School ☐ Before School ☐ Saturday

Name of District(s) Served:

List all schools/sites that will receive the proposed service. Include the projected number of students that will be served under this program.

School/Site	Projected Number of Students Served by District	School/Site	Projected Number of Students Served by District

Name of Service to be Provided:	
Need:	
Strategy:	
Expected Outcome	
Academic Focus:	
Curriculum Used:	
Method of Instruction:	

Proposed Schedule for Delivery of Services: Using the table below, identify the projected minutes per day, days per week, number of weeks, number of students served and approximate start and end date of this service. Provide an estimate or range if service duration varies across district.

Ages of Children	Minutes per Day Range	Days per Week Range	Number of weeks Range	Number of Children to be Served	Start Date	End Date

Local Quantitative Measures

Local Assessments: *(Complete for as many local assessments as will be administered to measure the effectiveness of this service. Add or delete columns as needed.)*

Name of Local Assessment(s)	Approximate Pre Test Score Collection Timeframe	Approximate Post Test Score Collection Timeframe

Local Qualitative Measures: Using the table provide below, identify what qualitative data will be collected to determine the effectiveness of the service.

Interviews and Focus Groups:	
Surveys:	
Observations:	

Service Staff Development: Identify staff development necessary to support quality delivery of the service.

Need	Title	Description	Dates	Expected Outcomes
Describe the process used to identify staff development needs:				

Direct Services

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

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			

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

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			

Service Budget: Identify all costs related to providing the services (instructional and support) to run the service described. Include all applicable and allowable activities (see Fiscal Handbook). Do not include administration costs in this section.

Object Code	Description Object Code Item	Narrative Itemize each line item	Amount
		Total	

School Readiness Summer

For this section include any and all School Readiness services that will be provided during the Summer of 2015-16.

Completion of School Readiness

Districts that are requesting MEP funds will complete all parts of this section, repeated for each service provided.

Summary of Number of Students Served – Health *(Unduplicated Count)*	
Total Number of eligible Migrant Students (*Unduplicated count*)	Total Projected Number of Migrant Students to Be Served by District in 2015-16
21	0

Summary of Current Student Needs in School Readiness			
Grade Level	**Need** Based on District wide assessment data identify student needs and areas for improvement to support the identified needs.	**If Need is Met through a Non-Migrant Program, what is the Name of the Non-Migrant program?**	**Services Provided by Non-Migrant Program**
PK	Analysis not available	N/A	N/A

District that are **not** requesting MEP funds for School Readiness complete only the two tables above, and acknowledge by placing an "**X**" after the following statement "District will not offer School Readiness services for Summer 2015–16__x__"

Note: The rest of the section (pp.71-75) is to be completed for <u>each</u> School Readiness

Proposed Service for School Readiness Summer School

Is this Home-based or Site/Center-based? *(Check one)* ☐ Home-based ☒ Site/Center-based
When will it be provided? *(Check one)* ☐ After School ☐ Before School ☒ Summer

Name of District(s) Served: List all schools/sites that will receive the proposed service. Include the projected number of students that will be served under this program.	**School/Site**	**Projected Number of Students Served by District**	**School/Site**	**Projected Number of Students Served by District**
Name of Service to be Provided:				
Need:				
Strategy:				
Expected Outcome				
Academic Focus:				
Curriculum Used:				
Method of Instruction:				

Proposed Schedule for Delivery of Services: Using the table below, identify the projected minutes per day, days per week, number of weeks, number of students served and approximate start and end date of this service. Provide an estimate or range if service duration varies across district.

Ages of Children Range	Minutes per Day Range	Days per Week Range	Number of weeks Range	Number of Children to be Served	Start Date	End Date

Local Quantitative Measures

Local Assessments: *(Complete for as many local assessments as will be administered to measure the effectiveness of this service. Add or delete columns as needed.)*

Name of Local Assessment(s)	Approximate Pre Test Score Collection Timeframe	Approximate Post Test Score Collection Timeframe

Local Qualitative Measures: Using the table provide below, identify what qualitative data will be collected to determine the effectiveness of the service.

Interviews and Focus Groups:	
Surveys:	
Observations:	

Service Staff Development: Identify staff development necessary to support quality delivery of the service.

Need	Title	Description	Dates	Expected Outcomes
Describe the process used to identify staff development needs:				

Parent Communication Plan: In the space below, describe who, how and when parents will be informed about this School Readiness service provided for migrant students.

Who:	
When:	
How:	

Direct Services

Direct Services

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

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			

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

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			

Service Budget: Identify all costs related to providing the services (instructional and support) to run the service described. Include all applicable and allowable activities (see Fiscal Handbook). Do not include administration costs in this section.

Object Code	Description Object Code Item	Narrative Itemize each line item	Amount

Proposed Service for School Readiness Summer School

Is this Home-based or Site/Center-based? *(Check one)* ☐ Home-based ☒ Site/Center-based
When will it be provided? *(Check one)* ☐ After School ☐ Before School ☒ Summer

	School/Site	Projected Number of Students Served by District	School/Site	Projected Number of Students Served by District
Name of District(s) Served: List all schools/sites that will receive the proposed service. Include the projected number of students that will be served under this program.				

Name of Service to be Provided:	
Need:	
Strategy:	
Expected Outcome	
Academic Focus:	
Curriculum Used:	
Method of Instruction:	

Proposed Schedule for Delivery of Services: Using the table below, identify the projected minutes per day, days per week, number of weeks, number of students served and approximate start and end date of this service. Provide an estimate or range if service duration varies across district.

Ages of Children Range	Minutes per Day Range	Days per Week Range	Number of weeks Range	Number of Children to be Served	Start Date	End Date

Local Quantitative Measures

Local Assessments: *(Complete for as many local assessments as will be administered to measure the effectiveness of this service. Add or delete columns as needed.)*

Name of Local Assessment(s)	Approximate Pre Test Score Collection Timeframe	Approximate Post Test Score Collection Timeframe

Local Qualitative Measures: Using the table provide below, identify what qualitative data will be collected to determine the effectiveness of the service.

Interviews and Focus Groups:	
Surveys:	
Observations:	

Service Staff Development: Identify staff development necessary to support quality delivery of the service.

Need	Title	Description	Dates	Expected Outcomes
Describe the process used to identify staff development needs:				

Parent Communication Plan: In the space below, describe who, how and when parents will be informed about this School Readiness service provided for migrant students.

Who:	
When:	
How:	

Direct Services

Direct Services

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

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			

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

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			

Service Budget: Identify all costs related to providing the services (instructional and support) to run the service described. Include all applicable and allowable activities (see Fiscal Handbook). Do not include administration costs in this section.

Object Code	Description Object Code Item	Narrative Itemize each line item	Amount

Identification and Recruitment

For this section include any and all Identification and Recruitment (I&R) activities that will be provided during the 2015-16 school year by the district. Please check the appropriate box below as it applies to the district:

☐A. The district provides I&R activities and the description of these activities is included in this section.

X☐ B. The migrant region provides all I&R activities.

☐C. The district and region provide I&R activities.

If "B" was selected, this section must be left blank.

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 "migrant" if the parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries and whose family has moved 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. A young adult may also qualify if he or she has moved on his or her own for the same reasons. The eligibility period is three years from the date of the last move. Eligibility is established through an interview conducted by a migrant education recruiter who visits both home and/or employment locations.

"Finding and enrolling eligible migrant children is a cornerstone of the MEP and its importance cannot be overemphasized." (Chapter III. Identification and Recruitment, U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Non-Regulatory Guidance for the Title I, Part C Education of Migratory Children,* Washington, D.C., 2010.)

While Identification and Recruitment will be provided by the Regional Migrant Education Program, the school district will assist in identification and recruitment by coordinating read-only access to the district data base, such as Aeries, so that Migrant Education staff, including the M.E. recruiter, can access Gain and Loss reports and district student information to alert them of new, potential migrant students to the district. The information will remain confidential. This process can be mutually agreed upon by the Migrant Education Instructional Program Specialist, Identification and Recruitment Specialist or Associate Director, and the district Superintendent/Liaison. Please see Regional Application for Identification and Recruitment procedures.

If options A or C were selected on the prior page, please respond to the appropriate question below:

(A.) Provide an overview of the organizational structure (e.g., an organizational chart) of the District's identification and recruitment (I&R) personnel and a brief description of the I&R responsibilities for each role.

(C.) For districts in which both the regional office and district office are responsible for I&R, provide an organizational overview that specifies which activities and personnel are administered by the region and the activities and personnel that are administered at the district level. Include a brief description of key I&R responsibilities for each role.

Example for Option C:

The Region's I&R Supervisor, I&R Coordinator, and Designated State Educational Agency (SEA) Reviewer work at the regional office along with six of the Region's 12 recruiters. The six regional recruiters are mainly responsible for community-based recruitment. The six district-level recruiters are responsible for school-based recruitment. The Region's I&R trainings, quality control plan and processes, and standards of practice are administered by the Region. The Region directly supervises eight I&R staff and two districts supervise the remaining four recruiters.

Provide a copy of the District's I&R Quality Control Plan as a separate document to the application.
(The District's Plan may be modeled after the State's Quality Control Plan but the State's Plan **may not** ***be provided in lieu of the District's Plan).*** If the District uses a regional plan and does not have a separate quality control plan for I&R, provide the Region's Quality Control Plan.

Briefly describe how the District and its I&R staff are incorporated in the Region's quality control processes. *Example:* *The Region provides the minimum qualifications for and sits on the interview panel of all I&R candidates. The Region's I&R Supervisor and SEA Reviewer handle the initial training activities for new recruiters and coordinate monthly trainings of existing recruiters. The Region also coordinates all the recruitment activities for all recruiters. The supervision of recruiters is divided between the Region and its districts but the minimum standards for I&R are established by the Region.*

Describe how the Migrant Office will coordinate recruitment activities with all of the districts.

Example: *The Region's I&R staff informs the district when the recruiters will be in their area and inquires if there have been any changes in regular mobility patterns, such as when families depart early to seek work in other areas, are delayed in returning to the district, or return earlier than expected.*

Describe the community in your recruiting area including locations where families live and work, major crops and peak periods, major employers, and so forth.

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. What strategies will the District's I&R staff employ to look for families outside the traditional locales? *Example: District recruiters build a recruiting network that includes local businesses that provide supplies and services to the local agriculture industry. These local businesses offer early warning when new potential employers enter the area.*

Describe how the District will utilize I&R staff to identify and recruit eligible migrant students.

Examples:

1. *School-based: "The recruiter will provide on-site I&R support at the Santa Rita and Gavilan View school district. The recruiter will meet with school registrars, counselors and other office staff to identify new arrivals that may be migrant students."*

2. *Community-based: "The recruiter will coordinate visits with the WIC office and Immunization Clinic. The recruiter will also canvass neighborhoods and apartment complexes where migrant families live during the lettuce harvest season."*

3. *Combined* (a recruiter who is assigned to school site and community-based recruiting):

In the tables below, 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.

Regular School Year			
What type of recruiting is performed?	**Number of recruiters in District**	**FTE in I&R**	**How and where the recruiting is carried out**
Community-based only			
School-based only			
Combined			

Summer/Intersession			
What type of recruiting is performed?	**Number of recruiters in District**	**FTE in I&R**	**How and where the recruiting is carried out**
Community-based only			
School-based only			
Combined			

Identification & Recruitment Staff			
I&R Supervisory and Quality Control Staff	**Number of staff in this position**	**FTE in I&R**	**Describe the specific tasks the staff person performs in this position.**
I&R Supervisor			
I&R Coordinator			
Designated SEA Reviewer			
Other			

Identification and Recruitment Budget: Please identify all costs related to Identification & Recruitment. For each line item, refer to and use the object codes provided in the instructions.

Object Code	**Description** Object Code Item	**Narrative** Itemize each line item	**Amount**
		Total	

Parent Advisory Council

For this section include any and all Parent Advisory Council (PAC) activities that will be provided during the 2015-16 school year.

PARENT ADVISORY COUNCIL

Note: All DSAs must contain a completed PAC section.

Selection of Parent Advisory Council Membership: Provide a narrative summary of the means by which parents and community members are recruited and selected for membership in the Parent Advisory Council. Include a list of PAC members' names.

Migrant Education Staff in charge of holding PAC meetings invite parents to attend PAC meetings. They create and send home flyers. Personal phone contact with parents regarding the election of PAC officers occurs before the first PAC meeting and all of the Migrant parents are invited to attend. Parents are informed about the election process and the roles of each officer are explained. The PAC meeting goes through the election process following the Robert's Rules of Order. Officials are elected by their peers.

Parent Advisory Council Membership:

PAC Member Name	Eligible Migrant Parent? Yes/No
Maria Gomez - President	No, EOE 7/15/15
Narcisco Rodriguez - Vice President	Yes
Francisca Fuentes - Secretary	NO
Teodoro Ramirez –Alternate President	YES
Celina Ramirez – Alternate Vice President	YES
Maria Andrade – Alternate Secretary	NO

Involvement of Parent Advisory Council in MEP Activities: Provide a narrative summary of the means by which the PAC is involved in the review of the Needs Assessment, planning, development of the DSA, implementation of services provided to students, and program evaluation.

The Needs Assessment is given out at the second PAC meeting of the year. The results are discussed at the third meeting of the year. During the third meeting of the year the PAC decides which topics to concentrate on, and subsequent PAC meetings will cover the topics that the Migrant Parents determine to be of highest priority.

During the district Parent Advisory Council meetings, the Migrant Education Intervention Program Specialist reviews the DSA with the migrant parents. Parental input is important in the implementation of the projected programs. The After School Programs outlined in this DSA are designed to meet that need. Parental input into the program will be solicited at each PAC meeting during the 2014-2015 school year. At the end of the program, a Program Evaluation will be completed and the results of the Program Evaluation will be shared with the PAC as soon as they become available.

Training of Parent Advisory Council Members: Identify any training that will be provided to the PAC to support quality implementation of the program.

Need	Title	Description	Dates	Expected Outcomes
Training regarding the role of the parent officers.	Migrant Parent Advisory Committee Rules and Bylaws Training.	Parents are taught the Robert's Rules of Order and the Bylaws of the Region 2 Parent Advisory Committee.	Thursday, November 13, 2015	Officers will be aware of their role and their duty as a member of the Parent Advisory Committee, and learn how to conduct a meeting.
Please describe the process used to identify the PAC training needs:	Training needs are identified based on the results obtained from the Parent Surveys that are completed at the first PAC meeting of the year.			

PAC Staffing: Identify the staff positions needed to support the PAC described above.

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			
Instructional Program Specialist	1	.01			0	100%	M.E.P.
Family support Paraprofessional			1	.05	0	100%	M.E.P.
Instructional Program Specialist			1	.05	0	100%	M.E.P.
Bilingual Support Specialist			1	.10	100%	0%	N/A

PAC Budget: Please identify all costs related to the PAC. For each line item, refer to and use the object codes provided in the instructions.

Object Code	**Description** Object Code Item	**Narrative** Itemize each line item	**Amount**
2900	Other Classified Salaries: Bilingual Support Specialist	1 Bilingual Support Specialist @ $16.94/hr. x 60 hours.	$ 1,016
3000-3999	Bilingual Support Specialist Benefits	1 Bilingual Support Specialist @ $3.82/hr. x 60 hours.	$ 229
4300	Food, water, juice	Beverage and healthy snack for student activities during PAC meetings.	$ 300
Subtotal			$ 1,545
		Indirect .0716 X $ 1,545	$ 111
		Total	$ 1,656

Note: Costs related to SPAC Conference are not included in the PAC Budget section. SPAC Conference costs are included in the Parent Involvement section.

Other Education, Health, Nutrition, and Social Services

For this section include any and all Other Education, Health, Nutrition and Social services that will be provided during the 2015–16 school year

Completion of Other education, health, nutrition, and social services

Districts that are requesting MEP funds will complete all parts of this section, repeated for each service provided.

Summary of Number of Students Served – Other education, health, nutrition, and social services(*Unduplicated Count*)		
Total Number of eligible Migrant Students (*Unduplicated count*)	Total Projected Number of Migrant Students to Be Served by District in 2015–16	Additional Number of Migrant Students projected to Be Served by District in 2015–16
210	0	0

Summary of Current Student Needs in Other education, health, nutrition, and social services			
Grade Level	**Need** Based on District wide assessment data identify student needs and areas for improvement to support the identified needs.	**If Need is Met through a Non-Migrant Program, what is the Name of the Non-Migrant program?**	**Services Provided by Non-Migrant Program**
PK-OSY	Needs Assessment, Transcript Review, Outdoor Education, Agency Referrals, Pupil Transportation, Home Visit, Parent Teacher Conference (translation), Support Services (other), Food/Clothes/Toys, Conferences/Activities, Instructional Services/Supplies, Math Tutorial Referral, Reading Tutorial Referral, Career Education, Support Service Supplies, Medical Treatment, Advocacy/Coordination of Services, Dental and Vision Referral.	N/A	N/A

District that are **not** requesting MEP funds for other education, health, nutrition and social services complete only the two tables below, and acknowledge by placing an "**X**" after the following statement "District will not offer Other education, health, nutrition and social services for Regular Year 2015–16_**X**___"

Note: The following sections (pp. 88-92) are to be completed for <u>each</u> activity

Proposed Service for Other education, health, nutrition, and social services

Is this Home-based or Site/Center-based? *(Check one)* ☐Home-based ☐Site/Center-based
When will it be provided? *(Check one)* ☐After School ☐Before School ☐Saturday ☐Other:________

Name of District(s) Served: List all schools/sites that will receive the proposed service from the District. Include the projected number of students that will be served under this program.	**District**	**Projected Number of Students Served by District**	**District**	**Projected Number of Students Served by District**

Name of Service to be Provided:	
Need for this service:	
Strategy selected to address the need:	
Expected Outcome	
Academic Focus:	
Curriculum Used:	
Method(s) of Instruction:	

Proposed Schedule for Delivery of Services: Using the table below, identify the projected minutes per day, days per week, number of weeks, number of students served and approximate start and end date of this service. Provide an estimate or range if service duration varies across district.

Minutes per Day Range	Days per Week Range	Number of Weeks Range	Number of Students to be Served at Each Grade Level				Start Date	End Date
			Grade Level to be Served	PFS at each Grade Level	Non-PFS Migrant at each Grade Level	Total at each Grade Level		
			K					
			1st					
			2nd					
			3rd					
			4th					
			5th					
			6th					
			7th					
			8th					
			9th					
			10th					
			11th					
			12th					

Local Quantitative Measures

Local Assessments: *(Complete for as many local assessments as will be administered to measure the effectiveness of this service. Add or delete columns as needed.)*

Name of Local Assessment(s)	Approximate Pre Test Score Collection Timeframe	Approximate Post Test Score Collection Timeframe

Local Qualitative Measures: Using the table provide below, identify what qualitative data will be collected to determine the effectiveness of the service.

Interviews and Focus Groups:	
Surveys:	
Observations:	

Service Staff Development: Identify staff development necessary to support quality delivery of the service.				
Need	**Title**	**Description**	**Dates**	**Expected Outcomes**
Describe the process used to identify staff development needs:				

Direct Services

Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).							
Title	**Certificated**		**Classified**		**Percent Funded by DSA**	**Percent Funded by Other Program(s)**	**Name of Other Program Funding Source**
	#	**FTE**	**#**	**FTE**			

Support Service Staffing: Identify the staff positions needed to provide support for the services described above (see Fiscal Handbook).							
Title	**Certificated**		**Classified**		**Percent Funded by DSA**	**Percent Funded by Other Program(s)**	**Name of Other Program Funding Source**
	#	**FTE**	**#**	**FTE**			

Service Budget: Identify all costs related to providing the services (instructional and support) to run the service described. Include all applicable and allowable activities (see Fiscal Handbook). Do not include administration costs in this section.			
Object Code	**Description** Object Code Item	**Narrative** Itemize each line item	**Amount**

Administration

For this section, identify all personnel needed to administer ALL services described in the District Application. You must also include an Organization Chart in this section.

Migrant Education Program Staff Organization Chart

List all staff that work for the MEP program by providing a staff organization chart

Instructional Program Specialist - Matthew Johnson
- **Intervention Specialist - Jesus Rodriguez**
- **Family Support Paraprofessional - Martin Gonzalez**

Identification and Recruitment Specialist – Juan Manuel Garcia
- **Recruiter – Sarabjit Bhandal**
- **Recruiter – Uriel Ramirez-Torres**

Personnel Needed to Administer ALL Services Submitted in the DFDA

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 migrant 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.

Title	Service/Activity* RSY SS SR-RSY SR-SS PAC I&R TA/DSA	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program	Name of Other Program Funding Source
		#	FTE	#	FTE			
Instructional Program Specialist	RSY, SS, SR-RSY, SR-SS, PAC, TA/DSA	1	.1			0	100	M.E.P.
Intervention Specialist	RSY, SS, PAC, TA/DSA			1	.2	0	100	M.E.P.
Family Support Paraprofessional	RSY, SS, SR-RSY, SR-SS, PAC, TA/DSA			1	.2	0	100	M.E.P.
Recruiter	RSY, SS, SR-RSY, SR-SS, PAC, TA/DSA			2	.2	0	100	M.E.P.
Identification and Recruitment Specialist	RSY, SS, SR-RSY, SR-SS, PAC, TA/DSA			1	.04	0	100	M.E.P.

*RSY=Regular School Year; SS=Summer School; SR-RSY=School Readiness Regular School Year; SR-SS=School Readiness Summer School; I&R=Identification & Recruitment; PAC=Parent Advisory Council; TA/DSA=Technical Assistance/DSA Monitoring Provided to District

Administration Budget

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 Object Code Item	Narrative Itemize each line item	Amount
5000	Energy Surcharge	1 Office Space x 7 hours/day x$10.00/hour x 72 days	$5,040

Summer School

Object Code	Description Object Code Item	Narrative Itemize each line item	Amount
2900	Other Classified Salaries: Custodian	1 custodian @ $20.78 X 4 Hours X 22 Days	$1,829
2900	Other Classified Salaries: Bus Driver	1 Bus Driver @ $33.79 X 4 X 20 Days	$2,703
2900	Other Classified Salaries: Clerk	1 Clerk @ $17.00/hr. x 6.5 Hours x 26 Days	$2,873
3000-3999	Custodian Benefits	1 custodian @ $4.80 X 4 Hours X 22 Days	$422
3000-3999	Bus Driver Benefits	1 Bus Driver @ $7.63 X 4 X 20 Days	$610
3000-3999	Clerk Benefits	1 Clerk @ $3.66. x 6.5 Hours x 26 Days	$619
5000	Energy Surcharge	6 classrooms X 22 Days X 6 Hours @ $10.00	$7,920
5000	Transportation/Mileage	Cost per mile at J-1 rate 100 miles X 20 Days @ $2.00	$4,000
5000	Energy Surcharge	1 classrooms X 5 Days X 5 Hours @ $10.00	$ 250

School Readiness – Regular School Year

Object Code	Description Object Code Item	Narrative Itemize each line item	Amount (3060)	Amount (3110)

School Readiness – Summer School				
Object Code	**Description** Object Code Item	**Narrative** Itemize each line item	**Amount (3061)**	**Amount (3110)**

Parent Advisory Council			
Object Code	**Description** Object Code Item	**Narrative** Itemize each line item	**Amount**
2900	Other Classified Salaries: Bilingual Support Specialist	1 Bilingual Support Specialist @ $16.94/hr. x 60 hours.	$1,016.40
3000-3999	Bilingual Support Specialist Benefits	1 Bilingual Support Specialist @ $3.82/hr. x 60 hours.	$ 229.20

Other education, health, nutrition and social services			
Object Code	**Description** Object Code Item	**Narrative** Itemize each line item	**Amount**
Identification & Recruitment			
Object Code	**Description** Object Code Item	**Narrative** Itemize each line item	**Amount**

Indirect Cost Charges

Place a checkmark next to services rendered by indirect cost charges

☒ Accounting and budgeting

☒ Payroll preparation

☒ Personnel management

☒ Purchasing

☒ Data Processing

☒ Warehousing

☒ Facilities

☒ Maintenance

☒ Communications

☒ Technology support

☐ Other: (List Below)

Program Evaluation

Program Evaluation Timeline: This table summarizes the activities needed to collect and reflect on the Measureable Objective data identified in each section. Use the table below to summarize the MEP and evaluation activities that will take place to measure the effectiveness of 2015–16 services.

Program and Evaluation Activities	Who is Responsible	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Achieved
Program Activities														
After School Tutoring at Andros Karperos School	M.E.-I.P.S. and Teachers			x	x	x	x	x	x	x	x			
After School Tutoring at Lincoln Elementary School	M.E.-I.P.S. and Teachers			x	x	x	x	x	x	x	x			
Evaluation Activities														
Pre Test: After School Tutoring at Andros Karperos School	M.E.-I.P.S. and Teachers			X										
Post Test: After School Tutoring at Andros Karperos School	M.E.-I.P.S. and Teachers										x			
Post Test: After School Tutoring at Park Avenue Elementary School	M.E.-I.P.S. and Teachers										X			
Pre Test: After School English Tutoring at R.V.H.S.	M.E.-I.P.S. and Teachers			X										
Post Test: Migrant Summer Preschool	M.E.-I.P.S., MJUSD K-8 Curriculum Coordinator,	x												

	Preschool Coordinator, Teachers													

Required Documents Checklist

When complete, submit one hard copy (with original signatures) and electronic copies of these documents to the CDE:

- ☐ 2015–16 Signed District Service Agreement (DSA)
- ☐ Legal Assurances
- ☐ 2015–16 District Budget (ME-1)
    - Detail Pages
- ☐ Most updated Migrant Education Program inventory list
- ☐ Job duty statements for all MEP staff