

# Migrant Education Plan

Parlier DSA 18-19

July 1, 2018 - June 30, 2019

## Section 1: General Information

Short Description:

Subgrantee Type:

Region:

County:

District:

Performance Period Allocation (85%):

Carryover:

Student Leadership:

School Readiness Amount:

Family Biliteracy Grant Extension:

Speech and Debate:

Regional Parent Conference:

Other:

Total Amount Allocated:

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Who is the subgrantee contact?

Name:

Title:

Phone:

Fax:

Email:

## Section 2: Allocation & Student Profile

District	Type	Allocation	Students		
			PFS	Non-PFS	Total
Parlier Unified	DSA	\$311,920	169	574	743
		Pre	0	192	192
		K	16	36	52
		1	10	34	44
		2	9	24	33
		3	8	24	32
		4	10	17	27
		5	7	31	38
		6	9	26	35
		7	8	24	32
		8	8	35	43
		9	6	33	39
		10	4	34	38
		11	8	32	40
		12	1	32	33
		Out of School Youth	65	0	65
		Ungraded	0	0	0

## Section 4: Program Overview

### Base Program Description

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

Specific strategies, programs, curriculum and services designed to address the unique academic needs of EL and socially economically disadvantaged students. Parlier Unified School District is assertively going through the transition into The California Common Core Standards. Teachers have received training in the Common Core Standards. The needs of our EL Students are being addressed through different areas. The Elementary Schools are using the Journeys English Learners program found within the Language Arts adoption. The supplementary strategies used are Systematic ELD, ELPD, KAGAN, SDAIE, and GLAD. The strategies used from these programs are the Use of Complete Sentences, Writing and Reviewing the Content and Language Objectives with students, Front Loading Vocabulary, Use of the Cognitive Content Dictionary. The students will Think-Pair-Share, Hand Up Stand Up Pair Up, Rally Robin, Inside Outside Circle, Round Table and Rally Table, Teacher are using Random Response, Checking for Understanding, Restating Analyzing and Justifying the Answer (RAJ.) The students are also deployed for ELD within the elementary schools to accommodate the different EL levels. The Jr. High and High School Provide ELD classes for students who need this service. The High School ELD classes to help students. The strategies used include Front Loading Vocabulary, CCD Charts (Elementary), Think Pair Share, Sentence Frames, Paragraph Frames, Close Reading, Whole Class and Random Response, Choral Reading, Using questions in Depth of Knowledge 2, 3 & 4.

### Base Professional Development Description

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

The district professional development plans and or activities designed to improve teaching for EL and migrant students. The Entire District received on-going training in Explicit Direct Instruction. Some of the strategies on which the teachers were trained included Teach First, Ask a Question, Pause, Pair-Share, Pick a Non-Volunteer, Listen to the Response, and Effective Feedback (TAPPLE). In addition they were trained on effective use of White Boards for 100% participation and Checking for understanding, (Chin it). The training, which was done by Data Works, is continuing and expanding with GIFT (Great Initial First Teaching), Educeri, Curriculum Alignment, etc. The elementary schools received training in GLAD strategies. Some of these strategies on which the teachers were trained were Cognitive Content Dictionary, Observation Charts, Inquiry Charts, Process Grid and Expert Groups. The district has embarked in KAGAN Professional Development for all Elementary and Jr. High staff. There is evidence of implementation throughout the district. The High School will be trained in these strategies as well. These strategies or structures such as Quiz-Quiz Trade, All Write Round Robin and Rally Robin have been helping our students to become more engaged in the instructional process and therefore access the requisite academic conversations on grade level content.

### 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?

A summary of support services provided by the district to address health and social well-being for all students: Parlier Unified School District provides a partnership between the district and Adventist Health to provide health services to the students. A New Clinic for Adventist Health has been opened adjacent to Brletic Elementary. The social well being of our students are being addressed at different levels. The use of KAGAN strategies open the door to the use of Class building and team building activities which address the socio emotional needs of the students. The use of Stop, Talk and Walk strategies address the fight against bullying in the school and in Cyberspace. The implementation of Character Education addresses the values that all students should possess. The use of Positive Behavior Intervention and Support (PBIS) in combination with Time to Teach, provide the students with guidelines as to how to behave positively, and the reflection and consequences for transgressions of the rules. In using these strategies, Parlier Unified School District has reported a drop in suspensions throughout the district. This drop in suspensions and the use of Time to Teach in combination with PBIS, has earned all the schools in Parlier Unified the GOLD Medal School Award for 2014-15, and again in 2015-16.

### Private School Collaboration

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

There are no private schools within the district boundaries.

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## 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.

A description of the district's parent education and parent involvement components for the district. The District has committed to include parents in joint transparent conversations regarding the present and future needs of the students and district. The district has organized parent Science and Math nights in Spanish. The district is also providing training through PIQE. The training will inform parents how they can be active participants in the district and the schools. Parents are invited and involved in the planning and writing of the LCAP and the Migrant District Service Agreement including participating in needs assessments and reviewing the goals. They are also involved in School Site Councils, English Learner Advisory Committees, Migrant Parent Advisory Committees, District English Learner Advisory Committee, etc.

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

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

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## 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.

Parlier Unified School District coordinates with other programs through site and district articulation. The district provides opportunities for teachers and support personnel to receive professional development in the areas of specific needs of our student sub groups. Specifically, the strategies, programs, curriculum and services designed to address the unique academic needs of EL and socially economically disadvantaged students is centered on providing full access to all students to the core content. Parlier Unified School District continues to provide additional training and support for teachers in the area of the California Common Core Standards. The needs of our EL students, some of which are Migrant, are at the core of our planning for district wide initiatives addressing instructional practices, progress monitoring, and assessment. The elementary schools are using the Journeys English Learners program found within the Language Arts adoption. The supplementary strategies used are Systematic ELD, English Language Professional Design (ELPD) strategies, KAGAN, SDAIE, and GLAD. These strategies are utilized to help students access core instruction through the writing process, tiered vocabulary development, and engagement that affords student the opportunity to practice the content skills in a low affective environment. Teachers use random response techniques to check for understanding as a way to monitor how students understand core content subject matter. In addition to structured core instructional lessons, students are deployed to receive designated language-based instruction in English ELD level. Students at the Jr. High and High School level are provided with a designated ELD period based on their ELD level. The strategies used for language instruction include front loading vocabulary, CCD Charts (Elementary), Kagan engagement structures, Close Reading, opportunities for group collaboration, Choral Reading, and critical thinking questions in Depth of Knowledge 2, 3 & 4. Overall, Parlier Unified understands the importance of aligning all programs to best meet the needs of our students. The district's focus is to provide all students with the core or base services while providing our student sub groups with the additional support needed to provide them with an equitable opportunity to be college- and -career ready. This is only possible by utilizing our targeted resources strategically.

## Section 5: Regular School Year

### 1. Migrant ELA and Math Saturday Academy

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

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

When will the service/allowable activity be provided?

- After School
- Saturday
- Before School
- Other:

Where would the service/allowable activity be provided?

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

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

The need for the Migrant ELA and Math Saturday Academy is based on the California Dashboard state indicator for English Language Arts and Math data which indicates our students are performing at a Very Low Status. Our students are performing 74.9 points below the Level 3 of the California Dashboard Indicator in English Language Arts and 104.5 below Level 3 of the California Dashboard Indicator for Mathematics. As a district, our students are scoring at level 1 (Red) in ELA and Math.

#### Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

The key skills to be learn during Saturday Academy are the following:

ELA-Students will provided with opportunities to review concepts in ELA by using Close Reading strategies and comprehension skills. In addition, students will be provided with note-taking strategies necessary to process content information. Students will also be provided with writing strategies that allow students to articulate opinions, reflections, argumentative pieces of writing.

MATH-Students will be provided with opportunities to practice math problem-solving skills using the Eight Mathematical Practices of the Common Core Standards. Students will also be encouraged to explain their calculation outcomes through writing. Teachers will provide the framework for providing supportive details to explain answers. Tier III (Content-Specific) vocabulary will be used to support their answers.

#### Student/teacher ratio:

The student teacher ratio will be 20:1 to provide for more hands-on application of content standards and skills.

#### Instructional strategies:

The instructional strategies for the Saturday Academy will include differentiated instruction, small group support, collaborative groups, partner work, checking for understanding, teacher modeling skills for students with opportunities to practice before independent practice. Also, teachers will use visuals to support EL students access core material.

#### Student grouping method:

Students will be grouped in heterogeneous groups while teacher will work with small same ability level groups of students. Teachers will also use whole class instruction for broader skills needing teacher to model skills.

#### How instruction will be differentiated:

Instruction will be differentiated by teachers reviewing student performance data in English Language Arts and Math. Once teachers have identified student needs, students will be provided with small group targeted instruction for same ability level students. Teachers will differentiate based on content and course concepts.

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

Teachers will be expected to use the formal English register when working with students. Teachers will also encourage students to substitute Tier 1 words for Tier II words.

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

##### English Language Arts

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

##### Mathematics

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

##### English Language Development

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

##### Student Engagement

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

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

The evidence-based curriculum that will be used is the following:

- Read 180
- Supplemental common core practice guides
- CBM Math

#### Service/Allowable Activity Staff Development

What are the specific staff development activities?

Parlier Unified School District will partner with FCSS to provide professional development in the full implementation of the ELA/ELD Framework, specifically the Integrated and Designated components of the framework. The training will also include EL student instructional strategies. Teachers will receive professional development in the mathematical practices at all grade levels. In elementary, focus will be on foundational skills, while at the secondary level, teachers will be provided with math strategies that focus on real-life applications and project-based instruction.

What dates approximately will the staff development take place?

Date
08/2018
10/2018
01/2019

#### Service/Allowable Activity Evaluation Plan

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

The expected outcome for this activity is to engage students in their learning of the English Language and the concepts of Math. WE want our students to be able to engage in grade level content material using their critical thinking skills, while being able to articulate their knowledge/skills to real world applications. In addition, we want our students to be able to meet and or exceed grade level standards to prepare them for college or career. Our short term goal is to increase the number of students who move one or more levels on the state assessment in ELA and Math.

#### Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	Migrants student participating in the Migrant Saturday Academy will be assessed for progress towards mastery of grade level proficiency in ELA and Math by using the CAASPP Interim Assessment Block (IAB) assessments in English Language Arts and Mathematics. Students will also improve by one level on the district writing performance task as measured by the district's writing rubric for either a narrative, informational, argument, or opinion writing.

#### Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Observation	Saturday Academy teachers will share student data with homeroom/ELA/Math teachers. Teachers will progress monitor students by taking anecdotal notes and using the informal assessment information to plan lessons for support.



Local Qualitative Measure	Local Performance Target
Interview	Saturday Academy teachers will conference with students to discuss progress and feedback.

Service/Allowable Activity Migrant Students Served

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

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

Grade	PFS	Non-PFS	Total
Pre	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	6	33	39
10	4	34	38
11	8	32	40
12	1	32	33
Out of School Youth	0	0	0
Ungraded	0	0	0
<b>Total</b>	<b>19</b>	<b>131</b>	<b>150</b>

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
9 - 12	150	10/08/2018 - 05/03/2019	22	240	5,280

Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE
Saturday Academy Teacher	Certificated	2	2.00

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

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

Title	Classification	Number of	
		Staff	FTE

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	Two teachers will provide ELA and Math Saturday Academy instruction/tutoring for Migrant students in grades 10th-12th grade. Teachers will be paid for a total of four (4) hours each for approx. 18-20 Saturdays @ \$35.00/hr = \$ 2,560.00 per teacher (x 2)	\$5,120

Object Code	Description & Itemization of costs	Amount
3000 Employee Benefits	Employee Benefits for two (2) Saturday Academy Teachers. 2 x \$465.00 each approx. = \$930.00	\$930
Total:		\$6,050

## 2. Migrant After School Tutorial 1st -12th grade

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

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

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:

Where would the service/allowable activity be provided?

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

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

The need for this activity is based on the outcome of the most recent California Assessment of Student Performance and Progress (CAASPP) and the California English Language Development Test (CELDT) results. Parlier Unified has a total of 23% of it's students either meeting or exceeding state standards in the area of English Language Arts/Reading, while we have seen a slight decrease in the progress indicator for English Learners attaining English language proficiency from 71.7% in 2016 to 70.8% in 2017. Although the English language state assessment has changed to the English Language Proficiency Assessment of California (ELPAC), the need to provide additional support in the acquisition of English is at the core of having our students access core content. This activity will allow students to meet with after school personnel who will work with them in small groups targeting key areas of need. Our Migrant students need the opportunity to develop their reading fluency and comprehension skills, including the opportunity to transfer those skills into the writing domain. The after school tutorial will provide opportunities for Migrant students to receive intervention for an hour daily in key areas of need in order to help them access core content while learning English.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Students participating in the Migrant After School program will be able to increase their reading fluency and comprehension skills through Guided Reading instruction. Careful planning will include teachers knowing students' English proficiency levels in order to develop fluency and comprehension. Teachers will use writing exemplars and rubrics to teach writing in all three genres (narrative, opinion, and informative). The focus skills will be the word blending and segmenting for reading fluency at the elementary level, while building fluency and comprehension using close reading. In addition, teachers will use literature circles to build comprehension and analytical skills. Special focus will be on the development of Tier II vocabulary.

#### Student/teacher ratio:

The student to teacher ratio will be 20 students for every teacher. This number of students per teacher will allow for small group instruction and progress monitoring.

#### Instructional strategies:

The instructional strategies that will be utilized in the after school tutoring program will include differentiated instruction, small groups, collaborative groups, partner sharing, and one-on-one conferencing with teacher. In addition, teachers will use checking for understanding using sentence frames for students to answer at their English language proficiency level. Students will be expected to answer in complete sentences, while teachers are expected to use the formal English register when teaching.

#### Student grouping method:

Students will be grouped in similar ability groups to work with teacher on Guided reading. Students will also be placed in collaborative heterogeneous groups to build collaboration and communication skills. Students will be paired with peers for extended opportunities to practice skills.

#### How instruction will be differentiated:

Instruction will be differentiated by the teacher reviewing and analyzing student data on a weekly basis. The information obtained from formative and summative data will be utilized to address gaps in the acquisition of the English language as it pertains to language functions and reading fluency. Teachers will monitor student growth by taking anecdotal notes and conferencing with students to review progress. Teachers will place students in same ability level groups for targeted Guided Reading instruction. Students will be asked questions at their instructional level/English proficiency level using sentence frames. Teachers will be expected to keep Learning Plans to monitor student progress.

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

Teachers and support personnel will be using the formal register of English when working with students.

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

##### English Language Arts

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

## English Language Development

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

### Student Engagement

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

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

We will utilize the following evidence-based curriculum for instruction:

Imagine Learning (1st -6th)

Read 180 (1st - 12th)

Guided Reading (1st- 6th)

English 3D (7th -12th)

Houghton Mifflin and McGraw Hill Leveled Readers (1st - 6th)

### Service/Allowable Activity Staff Development

What are the specific staff development activities?

The after school staff will participate in the district's F.C.S.S. professional development trainings throughout the academic year. Specifically, the focus will be full participation in the Blueprints for Effective Leadership and Instruction for our English Learners' Future (B.E.L.I.E.F.) Module training for all Kindergarten through 12th grade teachers and support staff. The training will address the needs that second language learners have when trying to access core content. The training will target key strategies of student engagement with text, opportunities for language use, and progress monitoring.

In addition, K-2 teachers will also be trained in Early Literacy via the Orton Gillingham system. This training will provide teachers with the opportunity to address literacy gaps in the area of reading fluency and reading comprehension.

What dates approximately will the staff development take place?

Date
06/2018
08/2018
01/2019

### Service/Allowable Activity Evaluation Plan

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

Migrant students participating in the After School program will be able to increase their level of reading fluency and comprehension as measured by the district diagnostic assessment Fast Bridge. In addition, students will demonstrate an increase in their English proficiency level as measured by the post- ELPAC practice test at their grade level.

### Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
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Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	Teachers will use the ELPAC practice tests by grade level as a pre- and post-test for English language proficiency in all four domains: listening, speaking, reading and writing.
Pre and Post Assessment	Teachers will administer Running Records to monitor student reading fluency and comprehension. Running records will be recommended to be administered at least as a pre- and a post-test. More Running Records can be administered as needed to monitor and differentiate instruction.

#### Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Observation	Teachers will take anecdotal notes to monitor student progress through informal observation and note taking. Notes will be added to student folder and monitored for growth.
Interview	Teachers will conference with students and discuss academic progress and/or provide feedback for skill improvement.

#### 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	10	34	44
2	9	24	33
3	8	24	32
4	10	17	27
5	7	31	38
6	9	26	35
7	8	24	32
8	8	35	43
9	6	33	39
10	4	34	38
11	8	32	40
12	1	32	33
Out of School Youth	0	0	0
Ungraded	0	0	0
<b>Total</b>	<b>88</b>	<b>346</b>	<b>434</b>

#### Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
1 - 6	209	09/24/2018 - 05/03/2019	28	60	1,680
7 - 8	75	09/24/2018 - 05/03/2019	28	60	1,680
9 - 12	150	09/24/2018 - 05/03/2019	28	60	1,680

#### Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE
After School Migrant Teacher	Certificated	5	5.00

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	Five (5) Teachers will be paid to provide tutoring services after school to migrant students in 1st - 12th grade. 55 hours @ \$35.00/hr = \$1,925.00 per teacher = \$9,625.00.	\$9,625
3000 Employee Benefits	Employee Benefits for five (5) Certificated Teachers. Approx. 5 x 350.00 each = \$1,750.00	\$1,750
Total:		\$11,375

### 3. Cyber High

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

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

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:

Where would the service/allowable activity be provided?

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

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

The need for Cyber High is attributed to the movement experienced by our Migrant students in Parlier High School. The district's CAASPP results in ELA indicate that 39.58% of Parlier High School students met or exceeded state standards as compared to the state's 59.76% met or exceeded standards. In Mathematics, we had a total of 9.68% of our Parlier High School students meeting or exceeding standard, while at the state level, 32.14% of high school students met or exceeded standards. This data indicates that our Migrant students are in danger of failing to earn credits and thus not have the credits necessary to graduate from high school. There is a need to provide Cyber High Credit Recovery for Migrant students.

The mobility of our Migrant students poses a challenge for credit recovery. Therefore, Cyber High is necessary to prevent our students from loss of credits when they fall behind. The Cyber High program allows students to learn content material and are assessed to monitor learning through this program.

#### Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

The key skills that will be learned will be content specific to the recovery of credits, comprehension strategies, note-taking, and journal writing

Student/teacher ratio:

The student to teacher ratio will be 5:1



Instructional strategies:

The instructional strategies that will be utilized include differentiated instruction, one-on-one support, checking for understanding, and small group instruction. The students will encouraged to support their understanding through writing and reflective dialogue. Migrant Counselor will provide scaffolding and use student's prior knowledge to build concepts.

Student grouping method:

Students will be placed in small group and one-one one.

How instruction will be differentiated:

The Migrant Counselor will review the student's transcripts and meet with the student to discuss pathway to completion of credits based on their current record. Students will have opportunity to receive feedback from Migrant Counselor through a one-on-one conference.

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

The Migrant Counselor will use the formal English register at all times when working with students.

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

High School Graduation/Dropout

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

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

The students will be utilizing the evidence-based coursework in Cyber High.

Service/Allowable Activity Staff Development

What are the specific staff development activities?

The Migrant Counselor will be trained to administer the Cyber High program. In addition, the Migrant Counselor will also participate in district professional learning opportunities centered on instructional strategies for second language learners.

What dates approximately will the staff development take place?

Date
08/2018
10/2018
01/2019

Service/Allowable Activity Evaluation Plan

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

The outcome of Cyber High Credit Recovery program will demonstrate increased student learning of content material while successfully completing the required courses needed to recover credits.

#### Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	We will use the CAASPP Interim Block Assessments (IBAs) and the D and F school report to progress monitor.

#### Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Interview	The Migrant Counselor will meet with the students to discuss performance and progress.

#### Service/Allowable Activity Migrant Students Served

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

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

Grade	PFS	Non-PFS	Total
Pre	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	6	33	39
10	4	34	38
11	8	32	40
12	1	32	33
Out of School Youth	0	0	0
Ungraded	0	0	0
<b>Total</b>	<b>19</b>	<b>131</b>	<b>150</b>

#### Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
9 - 12	150	08/20/2018 - 05/31/2019	38	60	2,280

#### Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE
Migrant Counselor	Certificated	1	0.50

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

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

Title	Classification	Number of	
		Staff	FTE

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1200 Pupil Support Services	Migrant Counselor will provide Cyber High program and other necessary academic services to Migrant student in grades 9th-12th (\$40.92/hr x 760 hrs. = \$31,106.00 approx.)	\$31,106
3000 Employee Benefits	Employee Benefits for one (1) Migrant Counselor (1 x \$5,656.00 approx.).	\$5,656
3000 Employee Benefits	Migrant Counselor (Fringe Benefits \$12,045.00 * 10.41% = \$1,255, approx.) + (Health Benefits = \$8,014.00) = \$9,269.00.	\$9,269
4300 Materials & Supplies	Materials and supplies for Migrant students attending After School, ELA and Math Intervention, Saturday Academy, and Scholars Programs. Supplemental materials and supplies, including Leveled Readers use to develop reading fluency and comprehensions during the after school tutorial (Paper, pens, pencils, etc.). Approx. (\$3,000/12 months = \$250.00/Month).	\$3,000
5700 Transfers of Direct Costs	Staff transportation costs for transporting students to Dr. appts., field trips, events (\$240.75 x 4 quarters = \$963.00) and transportation costs for field trips with teachers (342 miles x \$9/mile = \$3,080)	\$4,043
5800 Prof/Cons/Serv & Operating Exp.	Incentives for attendance and participation in programs. 60 students x \$51.18	\$3,071
<b>Total:</b>		<b>\$56,145</b>

#### 4. Migrant Speech and Debate Competition

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

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

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:

Where would the service/allowable activity be provided?

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

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

The Speech and Debate competition will allow Migrant students to compete with other high school students using their speech and debate skills. Migrant students will have the opportunity to use their speaking and research skills to articulate their positions on set topics. This real-life experience is aligned to the California Common Core Standards.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Speech and Debate is an essential opportunity that should be provided to all students. Studies and professional opinions touting the benefits of participation in speech and debate, also known as forensics, are easily found. Students develop skills in research, critical thinking, organization, persuasion and communication.

Student/teacher ratio:

The teacher ratio in Speech and Debate will be 12:1. The teacher will also have support from Migrant Support Aide/ID&R with the recruitment of the 12 students in grades 9th-12th.

Instructional strategies:

Speech and debate provides students an opportunity to develop skills in research, critical thinking, organization, persuasion and communication. Students must set aside personal bias and previous knowledge to objectively debate both sides of an issue. Students must understand the complexities of the world in order to develop solutions that are workable and solve the inherent problems. Students learn to accept constructive criticism from judges in each round and use it to improve their future performance.

Other strategies include the following:

- **Stage a Debate: A Primer for Teachers (Lincoln-Douglas Debate Format)**  
Adapt the standard debate format; plus ten strategies for engaging students in debate. (Grades 9-12)
- **Role Play Debate**  
Students assume the roles of various stakeholders in debates on issues of high interest. (Grades 9-12)
- **Using Fairy Tales to Debate Ethics**  
Three fairy tales challenge students to think about honesty, right and wrong, and other questions of ethics. (Grades 9-12)
- **Four Corners Debate**  
A debate strategy gets kids thinking and moving. Debate topics included for all grades. (Grades 9-12)
- **Inner Circle, Outer Circle Debate Strategy**  
The inner/outer circle debate strategy emphasizes listening to others' views and writing an opinion essay. (Grades 9-12)

Student grouping method:

Speech and Debate students will be allowed to work in small groups to practice their exchange skills in a comfortable setting. Also, students will be allowed to have collaborative groups which will help refine their listening and reflective skills to be better prepared to counteract.

Students will also be provided whole group instruction in home in order to increase resolutions for their potential gaps in the process.

Lastly, students will also practice closely with their homeroom teacher.

How instruction will be differentiated:

The instruction for the Speech and Debate team will include the understanding that every student has a learning modality. The teacher will be sure to analyze the strengths of the

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

Students will be expected to speak in complete sentences while teachers will speak in the formal English register. This process will help with the development of Tier II vocabulary (academic English).

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

English Language Arts

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

English Language Development

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

## Student Engagement

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

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

The evidence-based curriculum will be vary depending on the site administration and the collaboration of the English Department team.

## Service/Allowable Activity Staff Development

What are the specific staff development activities?

The Speech and Debate Coach will be provided with training through Fresno County Superintendent of Schools Migrant Program. The Coach will work closely with other school site certificated personnel in the English Department to best prepare our Migrant students with the necessary skills to compete.

What dates approximately will the staff development take place?

Date
12/2018
02/2019

## Service/Allowable Activity Evaluation Plan

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

The expected outcome is for Parlier Unified Migrant students to place in the top three positions of the regional competition and qualify to compete at the Speech and Debate competition at the state level. In addition, through this experience, Migrant students will also develop oratory and research skills needed for college or career.

The expected outcome for the competition is to score a 4 or 5 on the overall five-point Speech and Debate rubric.

## Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Interview	Migrant students on the Speech and Debate team will be able to increase their reading, listening, speaking, and writing skills in English and increase in their English proficiency level by one or more levels.

## Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Observation	Migrant students participating in the Speech and Debate will be observed for growth using verbal feedback.

## 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

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

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
9 - 12	12	12/03/2018 - 05/03/2019	50	120	6,000

Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE
Migrant Speech and Debate Coach	Certificated	1	1.00

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

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

Title	Classification	Number of	
		Staff	FTE

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	Migrant Speech and Debate Coach Stipend. Certificated Coach will receive \$550.00 for Regional placement and additional \$550.00 for qualifying for state competition (\$550.00/Regional and \$550.00/State) = \$1,100.00.	\$1,100
3000 Employee Benefits	Employee Benefits for one Speech and Debate Coach. \$201.00 approx.	\$201
4300 Materials & Supplies	Speech and Debate materials and supplies needed for competition = \$2,549.00.	\$2,549
5200 Travel & Conferences	Travel and Conference expenses for Migrant students participating in the Migrant Speech and Debate regional and state competition(s). Speech and Debate team must qualify for state competition = \$2,000.00.	\$2,000
<b>Total:</b>		<b>\$5,850</b>

## Section 6: Summer/Intersession

### 1. K-6 Summer School Migrant Tutorial

When is this service/allowable activity offered?

Summer

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

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

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:

Where would the service/allowable activity be provided?

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

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

The need is to provide language support to help students meet reclassification criteria and Parlier High School scoring 39.58% in English Language Arts and 9.68% in Mathematics, as measured by the CAASPP, students need above and beyond support than the regular school provides. Migrant student deficits require additional time and resources to improve in the areas of reading fluency and comprehension, writing narratives and English Language Development skills at the K-12 grade levels. The additional one (1) hour of small group intervention tutorial session will be scheduled during the regular summer school enrichment periods.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Migrant students will increase their reading fluency, develop reading comprehension skills, and develop their English language speaking skills.

Student/teacher ratio:

The teacher to student ratio will be 20:1

Instructional strategies:



The instructional strategies that teachers will utilize will include checking for understanding, small group instruction, partner groups, as well, as collaborative groups to encourage use of English language and application of skills. Teachers will also focus on Tier II vocabulary and scaffold content material to allow for comprehension. The classroom environment will have a low affective filter to allow students to contribute to class discussions and presentations.

#### Student grouping method:

Teachers will group students in homogeneous small groups specifically for Guided Reading, heterogeneous groups for collaborative teams, whole group instruction for initial first teaching/review, and partner sharing for extended opportunities to practice skills and language structures.

#### How instruction will be differentiated:

Instruction will be differentiated by the teacher analyzing student assessment data prior to planning for grouping of students. Sentence frames will be provided for students to use based on their English language proficiency levels. Students will be asked questions tailored to address their language and instructional level. The use of visuals will be provided as a resource for students to reference when working in groups or independently. Teachers will also conference with students one-on-one to provide instructional feedback and support.

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

Teachers will provide support for Migrants students to respond in complete sentences, while the teachers and tutors will be expected to use the formal English register when working with students.

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

##### English Language Arts

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

##### Mathematics

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

##### 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?

The evidence-based curriculum that will be utilized in Summer School will be intervention material from the Houghton Mifflin core program, Read 180, English 3D, and intervention components of McGraw Hill Go Math!

### Service/Allowable Activity Staff Development

What are the specific staff development activities?

Teachers will be provided with review of the Fast Bridge diagnostic assessment which includes the running record component. Teachers will also review the English Learner strategies of engagement.

Teachers will also utilize the Guided Reading strategies for small group instruction.

What dates approximately will the staff development take place?

Date
06/2018

### Service/Allowable Activity Evaluation Plan

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

Migrant students will increase their reading fluency level(s) by one proficiency level and/or meet grade level reading fluency. Students will also develop an understanding of writing functions for writing genres (Narrative, Opinion, Informative, or Argument).

### Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	The quantitative tool we will utilize to monitor student growth will be the ELPAC practice tests and the CAASPP Interim and summative assessments. In addition, the student progress will be monitored using the Fast Bridge diagnostic assessment of reading.
Pre and Post Assessment	Teachers will utilize running records to monitor student reading fluency and comprehension.

### Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Observation	Teachers will take anecdotal notes and use student reading portfolios to monitor student reading fluency levels. The goal is to have students read at or above their grade level.

### 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	16	36	52
1	10	34	44
2	9	24	33
3	8	24	32
4	10	17	27
5	7	31	38
6	9	26	35
7	0	0	0

Grade	PFS	Non-PFS	Total
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Ungraded	0	0	0
<b>Total</b>	<b>69</b>	<b>192</b>	<b>261</b>

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
K - 6	261	06/11/2018 - 06/29/2018	15	120	1,800

Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE
Professional Consulting for Tutoring Services	Classified	4	0.40

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

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

Title	Classification	Number of	
		Staff	FTE

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
2200 Support Services Salaries	Migrant Support Aide to do ID&R with hourly salary of up to \$33.33/hr, 8hrs. per day for 15 days = \$4,000, approx.	\$4,000
3000 Employee Benefits	Employee benefits for one Classified person $4,000 * 23.45\% = \$938.00$ .	\$938
4300 Materials & Supplies	Materials and supplies for Summer School students. Funding will be utilized to purchase Migrant students with school supplies (writing tablets, pen, pencils, highlighters, etc.) to be prepared to take notes and do homework. Amount allotted for student supplies = \$8,000.00.	\$8,000
4300 Materials & Supplies	Materials for ID&R Support Aide and Migrant students (paper, pens, pencils, etc.)	\$3,315
5100 Subagreements for Services	K-6th grade Summer School Migrant Tutoring consulting services for tutoring (\$13,000.00).	\$13,000
5700 Transfers of Direct Costs	Transportation for Staff to transport students to Doctor appointments, etc.	\$597
	<b>Total:</b>	<b>\$29,850</b>

## 2. 7-12 Summer School Tutoring Services

When is this service/allowable activity offered?

Summer

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

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

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:

Where would the service/allowable activity be provided?

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

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

The summer tutoring services will be provided for students at the 7th-12th grade level who need additional support with their ELA and Math skills. Students in Parlier Unified scored 23.04 in ELA and 14.64 in Mathematics as measured by the CAASPP assessment. The need for our Migrant students is to provide them with additional resources in ELA and Math so that they have access to core content in the courses. Due to their high mobility, Migrant students encounter a lapse in time spent in the classroom. This service will provide the extended amount of time needed for our Migrant students to recoup skills needed to have full access to their core classes.

### Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

The contract for tutoring services for Migrant students in grades 7th - 12th grade will include tutors working with students in their core courses during summer school hours. The focus will be to assist students with content material presented by teacher. The tutoring program will be a push in model. In addition, the professional consulting group will provide tutors after school from 3:00-6:00 p.m for Migrant students to complete courses on Cyber High. The Migrant Counselor will be there to assist students with the management of the course assessments along with the certificated consulting group member. The Migrant Counselor will be funded through Title I, Part A.

Student/teacher ratio:

The student ratio to the two certificated personnel and two tutors will vary upon need.

#### Instructional strategies:

The instructional strategies will include one-on-one meetings, small group support in classes, student needs assessment review, the use of visuals, and checking for understanding.

#### Student grouping method:

Whole class for initial directions/skill set presentation, small group for targeted support, one-on-one for conferencing and providing feedback, pairs to provide opportunities to practice skills, and independent work.

#### How instruction will be differentiated:

Differentiation of instruction will be based on each Migrant Learning plan. Learning Plans will allow teachers to monitor individual growths and areas of need. Based on the specific needs of students, lessons will be developed to address similar needs. Tutors helping students in the classroom will pull students back for small group review and support to complete tasks.

Teachers will analyze student language proficiency levels and ask questions according to their instructional level while also providing sentence frames to support student responses and full access to core instruction.

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

Teachers will use the formal English register to talk to students while students will be encouraged to respond using complete sentence. the goal is to develop Tier II vocabulary (academic English).

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

##### English Language Arts

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

##### Mathematics

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

##### English Language Development

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

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

The curriculum will vary depending on the content tutors will provide support, in addition to Cyber High.

### Service/Allowable Activity Staff Development

What are the specific staff development activities?

The teachers and tutors for the 7th-12th grade tutoring program will receive training in the areas of working with students in small groups and one-on-one. Specifically, they will be trained on the intervention program components, checking for understanding, close reading, and Cyber High.

What dates approximately will the staff development take place?

Date
06/2018

### Service/Allowable Activity Evaluation Plan

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

The expected outcome for the 7th-12th grade tutoring program will be using the learned strategies and intervention program skills effectively by teachers and tutors. In addition, it is expected that student performance and progress outcomes will show an increase in content knowledge and reading fluency/comprehension.

### Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	The local quantitative measure for students in grades 7th-12th grade will include the pass rate of coursework completed through Cyber High. In addition, student measures of improvement will be monitored through the use of running records measuring reading fluency and comprehension. Students will also have an opportunity to take the ELPAC Practice test to assess improvement in the areas of speaking, reading, listening, and writing.

### Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Observation	The qualitative measure for the 7th-12th grade students participating in the tutoring program will include the observational notes by the teacher and tutors. Information obtained will be listed in the student's learning profile.

### 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	8	24	32
8	8	35	43

Grade	PFS	Non-PFS	Total
9	6	33	39
10	4	34	38
11	8	32	40
12	1	32	33
Out of School Youth	0	0	0
Ungraded	0	0	0
<b>Total</b>	<b>35</b>	<b>190</b>	<b>225</b>

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
7 - 12	225	06/12/2018 - 07/06/2018	19	390	7,410

Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE
Education and Leadership Foundation	Certificated	4	4.00

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

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

Title	Classification	Number of	
		Staff	FTE

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
4300 Materials & Supplies	Supplemental materials and supplies for Migrant students during tutoring = \$6,138.00.	\$6,138
5800 Prof/Cons/Serv & Operating Exp.	Professional consulting services for tutoring students in grades 7th-12th grades at a cost of \$25,000.00.	\$25,000
	<b>Total:</b>	<b>\$31,138</b>







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

### 1. Health and Nutrition

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Support Service

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

Which service areas does this activity address?

Health

When will the service/allowable activity be provided?

After School

Saturday

Before School

Other:

Where would the service/allowable activity be provided?

Home-based

District-wide

Site/Center-based

Region-wide

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

The need for this focus on Health and Nutrition services is to help our students make better health and nutritional choices, adopt a healthy lifestyle and to be better prepared to learn everyday. Health and Nutrition lessons are provided during regular school day by our Physical Education teachers at all sites. Weekly health and nutrition lessons are supported by this activity at all schools in Parlier Unified School District.

#### Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Parlier Unified School District will work closely with Fresno County Superintendent of Schools office to continue health screenings at all sites. Our Migrant staff will continue to help families connect to health services and resources through the referral process as needed and throughout the school year..

Our district Nurses will work closely individual school sites, Fresno County Superintendent of Schools and outside local /community agencies to maintain the focus on healthy lifestyles, health and nutrition and to provide the needed services to our families..

Student/teacher ratio:

Health and nutrition services will be provided to all Migrant students as needed.

The teacher to student ratio will vary depending on the time of health services activities and schedules.

Instructional strategies:

The district Wellness Committee and Physical Education teachers will work in conjunction to provide students and parents with information that revolve around healthy lifestyles and nutritional food selections. This will take place at parent meetings and in classrooms for students. The Migrant Parent Advisory Committee (MPAC), as well as other district committees, will also receive information about workshops available throughout the year.

Student grouping method:

The student grouping method will vary based on need, topic,, goals, objectives, target groups, and expected outcome.

Grouping will include one-on-one, partners, small group, and whole group.

How instruction will be differentiated:

The instruction will vary depending on student and parent need and workshop goals.

Differentiation for parent workshops will be based on parent feedback and requests for workshops. The differentiation will be based on targeted audience and or small groups.

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

The Counselors, Psychologists, and other Support personnel will be provided with additional training either through our Student Support Department and/or FCSS. Peer Counselors will be a target for this school year to add to the support for students.

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

Education, Health, Nutrition, and Social Services

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

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

The curriculum will depend on the presenters, topic, and need.

Service/Allowable Activity Staff Development

What are the specific staff development activities?

The staff development activities will include:

1. The sites will receive information about health and nutrition services provided for students and their families from the PUSD Wellness Committee
2. The district will provide will also provide access to FCSS parent workshops focused on Health and Nutrition
3. The Student Support Services Department will provide site presentations on Emotional and Social well-being of students
4. We will provide MPAC parents with Health and Nutrition workshops during MPAC meetings

What dates approximately will the staff development take place?

Date
10/2018
01/2019
03/2019

Service/Allowable Activity Evaluation Plan

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

The expected outcome for this activity is to encourage students to make healthier food choices, incorporate active lifestyles through exercise, and emotional/social well-being.

Other expected outcome is to provide parents and the community with tools that support their children's overall health.

#### Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Other	Quantitative Measures for these services/activities will be site/departmental and presenter/representative-specific.

#### Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Other	Qualitative Measures will be site, departmental, presenter/representative- specific.

#### 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	192	192
K	16	36	52
1	10	34	44
2	9	24	33
3	8	24	32
4	10	17	27
5	7	24	31
6	9	26	35
7	8	24	32
8	8	35	43
9	6	33	39
10	4	34	38
11	8	32	40
12	1	32	33
Out of School Youth	65	0	65
Ungraded	0	0	0
<b>Total</b>	<b>169</b>	<b>567</b>	<b>736</b>

#### Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
K - 12	743	08/20/2018 - 06/07/2019	22	60	1,320

#### Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE

Support Service Staffing: I identify the staff positions needed to provide support for the service described

above (see Fiscal Handbook).

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

Title	Classification	Number of	
		Staff	FTE

Service/Allowable Activity Budget Detail

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

## 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.

Parlier Unified School District uses both the the regional and the district office to support I & R activities and personnel. Regional Office: 1. Personnel: Region IV's I&R supervisor and designated State Educational Agency (SEA) reviewers work at the regional office along with additional staff trained in MEP recruitment. 2. Regional I & R Responsibilities- Oversee I&R and provide Quality Control oversight; train district recruiters; provide specific workshops based on I& R district needs including individual needs, updates and technology; and provide resolutions to district I& R questions. District Office: The Migrant Support Technician maintains student data, and helps organize migrant events, CLP Summer Academies, Camp Opening, Kinder .Registration, and helps with I & R when possible within the different district events. The two migrant support aides/recruiters (FTE 2) meet with attendance clerks, school registrars, teachers, and counselors to identify students that may be migrant students. Specifically, they target new student arrivals and kindergarten students at registration. They also attend community events such as parades and festivals to give out information to families that may qualify for the migrant program. Our one evening migrant liaison/recruiter (FTE .44) is responsible for setting up a booth at home games (e.g. soccer) to recruit more families. Our community liaison/recruiter make visits to neighborhood apartment complexes and businesses (stores, health centers, Laundromats) to inquire about any new families that arrive in the area. Community Events such as Red Ribbon at Earl Ruth Park, Parlier Earth Day, and other Parlier events are attended by migrant recruiters. Recruiters also organize and set up application procedures when the Migrant Labor Camp arrives in April. The Parlier Unified School District's Migrant mini conference is another school wide event for migrant families. The migrant recruiters use this event for families to refer other possible families that may qualify to be in the migrant program.

### I&R Quality Control Plan

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

Title	File Name	Last Update
Region IV Identification & Recruitment Quality Control Plan	Region_IV_Quality_Control_Plan_April_2018.pdf	04/19/2018 10:30 AM

### District Staff Roles in the I&R Quality Control Process

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

Regional I & R Responsibilities- Oversee I&R and provide Quality Control oversight; train district recruiters; provide specific workshops based on I& R district needs including individual needs, updates and technology; and provide resolutions to district I& R questions. District Office: The Migrant Support Technician maintains student data, and helps organize migrant events, CLP Summer Academies, Camp Opening, Kinder .Registration, and helps with I & R when possible within the different district events. The two migrant support aides/recruiters (FTE 2) meet with attendance clerks, school registrars, teachers, and counselors to identify students that may be migrant students. Specifically, they target new student arrivals and kindergarten students at registration. They also attend community events such as parades and festivals to give out information to families that may qualify for the migrant program. Our one evening migrant liaison/recruiter (FTE .44) is responsible for setting up a booth at home games (e.g. soccer) to recruit more families. Our community liaison/recruiter make visits to neighborhood apartment complexes and businesses (stores, health centers, Laundromats) to inquire about any new families that arrive in the area. Community Events such as Red Ribbon at Earl Ruth Park, Parlier Earth Day, and other Parlier events are attended by migrant recruiters. Recruiters also organize and set up application procedures when the Migrant Labor Camp arrives in April. The Parlier Unified School District's Migrant mini conference is another school wide event for migrant families. The migrant recruiters use this event for families to refer other possible families that may qualify to be in the migrant program. Parlier Unified School District's quality control processes

begin with quality work first. The Liaisons receive periodic training from Fresno County Office of Education on how to complete, process and have a well written Certificates of Eligibility. The Liaisons share their paperwork to spot check and make sure that their paperwork is properly completed. All liaisons submit the paperwork to the Migrant Tech who reviews the paperwork for errors and completeness before submitting it to the County. Two Liaisons complete their Certificates of Eligibility on line and submit it through the internet.

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

The two migrant support aides/recruiters (FTE 2) will meet with attendance clerks, school registrars, teachers, and counselors to identify students who may be migrant-eligible students. Specifically, they will target new student arrivals and kindergarten students at registration. They will also attend community events such as parades and festivals to give out information to families that may qualify for the migrant program. Our one evening migrant liaison/recruiter (FTE .44) will set up a booth at home games (e.g. soccer) to recruit more families. Our community liaison/recruiter will make visits to neighborhood apartment complexes and businesses (grocery stores, health centers, laundromats) to inquire about any new families that arrive in the area. Community Events such as Red Ribbon at Earl Ruth Park, Parlier Earth Day, and Parlier Round-Up will be attended by a migrant recruiter. Recruiters will also organize and set up application procedures when the Migrant Labor Camp arrives in April. The Parlier Unified School District's Migrant mini-conference is another school-wide event for migrant families where migrant recruiters will set up a booth for families to refer eligible families that may qualify to be in the Migrant Education Program.

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### Local Community

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

Parlier Unified School District is located 16 miles SE of Fresno, California in Fresno County. In 1903-04, the Parlier School District was established, later becoming the Parlier Unified School District in 1905. The District spans an area of 49 square miles with a city population base of 13,000. The city has one of the state's highest percentages of Latinos, a large majority of whom are seasonal migrant laborers who arrive and temporarily work in the area's agricultural sector. This factor contributes to the district's high migrant and transient population. Our migrant families are farm laborers who work in the fields and peak periods are from April until October. The major employers are farmers in the city of Parlier. Our migrant families come from other cities in California, other U.S. states, and Mexico. The migrant families come from California cities such as Fresno, Riverside, and Los Angeles, while others migrate from out of state from states such as Oregon, Washington, and Texas. Migrant families from Texas have been arriving in Parlier for over the past 25 years in the month of April and returning to Texas and Mexico in October. Major employers include, Sun West, Gerawan, Fowler Packing, Bee Sweet, POM, and different Farm Labor contractors.

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### Migration Pattern Adjustment

What strategies will your I&R staff employ to look for families outside the traditional locales? In some communities, migration patterns are well established and recruiters know where migrant families and youths live; however, migration, employment, and housing patterns change over time.

Migration patterns are well established in Parlier and our recruiters know where migrant families and youth live. As patterns may change over time, migrant liaisons are able to locate families that would qualify as migrant by talking with families and asking them about new families in the neighborhood. In addition, there are grocery stores and laundromats where many of our families are present. Migrant liaisons will go to the area and talk to the customers in those areas and hand out flyers and put up signs with contact information from the migrant department. Networking with local businesses that provide necessary supplies and services to our local agriculture industry in Parlier, will be another important route for migrant liaisons to explore as they recruit families.

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### Regional I & R Coordination

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

The Regional I&R Supervisor informs the districts when community-based recruiters will be in the 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. In turn, the district I&R staff notify the Region's I&R Supervisor when an influx of migrant students occurs. The Region and districts work very closely to insure that every eligible migrant student is identified in a timely manner. The following are processes and practices that are followed with fidelity: The District insures that a MEP questionnaire is included as part of the students' Registration Packet. This will help identify the families on a timely basis. Recruiters have

access or will be provided with names of new enrollees and list of students moving from the District on a weekly basis. Recruiters have a schedule so that District staff and parents know when the Recruiter will be in the/district. Recruiters coordinate with other social agencies in the community. Recruiters identify key places in the community, events and mobility patterns for the purpose of conducting community-based recruitment. Recruiters present to different agencies, adult school, pre-school programs, and district to discuss the Migrant Education Program.

### 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
Community-Based	1	0.44	Migrant staff attend community events to identify, recruit and provide information to possible eligible migrant families. A migrant informational booth is set up at selected community events such as Red Ribbon Celebration, Annual Thanksgiving Dinner, etc. Monthly contact logs, flyers, posters, and phone calls. Sign in sheets or flyers are used to provide the documentation needed as evidence of completion.
Combined	2	2.00	Migrant staff identify and recruit new students that enroll at school sites. They will also attend kindergarten registration to enroll possible migrant students entering school. Migrant staff meet with the school sites' registrars, attendance clerks, and counselors to identify possible migrant students. Community events are attended by migrant staff and booths set up to provide migrant information to families at major city events such as annual parades and community festivals. Based on the information they receive at the school sites, they will make home visits and phone calls, as necessary to connect with the families. Monthly contact logs, flyers, posters, phone calls, or sign-in sheets are used as documentation needed as evidence of completion.

### I & R Staff

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

Title	Number of		Description
	Staff	FTE	
Migrant Support Technician	1	1.00	The Migrant Support Technician prepares and maintains student data, folders, and files. The technician also assists families with questions and requests, prepares and maintains the district master lists, helps with the organization of migrant events, assists with the planning of the CLP Summer Academies, plans and organizes the Parlier Migrant Camp opening, organizes for summer services, works closely with MEP-Migrant School Readiness Program, collaborates with migrant staff with OSY students, helps organize the PUSD Migrant Mini Conference, and assists with Kindergarten registration.
Migrant Support Aide/Recruiter	2	2.00	Identifies and verifies students eligibility for the migrant program, obtains necessary health information, assists families with school related problems (health, transportation, tutoring, etc.), translates important information, maintains records and reports, helps migrant families utilize community resources/agencies, updates and withdraws students on a consistent basis, assists with health needs such as appointments, and transportation, actively participates in the clinical round-ups, makes referrals to the nurse regarding migrant student medical problems, make medical/dental appointments for migrant students, informs migrant parents about the migrant program and the supplementary services that provided for them.
Community Liaison/Recruiter	1	0.44	Identifies and recruits program participants, performs liaison and clerical work to maintain family eligibility, establishes and maintains liaison with parents and school community staff, provides transportation for program related services, translates and interprets as necessary, assists parents with school related issues, maintains communication with OSY students and migrant staff.

### I & R Budget

What is the specific budget for I&R activities?

Object Code	Description & Itemization of costs	Amount
2200 Support Services Salaries	1 (0.44) Migrant Community Liaison OSY/I&R paid regular year salary \$9,639.09.	\$9,639



Object Code	Description & Itemization of costs	Amount
2200 Support Services Salaries	1 Migrant Support Technician paid regular year salary \$51,847.60, Prof. Growth= \$1,566, Longevity = \$2,000 = \$55,414.00	\$55,414
2200 Support Services Salaries	2 Migrant Support Aides, I&R paid 50% of regular year salary and benefits. (Two Salaries \$14,834.00 + \$15,375.00 = \$30,209.00) + (50% of Prof. Growth of \$750.00 x 2 = \$1,500.00) = \$31,709.00	\$31,709
3000 Employee Benefits	1 (0.44) Migrant Community Liaison, OSY/I&R (0.44). Employee benefits = \$204.00.	\$204
3000 Employee Benefits	1 Migrant Support Technician paid regular Salary and benefits. (Fringe= 14,119.92 + Health 16,956.00)	\$31,076
3000 Employee Benefits	2 Migrant Support Aides, I&R employee benefits. (50% of Fringe benefits = \$3,780.00 + \$3,918.00 = Fringe \$7,698.00) + (50% of Health = \$6,999.00 + \$8,478.00 = \$15,477.00) = \$23,175.00.	\$23,175
Total:		\$151,217

## 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.

The composition of the Parent Advisory Council (PAC) is determined by current migrant parents. Migrant parents are notified that nominations for the Parent Advisory Council followed one month hence by elections will take place at the MPAC meetings. Council members are elected by the parents of migrant students attending schools in the district at the first meeting of the year. Members are elected to serve for a term two years. All parents are nominated and elected by the migrant parents according to our by-laws. The Migrant Department identifies the vacant or timed-out MPAC positions that need to be filled in August. A notice is sent to the Migrant parents at all of the schools that nominations are open for the positions in the MPAC. In the first MPAC Meeting in August, Parents are nominated for the positions that are open. The parents vote for those members nominated for the positions during the following MPAC meeting in the month September.

Describe the PAC involvement in the review of the Needs Assessment, planning, and development of the regional application, implementation of services provided to students, and program evaluation.

The Parent Advisory Committee and migrant staff review the prior year's DSA goals, objectives, and activities to ascertain the success as well as the areas of need, specifically student involvement/performance data. Based on the discussion and analysis, new goals and program services are developed or modified collaboratively with migrant staff and parents. The PAC revisits and inquires on the progress of the goals of the program's services throughout the school year at the scheduled PAC meetings.

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

Essential training for advisory board members will include the following based on the expected outcomes: PAC members will be prepared in taking on their new officer roles and they will understand the District Service Agreement goals and objectives for the current year. They will be able to assist in developing a Needs Assessment for the upcoming school year. PAC members and Migrant parents will be aware of local health related services that support keeping children healthy and in school: Parents will be able to access resources to match family needs and understand the new State Assessments:and district assessments.

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

During the MPAC meetings, which are 6 per year, the PAC members receive training on the roles of the MPAC, Parent Leadership, Reclassification for ELs, IEP Procedures, Preparing for the CAASPP, and Understanding Local/State Data. District parent trainings focus on building parent leadership skills and involving parents in their children's education. Parents' input is valued and encouraged in order to meet their expressed needs. Our training resources include the Department for Positive Behavior and Support, the Student Support Services Department, the Fresno County Office of Education, and other social services and health community agencies.

### Topics for PAC and Staff Development Activities

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

Other

PAC Members

Include a list of PAC member's names.

District/School	First Name	Last Name	Eligible Migrant Parent?
Parlier Unified School District/Martinez School	Erika	Martinez	Yes
Parlier Unified School District/Benavidez School	Alma	Salazar	Yes
Parlier Unified School District/Brletic School	Cecilia	Avalos	Yes
Parlier Unified School District/Parlier Jr. High/Brletic School	Pablo	Aquino	Yes
Parlier Unified School District/Brletic School	Rosa	Cuevas	Yes

PAC Staffing

What migrant-funded staffing will support PAC activities?

Title	Classification	Staff
Administrative Secretary for Curriculum and Instruction	Classified	0.10

PAC Budget

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

Object Code	Description & Itemization of costs	Amount
5200 Travel & Conferences	PAC travel to regional meetings, events and conferences (i.e., mileage to transport the Migrant parents), 315.44 miles*12 months*\$0.545 per mile based on IRS rate.	\$2,063
5900 Communications	Used for mail communications with students and their parents, etc. \$1,200/12 = \$100/month	\$1,200
<b>Total:</b>		<b>\$3,263</b>

## Section 13: Administration: Staffing Plan

### Indirect Cost Charges

Approved Indirect Rate  %

Place a checkmark next to services rendered by indirect cost charges

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

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

### Administration Staffing Plan

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

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

Title	Type(s)	Classification	Number of	
			Staff	FTE

### Administration Budget Detail

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

#### Regular School Year

Object Code	Description & Itemization of costs	Amount
7000 Indirect Cost	Indirect costs paid to district Regular School Year = \$208,900 * 6.63% = \$13,850	\$13,850
Total:		\$13,850

#### Summer/Intersession

Object Code	Description & Itemization of costs	Amount
7000 Indirect Cost	Summer Indirect Costs \$47,988 * 6.63% = \$3,182	\$3,182
Total:		\$3,182

## Section 14: Legal Assurances & Certifications

<https://www.cde.ca.gov/fg/fo/r28/documents/legalassurance1819.docx>

Upload signed Legal Assurances

Title	File Name	Last Update
<a href="#">Legal Assurances 2018-2019</a>	Legal_Assurances_2018-2019.pdf	05/04/2018 12:35 PM
<a href="#">Drug Free Workplace 208-2019</a>	Drug_Free_Workplace_2018-2019.pdf	05/04/2018 12:38 PM
<a href="#">Lobbying Certification</a>	Lobbying_Certification_2018-2019.pdf	05/04/2018 12:39 PM

Migrant Education Program Inventory list

Title	File Name	Last Update
<a href="#">Inventory</a>	Parlier_Migrant_Department_Inventory_2016-17_(1).pdf	05/02/2018 12:35 PM

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

Title	File Name	Last Update
<a href="#">Job Descriptions</a>	Parlier_Job_Descriptions_1819.pdf	05/02/2018 12:31 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
<a href="#">Parlier DSA 18-19</a>	PUSD_Migrant_Organizational_Chart.pdf	04/30/2018 10:42 AM

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

Summer Waivers

Title	File Name	Last Update
<a href="#">Migrant Program Summer Waiver 2018-2019</a>	Migrant_Program_Summer_WAIVER_2018-2019.pdf	05/04/2018 12:37 PM

Budget Signature and Certification

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

[Download signed Budget forms.](#)

Cover Page

The cover page is created when the plan is approved.

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

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

[Download current cover page.](#)