

Region

Region

Name: Tulare County Office of Education

Number:

8

District Name: Central Union School District

District Contact: Elizabeth Lozano

General Information

Upon Completion of this application, submit to the Regional Program Office on or before **April 29, 2011**.

Questions regarding the development and submission of this application should be directed to the designated Regional Office.

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Signature Page

Region Number: 8	Local Educational Agency: Central Union School District	Project Duration: July 1, 2011 – June 30, 2012
	Address: 15783 18 th Avenue, Lemoore, CA	County: Kings County
Contact Person: Elizabethe Lozano, Director of Curriculum & Instruction		Title: Telephone: 559-924-3405 Ext. 2 Email: elozano@central.K12.ca.us
Regular School Year:	\$	
Summer/Intersession:	\$	
Indirect Cost:	\$	
Total Budget:	\$	
Certification: I hereby certify that all applicable state and federal rules and regulations will be observed to the best of my knowledge, the information contained in this application is correct and complete; and the assurances are accepted as the basic conditions in the operation of this project/program for local participation and assistance.		
Signature of Local Education Agency Superintendent or Designee:		Date:
Signature of Migrant Education Regional Director or Designee:		Date:
Certification: Migrant Education Parent Advisory Council (PAC): The undersigned representative certifies that the PAC has had active involvement in the planning, development, and review of this application. (California <i>Education Code [ED]</i> Section 54444.4[4] No Child Left Behind Act of 2001 Section 1304[c][A]. Signature of PAC President or Executive Board Office shall sign application or designee. In the absence of officers, a majority (50 percent + one PAC membership) shall vote a designated signatory member. Documentation of vote must be provided along with the application.		
Signature of Parent Advisory Council President or Designee:		Date:

MIGRANT EDUCATION PROGRAM SECTION I – District Program Description

Update this section to reflect any changes from previous year. If there are no changes, include descriptions as submitted in the approved 2010-11 District Service Agreement (DSA). Provide a two page narrative description of the district’s overall instructional and support program for all students. In your description, include the following:

- A summary of the district’s local measures of student performance other than state-level assessments.
- A summary of the district’s reading and language arts and mathematics curriculum.
- How the district addresses the linguistic and academic needs of English learners (EL) and migrant students.
- Specific strategies, programs and services designated to address the unique academic needs of migrant students through district and other non-migrant categorical funds.
- The district’s professional development plan and/or activities designated to improve teaching for EL and migrant students.
- A summary of support services provided for all students and any unique services to address health and social well-being for migrant and other disadvantaged students.
- A description of the district’s parent education and parent involvement component and any other relevant information that provides a complete snapshot of the district.

Some, if not all, the information can be found in the local educational agency plan.

The district takes seriously its responsibility to develop students to the maximum of their potential, to be sensitive to the unique needs of each individual student, and to develop students with moral responsibility and academic readiness that will prepare them for happy and productive living in our democratic society. The District takes pride in offering many instructional programs, which are tailored to our students regardless of race, culture, prior level of achievement, or special needs. All curriculums are aligned to the California State Standards with goal of all students meeting the proficient or advanced level by 2014.

District local measures: The District administers its own set of comprehensive assessments to all K-8 students to determine individual levels of academic proficiency in reading/language arts, writing and math. These three trimester assessments results are shared with teachers and District administrators to evaluate the effectiveness of the curriculum and to identify students who may need additional academic intervention. Students, who have not met the 70 percent or higher on district benchmarks in reading language arts and math, have a designed “Individual Learning Plans” to monitor progress toward the goal of proficient. K-8 students are tested at the end of each trimester. These trimester tests are aligned to the CA state standards and are used as a pacing guide to direct instruction. The state STAR-CSTs and CELDT results are also reviewed and included in the students’ ILPs.

District Reading/Language Arts and Math Curriculum Summary: The core curriculum is aligned to the CA State Standards with textbook adoptions aligned to those standards and frameworks. Current adoptions are: ELA – McGraw Hill - *Treasures* (K-5) and Glencoe – *Literature CA Treasures* (6-8), Math –Houghton Mifflin Mathematics (K-5) and McDougal Littell (6-8), HSS- Scott Foresman (K-5) and TCI -History Alive(6-8), Science – MacMillan Science (K-5) and Prentice Hall (6-8). ELD instructional materials are part of and incorporated within the current core curriculum adoptions. All students reach high standards through the nine essential components that have been identified as effective: state board approved textbook adoptions, scheduled instructional time for RLA and math, trained and HQ administrators and teachers, Data Director- student achievement monitoring system, staff development, teacher collaboration time, interventions, differentiated instruction and fiscal support.

Meeting linguistic and academic needs of EL/Migrant strategies, programs and services: The goal is for all EL students to become proficient in English and reach high academic standards in reading/language arts and math. This goal is accomplished by all teachers being CLAD/CTEL, BCLAD certificated, monitoring of CELDT, STS, and district benchmarks, collaboration with Tulare County Office of Education EL Initiative and Fresno County Office of Education with ELD instructional strategies, and fiscally using all federal and state project budgets as appropriate: Title III, EIA-LEP, EIA-SCE, ELAP, and Migrant.

Professional Development Plan: The District professional development plan is created by reviewing local and state assessments and designed trainings. Teachers and administrators review disaggregated data on local and state assessments. Trainings are based upon improving teacher training and instructional delivery. Once data is reviewed, teachers and administrators analyze the results and schedule trainings based upon findings. For English learners and specifically migrant students, teachers have been trained in “Step Up to Writing” and “Thinking Maps” as well as lessons designed for differentiated instruction. All teachers will be trained in ELD instruction.

Summary of Support Services: Health and Social Well Being: The District is in the last year of the Safe School Healthy Student grant. The grant will continue to provide a probation and sheriff officers and mental health services. The curriculums, Second Step and Project Alert, will continue to be part of the curriculum in K-5 and 6-8 classrooms. The District employs two nurses, and two LVN’s. Through TUPE funds, services are offered through KCOE: Teens as Teachers, Character Counts, First Step, and G.R.E.A.T. Through Migrant, ELAC and DELAC meetings and the Stratford FRC, parents are informed on social, emotional and academic issues.

Parent Education and Involvement: All parents and community members, who want to volunteer at any school site, are required to attend a school volunteer training. This training consists of volunteer procedures, registration and medical information, and safety procedures. Parents have the opportunity to attend parent training classes on how to help their child academically and socially. The Family Resource Center is a resource for community members to get involved in the activities at Central and Stratford as well as a resource for family needs.

MIGRANT EDUCATION PROGRAM

SECTION II – School Demographic Profile

Insert the data summaries prepared by WestEd:

- This data is downloadable through the Migrant Student Information Network (MSIN) at <http://msin.webexone.com> (Outside Source).

District	PI	Pk	K	1	2	3	4	5	6	7	8	9	10	11	12	UG	OS Y	Totals
Central Elementary		2	2	3	2	2	1	2	4	3	2	0	0	0	0	0	0	23
Stratford Elementary		22	6	10	7	9	13	12	10	14	13	0	0	0	0	0	0	116
Grade Level Totals		24	8	13	9	11	14	14	14	17	15	0	0	0	0	0	0	139

PI: Program Improvement (PI) – If Program Improvement school, indicate PI year
PK: Pre-kindergarten – Any child that has not entered kindergarten and is at least three years old
K: Kindergarten
UG: Ungraded – Special Education, Continuation School, Adult Education
OSY: Out-of-School Youth

MIGRANT EDUCATION PROGRAM

SECTION III – Stakeholders Involved in Application Development

Complete the information requested for each column:

Enter the names and corresponding information for the individuals/stakeholders, including parents, involved in the planning, development, and review of the district application.

Include agendas, sign-in sheets, and meeting minutes demonstrating stakeholder involvement in the development of this application.

Name	Position/Title	Affiliation
Zenaida Cabrera	President	Migrant Parent/ Officer
Elvira Lopez	Vice President	Migrant Parent/ Officer
Monica Zarate	Secretary	Community Member Officer
Nancy Davis	Principal of Central School	Central Union Elementary School District
Cindee Rael	Assistant Principal Central School	Central Union Elementary School District
Bill Bilbo	Principal of Stratford School	Central Union Elementary School District
Courtney Kirchman	Assistant Principal Stratford School	Central Union Elementary School District
Elizabeth Lozano	Coordinator of Curriculum & Instruction	District Administrator
LeeAnne Rossiter	Director of Curriculum & Instruction	District Administrator
Marcelo Huizar	Migrant Education Regional Coordinator	Migrant Regional Office –Region VIII

**MIGRANT EDUCATION PROGRAM
 SECTION IV – Parent Advisory Council – Membership Roster**

Complete the information requested for each column regarding members of the PAC:

- List the date of the last general election for membership in PAC.
- At least two-thirds of the members of the PAC shall be parents of migrant children (*EC* Section 54444.2[a][1]).
- An updated copy of your roster must be submitted to the California Department of Education after subsequent elections.
- Date of the last vote to continue direct funded program.

Date of last general election: September 15, 2010

- Membership Categories:**
- **MP*** - Migrant Parent
 - **SPAC** – State Parent Advisory Council representative
 - **S** – Student
 - **CM** – Community Member
- **T** – Teacher
 - **A** – Administrator
 - **OSP** – Other School Personnel

Council Members	Membership Category							Indicate whether this person is an officer by entering the name of the office held
	MP*	SPAC	S	CM	T	A	OSP	
Zenaida Cabrera	X							President
Elvira Lopez	X	X						Vice - President
Dolores Hernandez	X							
Maria E. Lopez	X							
Angelina Medina	X							
Belem Vieyra	X							
Maria G. Lopez	X							
Gisela Leyva							X	Migrant Instructional Aide
Mercedes Silva	X							
Cindy Silva	X							
Marcelo Huizar						X		
Monica Zarate				X				Secretary
LeeAnne Rossiter						X		
Maria Castillo	X							
Clara Lopez	X							
Raquel Reyes	X							
Martha Hagan							X	
Totals	12	1		1		2	2	

*Parents of migrant children/youth with a current Certificate of Eligibility

MIGRANT EDUCATION PROGRAM
SECTION V – District Academic Assessment Data Summary

Insert the data summaries prepared by WestEd, including:

- District Academic Assessment Data Summary – Migrant Education Program Students
- District Academic Assessment Data Summary – Priority for services Students
- California Standards Tests (CST) comparison data for migrant, and non-migrant students
 - These can be downloaded through the Migrant Student Information Network (MSIN) at <http://msin.webexone.com> (Outside Source)
- Local data summaries discussed or referenced in Section VI – Data Analysis Summary.

Section V. District Academic Assessment Data Summary
 Migrant Education Program Students

District: Central Union Elementary

Provide data regarding the number of migrant students assessed by grade level on the California Standards Tests (CST), California High School Exit Exam (CAHSEE) and the California English Language Development Test (CELDT).

1 Grade Level	2 Number of Migrant Students	3 Number of Migrant Students Assessed on CST English-Language Arts						4 Number of Migrant Students Assessed on CST Mathematics						5 Migrant Students Assessed on CAHSEE Language Arts			6 Migrant Students Assessed on CAHSEE Mathematics			7 Number of Migrant Students Assessed on CELDT					
		FB B	BB	B	P	A	% at Standard	FB B	BB	B	P	A	% at Standard	NP	P	% Passing	NP	P	% Passing	B	EI	I	EA	A	% EA or A
K	8																			0	0	0	0	0	
1	13																			1	1	3	1	1	29%
2	9	0	1	4	2	1	38%	0	1	1	3	3	75%							1	2	2	2	0	29%
3	11	1	2	3	3	0	33%	0	2	2	3	2	56%							0	3	2	2	1	38%
4	14	1	1	7	3	1	31%	1	0	3	5	4	69%							1	1	6	3	2	38%
5	14	1	3	4	1	2	27%	0	4	2	4	1	45%							0	1	1	6	1	78%
6	14	3	3	3	3	1	31%	2	3	4	1	3	31%							1	1	2	2	2	50%
7	17	0	2	7	5	0	36%	0	0	8	4	2	43%							0	1	1	3	3	75%
8	15	1	1	4	4	3	54%	0	3	7	2	0	17%							1	1	0	1	1	50%
9	0	0	0	0	0	0		0	0	0	0	0								0	0	0	0	0	
10	0	0	0	0	0	0		0	0	0	0	0		0	0		0	0		0	0	0	0	0	
11	0	0	0	0	0	0		0	0	0	0	0		0	0		0	0		0	0	0	0	0	
12	0													0	0		0	0		0	0	0	0	0	
UG	0													0	0		0	0							
Totals	115	7	13	32	21	8	36%	3	13	27	22	15	46%	0	0		0	0		5	11	17	20	11	48%

Legend
 CST: FBB=Far Below Basic
 BB=Below Basic
 B=Basic
 P=Proficient
 A=Advanced
 CAHSEE: NP=Not Passing
 P=Passing
 CELDT: B=Beginning
 EI=Early Intermediate
 I=Intermediate
 EA=Early Advanced
 A=Advanced

Section V. District Academic Assessment Data Summary
 Priority for Services (PFS) Students

District: **Central Union Elementary**

Provide data regarding the number of migrant students identified as PFS assessed by grade level on the California Standards Tests (CST), the California High School Exit Exam (CAHSEE), and the California English Language Development Test (CELDT).

1 Grade Level	2 Number of Migrant Students	3 Number of Students with Interrupted School Year	4 Number of Students with Interrupted School Year Assessed on CST <u>CST Language Arts</u> and NOT Performing at Standard				5 Number of Students with Interrupted School Year Assessed on CST <u>CST Mathematics</u> and NOT Performing at Standard				6 Number of Students with Interrupted School Year Assessed on <u>CAHSEE Language Arts</u> and NOT Performing at Standard	7 Number of Students with Interrupted School Year Assessed on <u>CAHSEE Mathematics</u> and NOT Performing at Standard	8 Number of Students with Interrupted School Year Assessed on <u>CELDT</u> and NOT Performing at Standard				9 Total Unduplicated PFS Students From Columns 4-8 (School Interrupt and not at Standard) Number	
			FBB	BB	B	Not at Standard	FBB	BB	B	Not at Standard			Not Passing	Not Passing	B	EI		I
K	8	1												0	0	0	0	0
1	13	2												0	0	0	0	0
2	9	2	0	1	0	1	0	1	0	1				0	0	0	0	1
3	11	2	0	0	1	1	0	1	0	1				0	0	1	1	1
4	14	2	0	0	0	0	0	0	0	0				0	0	0	0	0
5	14	4	0	1	3	4	0	1	2	3				0	0	0	0	4
6	14	2	0	2	0	2	0	1	1	2				0	0	0	0	2
7	17	0	0	0	0	0	0	0	0	0				0	0	0	0	0
8	15	2	0	0	0	0	0	0	1	1				0	0	0	0	1
9	0	0	0	0	0	0	0	0	0	0				0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0									0	0	0	0	0	0	0	0
UG	0	0									0	0						0
Totals	115	17	0	4	4	8	0	4	4	8	0	0	0	0	0	1	1	9

Priority for Services (PFS) Students = Students with a move during the previous 12 months which caused the student to miss school during the instructional periods of the regular year calendar. Note that students must also meet the "at risk" criteria to qualify as "Priority for Services".

Legend

CST: FBB=Far Below Basic
 BB=Below Basic
 B=Basic

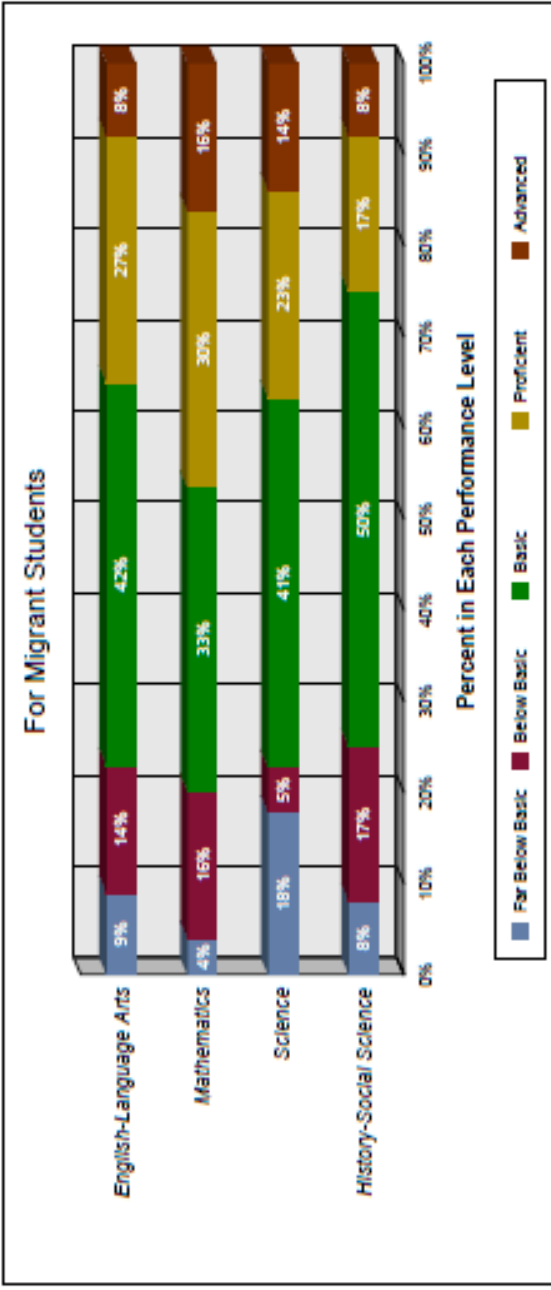
CELDT: B=Beginning
 EI=Early Intermediate
 I=Intermediate

CST Test Performance Ranks - Spring 2010
Migrant Students compared to Non-Migrant Students
(Migrant students per STAR - unmatched to MEP data)

Districts in Region 8

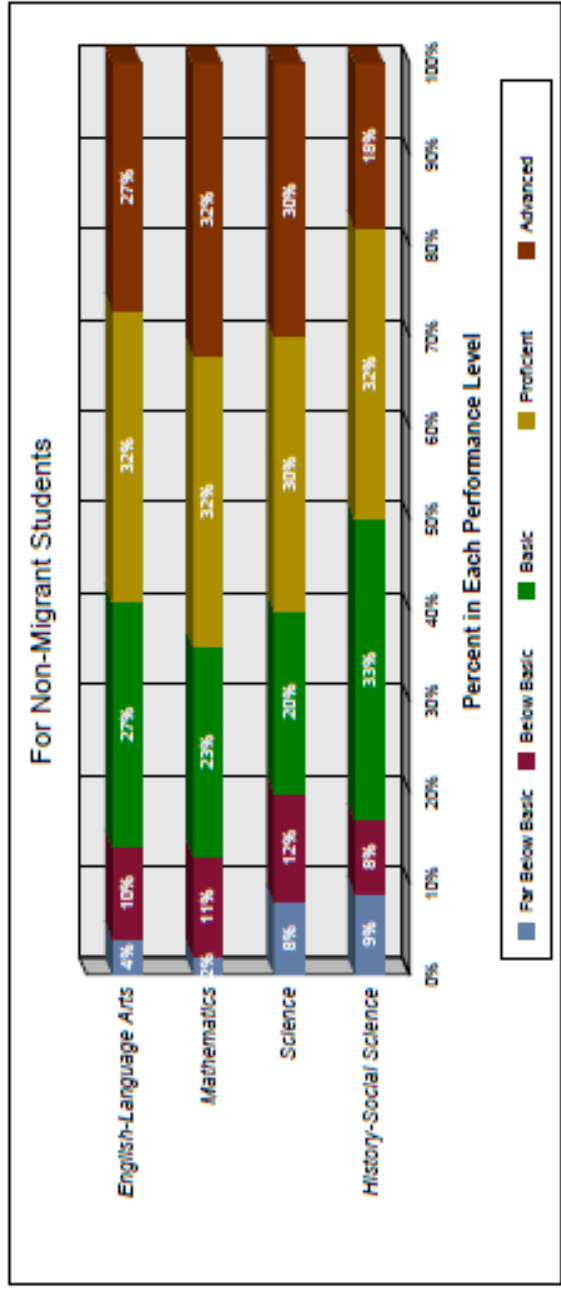
Central Union Elementary - Migrant Students

Subject	Number Tested
English-LangArts	74
Mathematics	73
Science	22
History-SocSci	12



Central Union Elementary - Non-Migrant Students

Subject	Number Tested
English-LangArts	1,252
Mathematics	1,230
Science	328
History-SocSci	146



SECTION VI – Data Analysis Summary Part I

Use the most recent data available based on a summary of the reported results and analysis of state assessments California Standards Tests (CST), California English Language Development Test (CELDT), and California High School Exit Examination (CAHSEE) and other available academic, preschool, health and socio-economic data to describe your district student population and address the following specific questions for each target group or need area:

1. What are the achievement gaps when compared with non-migrant students?
2. What are the major student achievement trends over the past three years for priority for service students and all migrant students?
3. What are the numbers of students tested vs. students enrolled? If there are large discrepancies, explain why.
4. How did the analysis of the data influence program objectives and activities?

Use as many pages as necessary to write a comprehensive analysis for each target group.

District student population description: The district resides in a rich agricultural area in the San Joaquin Valley, which has two Federal Facilities within its boundaries: the Santa Rosa Rancheria Indian Reservation and the Lemoore Naval Air Station. The economic structure of the area is based upon farming, primarily cotton, grains, some dairy, and the U.S. Military. The District is composed of four schools: Akers, Central, Neutra, and Stratford. The student ethnicity percentage is as follows: American Indian – 12%, Caucasian – 40%, Asian – 3%, Pacific Islander – 1%, African American – 7%, Hispanic – 30%, Filipino – 5%, Other – 2%. Our Migrant students are located at two campuses – Central and Stratford School. Currently at Central School P3 through eighth grade, there are 12 identified Migrant students. At Stratford School P3 through eighth grade, there are 98 identified Migrant students.

School Readiness*:

Pre-Kindergarten: (Any child that has not entered Kindergarten and is at least 3 years of age) For Preschool students, CUESD informs parents of the preschool program available at Central, Stratford and the Santa Rosa Rancheria Preschool. The Family Resource Center has provided students and parents with many opportunities for training, communication and services. There are currently 14 pre – K Migrant students (Central- 0 and Stratford – 14) in the district. Annually in June when preschool registration starts, we will notify the pre-K three and four year old students' families and give them information about preschool program and registration requirements. We will continue to ask for the assistance of the Regional Student Recruiter-Migrant to speak with the families, as they are the first contact.

K-8:

1. What are the achievement gaps when compared with non-migrant students?

The overall migrant 2-12 grade student achievements in ELA, mathematics and on the CELDT indicates a state wide 36 % average at standard in ELA, a 46 % average at standard in mathematics, and 48% scoring Early Advanced or Advanced on the CELDT. When looking at Migrant students who were in grades 2-7 during the past seven years growth is evident. Since 2003 there has been an increase of 14% in ELA and Math. In ELA growth has had a steady increase with no drops since 2006. Math growth has fluctuated over the past four year between 42%

Students Proficiency Growth Over time

Year	2003	2004	2005	2006	2007	2008	2009	2010
ELA	22%	15%	23%	12%	22%	28%	28%	36%
Math	32%	44%	36%	16%	42%	46%	44%	46%

Title III accountability results indicate AMAO 1 &2 were met by Stratford and Central, and District AMAO 3 was also met. When looking at the data for both Stratford and Central AMAO 2 displays, students who have been with the District for at least five years and less than five years are meeting the basic or proficient levels.

Title III accountability results for Central and Stratford: September 2010

Central: AMAO 1 – Annual Growth 59.2% (state target 53.1%)
 AMAO 2 – Attaining English Proficiency 33.3% (state target 17.4%)
 Too small of a cohort group for 5 years or more

Stratford: AMAO 1 - Annual Growth 64.5% (state target 53.1%)
 AMAO 2 – Attaining English Proficiency 24.8% (state target 17.4%) 55.8 (state target 41.3%)

District: AMAO 3 – AYP for English Learners 37.1% (ELA -state target 56.8% SH) and
 49.5% (Math – state target 58% SH)

When comparing the Migrant and non-Migrant students with results on the Spring 2010 CST – ELA and math, there is indication of less Migrant students meeting standards in both ELA and math. As we look at the second trimester benchmarks for the current students, the primary grade student percent proficient are greater than the 6-8 Migrant students. As part of the goals for the 2010-11 school year, classroom teachers along with the Migrant instructional aides will monitor the district trimester testing using the students’ Individual Learning Plans (ILP).

2. What are the major student achievement trends for priority for services and all students?

Of the 115 Migrant students, grades K-8, 17 had a qualifying “move during the previous 12 months which caused the student to miss school during the instructional periods of the regular school calendar”. Of those in grades 2-8

(17 students), 8 students were not “at standard” on the CST-ELA and CST-math. For the 16, 1-8 students, tested on CELDT, 1 of those students was not “at standard”. It is important to analysis the proficiency levels of students who are currently identified as Migrant and PFS in our district as of April 2011.

The 2010-11 district trimester tests give us data as to the proficiency levels of Migrant students in ELA and math. These tests are aligned to the California State Standards and the STAR CST blueprints for ELA and math. Below are the results of the District second trimester benchmarks that were assessed in March 2011(Note: 70% and above is considered proficient – ‘at standard’) The percentage indicates the percent proficient – meeting standards

GRADE	MATH			RLA		
	Trimester 2 Benchmark			Trimester 2 Benchmark		
Grade Level	Migrant Students Assessed	Number Proficient	Percent Proficient	Migrant Students Assessed	Number Proficient	Percent Proficient
Kindergarten	11	10	91%	11	11	100%
First Grade	7	5	72%	7	6	86%
				7	5	71%
Second Grade	10	9	90%	10	7	70%
Third Grade	8	8	100%	8	5	63%
Fourth Grade	9	8	89%	9	5	56%
Fifth Grade	8	5	63%	8	4	50%
Sixth Grade	11	11	100%	11	4	37%
Seventh Grade	10	1	1%	10	4	40%
Eighth Grade	9	5	56%	9	8	89%

3. What are the numbers of students tested vs. students enrolled?

Of the 115 Migrant students, in grades K-8, 81 were assessed in CST-ELA, 80 were assessed in CST-Math and

64 1st – 8th graders were assessed on CELDT. As compared to the 2008-09 Migrant students, the percentage tested for CSTs and CELDT are higher to the same numbers in 2009-10. In 2008-09 there 107 Migrant students; 90 assessed on CST-ELA/Math and 100 on CELDT. Since the Migrant student population is a mobile one, many students have moved to another district by the spring when CST’s are administered and have not moved into the district by the fall when the CELDT is administered. In addition we have had a decrease in our Migrant population at Central School over the past year.

4. How did the analysis of the data influence program objectives and activities?

Student assessment data, whether it is state or district results, defines the objectives and activities that are used as tools to improve student achievement. The District Academic Assessment Data Summary for Migrant students, PFS students, and the rankings of Migrant to non-Migrant students tracks what students have done in the past CSTs and CELDT. It helps to look at our academic programs and how it relates to state testing. However, the program objectives and activities are determined based upon our current identified Migrant students’ academic strengths and weaknesses for the 2010-11 school year. Using those students’ results, which include CSTs, CELDT, and district benchmarks, the objectives and activities are determined for the 2011-12 school year.

9-12: N/A

High School Graduates**: N/A

OSY: N/A

Health and Other Needs: Mobility and unemployment remain two of the main factors affecting the achievement performance of Migrant students. Attendance is interrupted causing students to have inconsistent education and fall behind academically. Migrant families as well as many families in the Central Union School District are experiencing hard economic times which are affecting not only our communities, but the country as a whole. Lack of jobs, less income, little or no medical or dental coverage have caused hardships on families. The communities we serve will be looking to the schools to provide support and parental involvement to continue to provide the best educational environment for their children.

The Regional Nurse and the Family Resource Center will work collaboratively to support the students and their families with activities that will provide information regarding medical/dental clinics, workshops for community members that help with educating children, parenting, and public events. We are planning a Health Fair for the fall of 2011.

*Any child that has not entered kindergarten and is at least three years old

**Use data provided by WestEd

MIGRANT EDUCATION PROGRAM

SECTION VI – Data Analysis Summary – Part 2 – Data Management

Describe the processes, tools, and activities utilized by the district to:

1. Manage student and other data
2. Plan and develop programs
3. Make decisions regarding the allocation of resources
4. Monitor and evaluate student outcomes and program effectiveness

1. District: manage student and other data: All student testing data, STAR –CSTs, STS, CELDT and district trimester testing are inputted into Achieve Data Solutions – DATA DIRECTOR. State and district benchmark testing is inputted on an annual bases for state testing and for the three trimester benchmarks. Currently, STAR and District Trimester data collection began: CST 2000-01, CELDT 2003-04 and District trimester 2007-08. We use multiple year comparisons to evaluate student academics and program effectiveness.

2. District: plan and develop programs: All state assessments and district benchmarks can be analyzed by assessment, demographics, individual students, students by site/district grade levels. The data analysis is done by district and school site staffs. The analysis determines the proficiency level of students acquiring English language arts and math. This data is used to plan and design instructional programs.

3. District: make decisions regarding the allocation of resources: Both Federal (Title III and Title I –Stratford only) and State (EIA-SCE, EIA-LEP) allocations are used to supplement the instruction in ELA and math to the core curriculum. With the multi-funded positions, instructional aides work with Migrant students to provide additional support to the students mastering of state standards in RLA, math and writing.

4. District: monitor and evaluate student outcomes and program effectiveness: Students who fall below proficient on the CSTs, below 70% on district benchmarks, and do not grow a performance level on CELDT, are given an Individual Learning Plan (ILP) specific to their weaknesses. Within that ILP, specific goals are set and monitored throughout the trimester and after trimester testing. Each teacher and site administrator work together to analysis each student who falls below 70% on district trimester benchmarks. Specific learning strategies are discussed, analysis of the test questions by standards are discussed and a plan is set to re-teach and re-assess standards not mastered. The administrators also meet after each trimester with the district superintendent, to share how their site teachers are meeting the needs of students who are below proficient on benchmarks.

For program effectiveness, at the beginning of the year, state testing is analyzed by district and site grade level results. Based upon interpretation of data, professional development is planned. The LEA and Single Plan for Student Achievement plans are revised based upon the analysis of state and district testing. Individual sites review their data and plan for professional development, grouping by instructional levels, and/or setting up intervention classes before, during, and after school program as well as Saturday sessions.

MIGRANT EDUCATION PROGRAM

SECTION VI – Data Analysis Summary – Part 3 – Priority for Services

Identify how your district will:

- Target priority for services (PFS) students
- Identify other students and/or priorities to be targeted

Reference SECTION VI – Data Analysis Summary Parts 1 and 2. Use as many pages as necessary to provide a thorough description.

How the district will target migrant Priority for Service students:

The initial step in the process that the District uses to target Priority for Services (PFS) migrant students is through their identification. Once a student is enrolled into the Migrant Education Program, it is determined whether the student’s qualifying move falls within the State’s mobility window for the regular school year (August 16, 2010 through June 2, 2011) and whether the student is not meeting grade level standards. If both of these criteria are met, the student is designated as a PFS migrant student. In deciding which students are to receive migrant supplemental services, the district has determined that first priority will be to target those migrant students identified as PFS.

How the district identifies other migrant students and/or priorities to be targeted:

“High risk” migrant students defined as those who are at “high risk” of not meeting grade level standards but not meeting the mobility criteria necessary for designation as a “Priority for Services” student may also be served, dependent upon availability of resources. To facilitate additional students, the Migrant instructional aides will be working in conjunction with other federal and state funded instructional aides to help improve the academic levels in reading/language arts and math to the “targeted” students who are identified as Priority for Services or non-PFS.

The students who are identified as “Priority for Services” or non PFS are monitored through the Data Director reports which then are transferred to the students’ individual learning plans targeting English Language Arts and math as well as tracking their English language fluency levels through assessments such as ELDR, Dibels, and/or LitCon literacy levels as well as the new K-5 ELA adoption, *Treasures* and 6-8 *Literature: CA Treasures*. The District will be using the state CST-ELA, CST-Math and CELDT – 3 – AMAOs performance targets for determination of Migrant students meeting state standards. These performance targets will be addressed through the core program, intervention programs before, during, and after the school day. Priority for students is based upon ongoing assessments (ELDR, Dibels) state adopted ELA and math textbook assessments, and district trimester benchmarks. The High School Performance target is addressed through articulation with Lemoore High School: meetings with CUSD and LHS 9th grade ELA, math, science, and HSS teachers, charting all 8th grade benchmark tests, state tests (CELDT, CST), dialogue with administration and annual Character Conference with 8th graders. The Health Performance target is addressed by the following: Kings County Office of Education-Prevention Network Consortium (TUPE), the Safe School Healthy Student grant with partnerships with Kings County Sheriff Dept, Kings County Probation, and Kings County Mental Department. Finally, in order to address the School Readiness Performance targets, the District services 3-5 year old preschool students at each of the four sites. Class size for Central is 24 students and 16 students for Stratford. Stratford’s community also has a Head Start Program. Out-of- School Youth (OSY) will be referred to the Regional Liaison for academic and social services.

**MIGRANT EDUCATION PROGRAM
 SECTION VII – State Measurable Outcomes**

Beginning in 2008, targets will increase yearly until 2014. The 2007 Growth Academic Performance Index (API), 2007 Adequate Yearly Progress (AYP), and the 2009-10 Program Improvement reports are posted on the CDE Accountability Progress Reporting system Web page at <http://www.cde.gov/apr/>.

Subject Area	Target
School Readiness	The percentage of the eligible migrant preschool children receiving early childhood education will increase annually from a 2008-09 regional baseline, toward a statewide target of 80 percent access by 2014, as evidenced by COEStar** enrollment records.
	The percentage of children in MEP funded center or home-based programs who are ready for kindergarten by age five will increase by five percent each year. Beginning in 2009-10, the number of migrant children age-eligible to enter kindergarten the following year designated as ready for kindergarten by a.) identifying 10 or more English uppercase letter names or letter sounds, as measured by the Phonological Awareness Literacy Screening (PALS); and b.) by a gain of 4 or more standard scores on the Peabody Picture Vocabulary Test (PPVT-4) measure of English vocabulary or the Test de Vocabulario en Imagenes Peabody (TVIP) measure of Spanish vocabulary.
	The percentage of migrant kindergarten students who enroll in kindergarten after the age of 5.9 years will be reduced annually from a 2008-09 regional baseline toward a statewide target of 10 percent by 2014, as measured by MSIN database.
English Language Arts	Using the baseline of 2008 CELDT scores, the percentage of migrant ELs moving from one proficiency level to the next will increase, at a rate or above the target for ELs statewide, as measured by their CELDT scores.
	Using the baseline of 2008 CELDT scores, the percentage of migrant ELs who achieve full proficiency on the CELDT and who have no sub-skill assessment below intermediate level, will increase, at a rate at or above the target for the same group of ELs statewide, as measured by their CELDT scores.
	Beginning in 2009-10, the percentage of MEP students who score at proficient or above in English-language arts (ELA) will be consistent with the No Child Left Behind target, as measured by CST in ELA.

**A software program developed by TROMIK Technology Corporation for inputting Certificates of Eligibility and student data information

**MIGRANT EDUCATION PROGRAM
 SECTION VII – State Measurable Outcomes**

Subject Area	Target
Mathematics	The number of MEP students who are proficient in mathematics in grades two through seven will be consistent with California’s AYP targets, as measured by CST in Mathematics.
	The number of MEP students who score at the proficient or advanced level in grade eight algebra will increase by at least five percentage points annually, as measured by CST in Mathematics.
High School Graduation	The percentage of students who pass both the Mathematics and ELA components of the CAHSEE in the tenth grade will increase by at least five percentage points per year, as measured by CAHSEE.
	The percentage of MEP students who meet district course requirements/credit accrual and are on track for high school graduation will increase by at least five percentage points per year, as measured by statewide graduation rates.
	The percentage of MEP students completing “a-g” subjects will increase by at least five percentage points annually, as measured by California Longitudinal Pupil Achievement Data System (CALPADS).
Out-of-School Youth	At least 75 percent of identified MEP out-of-school youth (OSY) will have an individual Needs Assessment (INA) completed within thirty days of enrollment, as measured by the ration between OSYs and INAs.
	At least 75 percent of OSY will be provided a Migrant Learning Action Plan (MLAP) within 10 days of completing the INA, as measured by the ration between MLAPs and INAs.
	All (100 percent) OSYs with a MLAP will be referred to an appropriate educational, transcript, certificate, or vocational program, as measured by the ratio between MLAPs and referrals.
Health	All (100 percent) migrant students with unmet health needs that interfere with learning will be assessed annually for treatment or referral, as measured by the Migrant Student Information database.
	The percent of migrant students reporting that they feel connected to school will increase by five percent, per two year cycle, as measured by California Healthy Kids Survey.

MIGRANT EDUCATION PROGRAM

SECTION VIII – Instructional Activities – Part 1 – Regular School Year Program

Complete the information requested:

- For each area of focus selected complete a separate page
- Explain how Section VI-Data Analysis Summary was used to select a state measurable outcome.
- Select a state measurable outcome and place it in the appropriate box.
- List the local measurable objective, including local assessment that supports the state measurable outcome selected.
- Include dates this assessment will be used to measure success.
- List all of the interventions/activities that are aligned with, and support the state measurable outcome and the local measurable objective.
- Start and end dates must be as specific as possible.

Area of Focus

School Readiness
 English-Language Arts
 Mathematics
 High School Graduation
 Out of School Youth

Explain how Section VII – Data Analysis Summary was used to select the State Measurable Outcome: After reviewing both State and District testing data, the results indicate there is a greater need for emphases to be placed on English language Arts and English Language fluency development.

State Measurable Outcome (SECTION VIII – State Academic Measurable Outcomes): Using the baseline of 2009 CELDT scores, the percentage of migrant ELS moving from one proficiency level to the next will increase, at a rate at or above the target for ELs statewide, measured by their CELDT scores.

Local Measurable Objective: By June 2012, All Migrant students will receive supplemental ELA instruction from the classroom teacher supported by the Migrant funded instructional aides as evidence by work logs. By June 2012, Migrant students, who were below proficient on past CSTs in ELA and district trimester tests, will be monitored by District Individual Learning Plans (ILP). Migrant students will grow at least one performance level on CELDT and the percentage of student at and above proficient on the CST-ELA test will increase by 10% in the Spring 2011 as verified by the CST results.

Services (include frequency)	Staff Involved in providing the service	Target Population to Be Served			State and End Dates
		Priority for Service Students	Other Migrant Students	Total Students	
Three instructional aides working in class under the direction of the classroom teacher will provide supplemental instructional assistance to Priority for Service migrant students in grades K-8 which support ELA curriculum in addition to providing the support, encouragement, motivation, and monitoring necessary for these identified students who attend at least 80% of the time to accomplish the objective of	Three instructional aides	8	107	115	August 15, 2011- May 31, 2012

finishing and submitting 85% of their classroom ELA assignments by June 1, 2012 as evidenced by teacher records.					
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**MIGRANT EDUCATION PROGRAM
 SECTION VIII – Instructional Activities – Part 2 – Summer/Intersession Program**

Complete the information requested:

- For each area of focus selected complete a separate page
- Explain how Section VI-Data Analysis Summary was used to select a state measurable outcome.
- Select a state measurable outcome and place it in the appropriate box.
- List the local measurable objective, including local assessment that supports the state measurable outcome selected.
- Include dates this assessment will be used to measure success.
- List all of the interventions/activities that are aligned with, and support the state measurable outcome and the local measurable objective.
- Start and end dates must be as specific as possible.

Area of Focus

School Readiness
 English-Language Arts
 Mathematics
 High School Graduation
 Out of School Youth

Note: Budgeting for the 2011 Central Union School District Summer School will depend on the funds provided by the State of California. If that budget is cut substantially and we are unable to offer summer school to all students, we will support the Migrant Summer Program by providing a teacher who will be housed at the FRC building in Stratford and will work with Migrant students independently. Home visits will be provided for those students who are not in walking distance of the FRC building. The Summer Program budget would be revised.

Explain how Section VII – Data Analysis Summary was used to select the State Measurable Outcome: After reviewing both State and District testing data, the results indicate that although progress has been made, there is a greater need to continue emphases on English language Arts and English Language fluency development. An ILG for preschool students entering kindergarten was determined to give those Migrant students a four week K academy experience before the first day of school. The other ILG classes will target grades 2-3 and 4-6 Migrant students for ELA standards and ELD development based upon data from past CST and CELDT results.

State Measurable Outcome (SECTION VIII – State Academic Measurable Outcomes): Using the baseline of 2009 CELDT scores, the percentage of migrant ELS moving from one proficiency level to the next will increase, at a rate at or above the target for ELs statewide, as measured by their CELDT scores. Beginning in 2011-12, the number of migrant children age-eligible to enter kindergarten the following year designated as ready for kindergarten by a.) identifying 10 or more English uppercase letter names or letter sounds, as measured by the Phonological Awareness Literacy Screening (PALS).

Local Measurable Objective: By June 2012, at least 56% of the Migrant students, kindergarten through grade 5 will increase at least one proficiency level on the 2011 CELDT as compared with 2010 results. Beginning in 2011-12, the number of migrant children age-eligible to enter kindergarten the following year designated as ready for kindergarten by a.) identifying 10 or more English uppercase letter names or letter sounds, as measured by district kindergarten benchmarks.

Services (include frequency)	Staff Involved in providing the service	Target Population to Be Served			State and End Dates
		Priority for Service Students	Other Migrant Students	Total Students	
Summer School June 2012	2 – ILG teachers (K-2)	8	107	115	June 1 – June 30, 2012

	(3-6) at risk students 1 – teacher PreK students				
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**MIGRANT EDUCATION PROGRAM
 SECTION VIII – Instructional Activities – Part 3**

If the district MEP is focusing on one or two of the state measurable outcomes, explain why and how the other outcomes will be addressed through the core program and other categorical funds. Use as many pages as necessary.

Why the Focus on the State measurable Outcomes:

The District’s MEP focus will be using the baseline of 2009 CELDT scores, the percentage of migrant ELs moving from one proficiency level to the next will increase at a rate at or above the target for ELs statewide, measured by their CELDT scores. The reason for this focus is based on the following data provided by West Ed in the District Academic Assessment Data (Section V) for the 2010-11 and 2011-12 school year. This data indicates a 7% growth in the percentage of students reaching proficient or above in ELA. However, it is still below the goal of 100% by 2014.

School Year	Number of Students Assessed	ELA % at Standard	Number of Students Assessed	Math % at Standard	Number of Students Assessed	% at EA or A on CELDT
2010-11	76	29%	75	43%	68	35%
2011-12	81	36%	80	46%	64	48%

The District will continue to focus on the same state measurable outcome as it did in the 2010-11 school year based on the progress made over the past year. With the focus being on ELA, it is evident growth is being made with an increase of students reaching standards on ELA-CST and on the CELDT. However, it is necessary to continue with this goal to reach the desire percentage of migrant ELs moving from one level to the next. The measurable growth will be based upon CST-ELA and CELDT scores.

How other Outcomes are addressed:

Both sites have focused their site professional development in the area of ELA. Using collaboration and adjusted professional development days (2-4 days a year) to address vocabulary, writing and intervention needs. Other allocations are used to supplement the instruction for Migrant students. Multi-funded instructional aides provide additional support to students in small group settings and in interventions in the area of ELA, Math and Writing. Both Federal (Title III and Title I(Stratford only)) and State (EIA- SCE, EIA-LEP) allocations are used to supplement the instruction.

**MIGRANT EDUCATION PROGRAM
 SECTION IX – Funding and Governance**

Complete the information requested:

- Identify the monitoring and/or technical assistance activities conducted by the district, to ensure that the district meets program and fiscal requirements including the following:
 1. The internal control processes
 2. The use of migrant funds as supplemental and not used to supplant
 3. Budget amendments and revisions
 4. Procurement procedures
 5. Allowable expenditures, redistribution of funds process
 6. The timely expenditure and reporting of funds
- Include staff involved
- Start and end dates must be as specific as possible

Procedures/Activities	Staff Involved	Start and End Dates
<p>1. The internal control processes: To ensure compliance with program and fiscal requirements, the CENTRAL UNION ELEMENTARY SCHOOL DISTRICT has implemented several procedural and monitoring activities. In following the process established by the District to be compliant, the Migrant Education Program (MEP) budget and corresponding programmatic plan are developed after careful evaluation of the effectiveness of the last year’s program based on the evaluation and recommendations of CENTRAL UNION ELEMENTARY SCHOOL DISTRICT Migrant Advisory Council (MPAC) and Administration. In addition, district stakeholders use information gathered in the analysis of disaggregated student data to formulate program priorities and establish areas of focus for its 2011-2012 District MEP Service Agreement.</p> <p>2. The use of migrant funds as supplemental and not used to supplant: District funding levels including the migrant sub granting allocation are considered in allocating resources to most effectively address the goals and priorities of the district and the Region in serving the needs of migrant students. During coordination and collaboration meetings, other federal, state, and community resources are taken into account in order to avoid replication or supplanting and to maximize services to MEP students.</p> <p>3. Budget amendments and revisions: Upon monthly review of the budget,* the CENTRAL UNION ELEMENTARY SCHOOL DISTRICT Director of Curriculum and Instruction the District Fiscal Manager and the Migrant Program Resource Coordinator collaborate to ensure that the program budget</p>	<p>Migrant Program Administrator: Rene M. Moncada</p> <p>Superintendent: Ron Seaver</p> <p>Migrant Fiscal Analyst: Magdalena M. Márquez</p> <p>Migrant Resource Coordinator: Marcelo Huizar</p> <p>District Business Manager: Jack Boogaard</p> <p>PAC Member: Elivira Lopez</p>	<p>July 1, 2011 – June 30, 2012</p>

<p>matches and supports the program objectives. If necessary, a budget revision is drafted by the Director of Curriculum and Instruction and the Fiscal Manager with input from the CENTRAL UNION ELEMENTARY SCHOOL DISTRICT Migrant Parent Advisory Council. It is then reviewed by the Resource Coordinator and submitted to the district Superintendent for approval. The CENTRAL UNION ELEMENTARY SCHOOL DISTRICT Migrant Parent Advisory Council is involved in all budget amendments and revisions. Once approved by district stakeholders, the revised budget is submitted to the region for approval.</p> <p>4. Procurement procedures: The migrant service coordinator identifies the number of students eligible to receive migrant services annually. Based on this number, we receive funds to serve the identified students as per our district Migrant Service Agreement plan and services. Additionally, we may receive an augmentation based on a formula from the Region to provide additional services.</p> <p>5. Allowable expenditures, redistribution of funds process: The expenditures purchased through Migrant funds must meet the criteria as outlined in the District Migrant Service Agreement. These expenditures are determined in the spring of each year in order to be prepared for the new school year with the appropriate services and supplemental materials purchased. These expenditures are periodically reviewed by the region coordinator to further ensure compliance.</p> <p>6. The timely expenditure and reporting of funds: (a) Expenditures and encumbrances are to be monitored using monthly budget reports at the end of each month. (b) The Resource Coordinator meets and communicates with the district Fiscal Manager to review and check budget expenditures for accuracy, timely expenditure and reporting of funds. In addition to the monthly monitoring, the District also participates in a tri-annual programmatic and fiscal review conducted by an outside agency (M. Green and Company).</p>		
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MIGRANT EDUCATION PROGRAM SECTION X – Coordination and Collaboration – Part I

The district/local educational agency (LEA) must take into account the availability of other funds that a local operating agency may leverage to provide services to migrant children. The LEA may examine the funding levels of programs that the local operating agency conducts and that are available to migrant children or evaluate the availability of other Federal, State, or local funds by collecting data on per-pupil expenditures. Alternatively, a LEA may consider this factor by collecting data on the programs and/or services that are available and offered to migrant children in a local operating agency. Use this information and thoroughly answer the following:

1. Describe how the district collaborates and coordinates with educational, health and support service agencies to maximize and not replicate or supplant available services to migrant children and families.
2. Describe how MEP staff articulates with the regular instructional program to ensure the MEP supplemental services complement and support the districts core curriculum.
3. Describe the coordination and joint planning between MEP and district staff to ensure alignment between the DSA and LEA Plan.

1. Describe how the district collaborates and coordinates with educational, health, and support service agencies to maximize and not replicate or supplant available services to migrant children and families:

Central Union School District utilizes and expends all categorical funding to provide services for all students, including Migrant students, before Migrant funds are used in order to avoid the issue of supplementing instead of supplanting. Such funding sources as: Title I, Title II Part A & D; Title III – Limited English Proficient; EIA-SCE, EIA-LEP, ELAP, Gifted and Talented Education, School Safety & Violence Prevention Act. When Migrant funds are finally used, first priority goes to provide services for Migrant students who have moved within the last year and are failing or are in danger of failing to meet state standards (PFS). The District is also a recipient of a Safe School Healthy Student Grant that provides curriculum – Second Step (K-5) and Project Alert (6-8) and partnerships with the Kings County Sheriff, Probation and Mental Health Services Departments. This grant provides services to all students and their families through the Stratford FRC.

2. Describe how MEP staff articulates with the regular instructional program to ensure the MEP supplemental services complement and support the district’s core curriculum:

The Central Union School District takes certain steps to ensure that the planned migrant services are supplemental to the district’s core curriculum. All district decisions related to curriculum and support services are informed by disaggregating STAR CST, CELDT, and district trimester tests through Data Director. At the beginning of the school year, and on an on-going basis, the Migrant Education Resource Coordinator and the District Administrator, communicates with teachers and administrators regarding the required Migrant Student Needs Assessment (done 30 after enrollment). This assessment will be a part of the student’s individual learning plan (ILP) which monitors the district benchmark and ongoing ELA, Math and writing assessments. The district coordinates with MEP Resource Coordinator and Program Manager to plan more extensive and focused migrant funded services, beyond the available district resources, to help migrant students succeed in the core curriculum. These migrant services, which include the PFS identified students, are intentional, research-based, and consistent with the district’s goal to focus on the state performance targets in ELA and math. The District Contact Administrator, principals, and MEP Resource Coordinator hold meetings to review migrant program objectives, activities, timelines, targeted students, and staff’s roles in working with migrant students. Classroom teachers and instructional aides receive updated migrant student lists which include the definition of priority for services (PFS) students and DSA objectives related to the

2011-12 Migrant Education Program – District Service Agreement

District: Central Union School District

Region: 8

instructional aides work. The District Contact Administrator and Resource Coordinator will meet monthly with program staff to provide current migrant student lists, review progress of objectives, and to monitor the work logs for documenting the supplemental services provided.

3. Describe the coordination and joint planning between MEP and district staff to ensure alignment between the DSA and LEA Plan:

The Central Union School District coordinates and jointly plans with MEP staff to ensure alignment between the DSA and the Local Education Agency (LEA) Plan in order to maximize the impact on student achievement. Student assessment data and the district LEAP serve as the primary guidance in planning the DSA migrant services for regular school year and summer programs. The migrant student data is analyzed by trimesters to identify the achievement levels in ELA and math to monitor growth. As the LEAP is revised and revisited each year, the MEP Resource Coordinator will be provide input regarding the unique needs of migrant students and program strategies, including parent involvement activities which support their child’s academic needs and gaps. This information is used to address the section of the LEAP that describes the district’s performance targets and specific actions to improve academic practice in ELA and mathematics for migrant students.

MIGRANT EDUCATION PROGRAM SECTION X – Coordination and Collaboration – Part 2

Describe the current and/or proposed inter, intra and/or bi-national strategies and activities conducted by the District to ensure the continuity of services for children who migrate from one state or school district to another and from one country to another. The description should address the following:

1. Information on the numbers of students who migrate and their destination
2. Records exchange
3. Strategies and activities to increase articulation between sending and receiving schools

1. Information on the numbers of students who migrant and their destination: Based upon the most current WestEd information on the number of students who migrated and their destination, the total of Migrant students who moved into Central Union School District was 35. Further analysis of the mobility data taken into account which of these were bi-national, interstate and intrastate moves who show a pattern of greater movement within the state of California than from the other states or Mexico with the number of each type of student move being 12 or 6 respectively. WestEd data for students moving to other locations in California from Lemoore (CUSD) for the same period of time shows that 17 moved from elsewhere in California.

2. Records exchange: The transfer of school records information via the student's cum folder which also contains a copy of the student's individual learning plan (ILP) as well as CELDT, CA STAR testing and CUSD trimester benchmark results. If the student moves within the state of California and has previously been enrolled in the Migrant Education Program, both sending and receiving school districts are able to access some student history through Migrant Student Information Network (MSIN) Intranet.

3. Strategies and activities to increase articulation between sending and receiving schools: Current strategies and activities conducted by CUSD to ensure the continuity of services for children who migrate from its district to another California school district or to another state is primarily through the transfer records located in the student's cum. In addition, once fully operational, another interstate data source where pertinent information can be obtained will be through the California Longitudinal Pupil Achievement Data System (CALPADS). With respect to student migration from one country to another, the District is aware of the agreement between the United States and Mexico which utilizes a Bi-national Transfer Document that is available for those of its students in grades K-6 and 7-9 who migrate to Mexico, and it encourages families to obtain this document to facilitate transferring their children's school records. Similarly, the District has endeavored to educate its families about the importance of doing their part to make sure that their children's educational records are transferred from the sending school district to the receiving school district.

MIGRANT EDUCATION PROGRAM
SECTION XI – Parent Involvement – Part I – Governance

Describe how the district will comply with statutory requirements of the parent advisory committee (PAC) involvement including:

1. The process established to ensure the PAC collaborates with the district to establish goals, objectives, and priorities
 - a. Include sign in sheets and agendas
 - b. Include a list of names of participating migrant parent advisory council representatives
2. The process established to ensure the PAC review of the annual needs and year-end assessment, as well as program activities, for each school, and a review of Individualized educational plans.
3. The process established to ensure that the PAC advice on selection, development, and reassignment of MEP staff. The members may participate in activities such as the development of job descriptions, interview protocols, and interview questions. The members may also sit on interview panels. In no case may the recommendations of a migrant parent advisory council conflict with the personnel policies adopted by the governing board of a school district, operating agency, or the state educational agency (SEA).
4. The process established to ensure the PAC has active involvement in the planning and negotiation of program applications and district service agreements.

The CUSD will comply with statutory requirements of Parent Advisory Council (PAC) involvement through its development of a strategic plan which includes nurturing meaningful parent involvement on the advisory council, developing parent leadership and providing comprehensive training for the PAC that addresses the above four processes. At the first PAC meeting of the year, the District Contact Administrator will collaborate with the Migrant Parent Advisory Council (PAC) and the Migrant Education Resource Coordinator in scheduling a minimum of six meetings for the purpose of comprehensively training PAC members to be successfully fulfill their four legal responsibilities in : a) establishing migrant education goals, objectives, and priorities, b) reviewing annual needs assessments and program activities, c) advising on the selection, development and reassignment of migrant education program staff, and d) being actively involved in the planning and negotiating of program applications and service agreements. The newly elected members will be asked for input on the dates and times of the PAC and general parent meetings to help ensure that parent needs are accommodated. Also, tentative training topics will be addressed as well as those that are mandated by program guidelines.

Meetings are conducted in the language that is understandable to the parents that a present. All information given to parents are written in both Spanish and English. Besides receiving written notification of finalized meeting dates, times and locations, prior to every meeting PAC members

will receive a personal phone call inviting them to the meeting. Furthermore, the District also recognizes the importance that the role of the Community Contact assigned to the District has in helping families feel connected to the school and being involved. Meeting agendas will give further recognition to the important role that the PAC members have in the program by including list of the names of the officers and the offices they hold. Time will be set aside in the first advisory council meeting to point out the inclusion of their responsibilities. They will receive a binder with their name and office including the Migrant logo. In addition, they will receive recognition before their peers at the general parent meetings when they are introduced to the migrant parent population at large. Support in developing their roles as leaders through additional training beyond the required topics will including studying the characteristics of leadership and levels of parent involvement. They will become familiar with Roberts Rules of Order and PAC by-laws so the officers can take charge of running the meeting.

For all four of the legally required areas, the basic process established by the District to ensure PAC involvement will include developing council members' awareness of their responsibilities in each of the areas. The second step will be to provide meaningful training in a format and language understandable to them, which will enable them to carry out their advisory role effectively.

1. District process to establish PAC collaborates with the district to establish goals, objectives, and priorities: As part of the strategic plan developed for the PAC, training will be provided which utilizes materials developed to familiarize PAC members with what goals, objectives, and priorities are so that they will be able to have an effective role in working together with the District to create program goals, objectives, and priorities. Using the current year district service agreement plans and budget information, PAC members will also learn how to interpret data in order to prioritize the needs of the migrant students in the district and give input on where they feel services will be most beneficial.

2. District process to establish PAC review of the annual needs and year end assessment, as well as program activities, for each school, and a review of individualized educational plans: As part of the strategic plan developed by the PAC, training will be provided in which PAC members will learn how to interpret data related to an annual needs assessment and program activities information found in the District Migrant Service Agreement. In addition, PAC members will be trained to understand the information provided in the ILP (Individual Learning Plan).

3. District process to ensure PAC give advice on the selection, development, and reassignment of MEP staff: As part of the strategic plan developed for the PAC, training will be provided in which PAC members will learn about the district hiring process of all instructional aides in the district. Migrant instructional aides are selected from the “pool” of hired instructional aides. All instructional aides assigned, as Migrant aides are bilingual and are sensitive to the needs of Migrant students and their families.

4. District process to ensure PAC has active involvement in the planning and negotiation of program applications and district service agreement. As part of the strategic plan developed for the PAC, training will be provided in which PAC members will learn how to interpret data related/necessary for the creation of the Migrant Education District Service Agreement. In addition, PAC members will learn how to give input and recommendation on the DSA budgets and plans and any revisions and/or augmentations to those agreements. Through the Consolidated Application Part I and II, the parents will be informed regarding how the students are serviced through multiple Federal and State funding resources as it takes multiple sources of funding to support the educational needs of Migrant students and their families. Additionally, PAC members will also understand that the district service agreement PAC signature signifies that parents have been given opportunities to be actively involved in it development.

MIGRANT EDUCATION PROGRAM
SECTION XI – Parent Involvement – Part 2 – Parent Training

Complete the information required:

- Describe how the training needs for parents were identified
- List the local measurable objective
- List the services that are aligned with the local measurable objective
- The services should be aligned with the training needs identified
- List the staff involved in providing services
- List the number of parents of migrant students targeted for service
- Start and end dates must be specific

***State Measurable Outcome:**

How were training needs identified by parents: At the March 16, 2011 Migrant parent meeting, the adults in attendance reviewed the previous years goals and objectives and then listed their input for the new DSA for the 2011-12 school year. The following is the input for those parents and community members:

1. Guest speakers: drug prevention and family education; character conference – expectations for high school; careers; gang task force for 4-8 student and parent presentations; former Migrant students speak as role models; class to talk about peer pressure, SMART camp; CARES topics
2. Tools for students: homework boxes, books for primary and chapter books for intermediate with storage boxes, educational activities.
3. 2012 Summer School: ILG for preschool “K” transitional academy; 2 ILG for Migrant identified 2-6 grade students
4. Migrant Family Night: Math

Local Measurable Objective:

By June 2012, all Migrant parents will be trained to volunteer in their child’s school, receive information regarding their child’s academic progress, attend workshops designed for understanding of their child socially and emotionally needs as verified by agendas and sign in sheets.

Services (include frequency)	Staff Involved in providing the services	# Parents of Migrant Students	Start and End Dates
The Migrant Regional Office and the CUSD FRC will be contacted and coordinated to offer requested parent workshops and presentations. The FRC is open during the school year (August through June) and addresses the social, emotional, and economic needs of the community. The Director and District administration will be in close contact to schedule the trainings.	Migrant Regional Office Resource Coordinator, District/Site Administrators, Director of FRC, local community and state colleges	We will target all Migrant parents – 60 families	July 1, 2011 – June 30, 2012

*State Measurable Outcome is pending and will be required when the Parent Component of the State Plan is developed

**MIGRANT EDUCATION PROGRAM
 SECTION XII – Health Services**

Complete the information requested:

- Select a state measurable outcome and place it in the appropriate box.
- List the local measurable objective, including local assessment that supports the state measurable outcome selected.
- Include dates this assessment will be used to measure success.
- List all of the interventions/activities that are aligned with, and support the state measurable outcome and the local measurable objective

State Measurable Outcome (Section VIII – State Academic Measurable Outcomes): (Section VIII – State Academic Measurable Outcomes): All (100 percent) migrant students with un met health needs that interfere with learning will be assessed annually for treatment or referral, as measured by the Migrant Student Information database.

Local Measurable Objective: By June 30, 2012, all migrant students whose annual “Student Needs Assessment” indicates a health need will be processed for treatment or referral to district health services.

Services (Include frequency)	Staff Involved in providing the services	Target Population to Be Served			Start and End Dates
		Priority for Service Students	Other Migrant Students	Total Students	
In support of the district’s Local Measurable Objective, on a monthly basis, all Student Needs Assessments indicating a migrant student health needs will be reviewed by regional resource coordinator and processed for treatment and referral, as measured by Migrant services logs.	Regional Resource Coordinator, Regional Migrant Nurse	8	107	115	August 2011- June 2012

**MIGRANT EDUCATION PROGRAM
 SECTION XIII – Staff Development**

Describe the following:

- How are staff development needs identified?
- How do migrant funds supplement the districts staff development plan?

How are staff development needs identified: Central Union School District automatically schedules any state mandated training. The staffs participate in student data analysis, which directs the specific staff development needed to improve student achievement. After each workshop, an evaluation form is used to solicit information regarding the training and topics for future trainings. With new District adopted programs, staff training is provided. All Migrant staff members are required to attend a cultural sensitivity training.

How do migrant funds supplement the districts staff development plan? No migrant funds are used to supplement the District’s staff development plan. The District’s staff development plan includes training for all instructional aides. For Migrant instructional aides, an emphasis is placed on reading and math strategies and activities.

Services (Include frequency)	Staff Involved in providing the services	Target Population to be Served		Start and End Dates
		Number	Job Title	
1. Migrant funded instructional aides inclusion in District-sponsored trainings	Non-MEP Staff	Three	Instructional aides	Sept. 1, 2011 through June 1, 2012
2. Cultural sensitivity training is provided for all migrant funded summer staff as required by law.	Regional staff providing region-wide summer program training	Three	Teachers (ILG)	In June 2012 prior to the start of the summer program.

**MIGRANT EDUCATION PROGRAM
 SECTION XIV – Identification and Recruitment – Part I**

Complete the information requested for each column. If the district does not conduct any activities to meet this performance target, write “not applicable” (n/a) in the column:

- Include all activities for each of the program components that support the district’s effort to meet this performance target
- List all staff involved
- Start and end dates must be as specific as possible
- List Evidence of Completion and/or Documentation used to measure success
-

Program Component	Activity	Staff Involved	Start and End Dates	Evidence of Completion/ Documentation
<p>1. Community-Based Recruitment By June 30, 2012, with support and knowledge of supervisor, the Regional Student Recruiter-Migrant will schedule one day a month of recruitment activities in the community as evidenced by schedules and field reports.</p>	<p>1. Regional Student Recruiter-Migrant shall conduct canvassing in the community once a month. 2. Regional Student Recruiter-Migrant shall have ongoing communication with community agencies to find out if new families have arrived in the community.</p>	<p>Regional Student Recruiter-Migrant</p>	<p>August 2011- June 2012</p>	<p>Schedules and Field Reports</p>
<p>2. School-Based Recruitment By June 30, 2012, with support and knowledge of supervisor, the Regional Student Recruiter-Migrant shall monitor the District’s enrollment records and communicate with the school’s secretary every two weeks to access new students who enroll in the district as evidenced by the Regional Student Recruiter-Migrant’s copies of lists of new</p>	<p>1. Regional Student Recruiter-Migrant shall monitor the school’s enrollment data in order to identify new potential migrant students and recruit them as soon as they are enrolled in the district. 2. Regional Student Recruiter-Migrant shall communicate with the schools’ secretaries to ensure they are identifying and recruiting every eligible migrant student.</p>	<p>Regional Student Recruiter-Migrant</p>	<p>August 2011- June 2012</p>	<p>Schedule and Field Reports</p>

2011-12 Migrant Education Program – District Service Agreement
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enrollees and Schedule of school visits.				
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MIGRANT EDUCATION PROGRAM

SECTION XIV – Identification and Recruitment – Park 2 – Quality Control

State Academic Performance Target: All students enrolled in the MEP will be qualified migrant students.

Complete the information requested for each column. If the district does not conduct any activities to meet this performance target, write “n/a” in the column.

- Include all activities for each of the program components that support the district’s effort to meet this performance target
- List all staff involved
- Start and end dates must be specific not general
- List Evidence and Completion and/or Documentation used to measure success

Program Component	Activity	Staff Involved	Start and End Dates	Evidence of Completion/ Documentation
<p>1. Orientation & Training By June 30, 2012, the Regional Student Recruiter-Migrant with knowledge and support of supervisor shall participate in four trainings provided by the Region and one to one trainings with Regional Identification and Recruitment (I&R) Quality Control Specialist as evidenced by sign-in sheets and I&R Quality Control Specialist’s reports.</p>	<p>1. Regional Student Recruiter-Migrant shall attend Regional in-services to strengthen knowledge of identification policies and regulations, skills in interviewing, eligibility determinations, and record keeping</p> <p>2. Regional Student Recruiter-Migrant shall participate in one-to one trainings with I&R Quality Control Specialist.</p>	<p>Regional Student Recruiter-Migrant</p>	<p>August 2011-June 2012</p>	<p>Schedule and Field Reports</p>
<p>2. Annual Staff Evaluation By June 30, 2012, the Regional Student Recruiter-Migrant with knowledge and support of supervisor shall work closely with the Regional I&R Quality Control Specialist in order to reduce any student eligibility errors as evidenced by I&R Quality Control Specialist’s reports and District Quality</p>	<p>1. Regional Student Recruiter-Migrant shall continue to complete a field report of all home visits and record the results of the home visits for review by district contact Administrator, Migrant Resource Coordinator, and Region I&R Quality Control Specialist.</p>	<p>Regional Student Recruiter-Migrant</p>	<p>August 2011-June 2012</p>	<p>Schedule, Field Reports, & I&R District Quality Control Profile</p>

Control Profile.				
<p>3. Resolving Eligibility Questions</p> <p>By June 30, 2012, the Regional Student Recruiter-Migrant with knowledge and support of supervisor shall carefully and to the best of their ability complete and review Certificates of Eligibility (COE) before submitting to Region as evidenced by District Quality Control Profile.</p>	<p>1. Regional Student Recruiter-Migrant shall fill out Basic Interview Pattern and COE of eligible migrant students.</p> <p>2. Regional Student Recruiter-Migrant shall review all COEs before they are submitted to the Region.</p>	Regional Student Recruiter-Migrant	August 2011-June 2012	Schedule, Field Reports, & I&R District Quality Control Profile
<p>4. Verifying Certificates of Eligibility</p> <p>By June 30, 2012, the Regional Student Recruiter-Migrant with knowledge and support of supervisor shall carefully and to the best of their ability complete and review Certificates of Eligibility (COE) before submitting to Region as evidenced by District Quality Control Profile.</p>	<p>1. Regional Student Recruiter-Migrant shall fill out Basic Interview Pattern and COE of eligible migrant students.</p> <p>2. Regional Student Recruiter-Migrant shall review all COEs before they are submitted to the Region.</p>	Regional Student Recruiter-Migrant	August 2011-June 2012	District Quality Control Profile

MIGRANT EDUCATION PROGRAM
SECTION XIV – Identification and Recruitment – Park 2 – Quality Control continued

State Academic Performance Target: All students enrolled in the MEP will be qualified migrant students.

Complete the information requested for each column. If the district does not conduct any activities to meet this performance target, write “n/a” in the column.

- Include all activities for each of the program components that support the district’s effort to meet this performance target
- List all staff involved
- Start and end dates must be specific not general
- List Evidence and Completion and/or Documentation used to measure success

Program Component	Activity	Staff Involved	Start and End Dates	Evidence of Completion/ Documentation
<p>5.Re-Interview Process By June 30, 2012, the Regional Student Recruiter-Migrant with knowledge and support of supervisor shall communicate to parents that Region VIII has a quality control process whereby COEs are randomly selected and family selected will be re-interviewed. Knowledge of quality control process will be confirmed during the re- interview.</p>	<p>1. Regional Student Recruiter-Migrant informs families during interview that the Region has a quality control process where COE’s are randomly selected for re-interviews</p>	<p>Regional Student Recruiter-Migrant</p>	<p>August 2011-June 2012</p>	<p>Schedule and Field Reports</p>
<p>6.Annual Verification By January 2012, all migrant families enrolled in the district during the 2011-2010 school year will be visited by the Regional Student Recruiter-Migrant to learn if</p>	<p>1. Region will provide Qualifying Arrival Date (QAD) Report 2. Regional Student Recruiter-Migrant shall document on QAD list the date family was visited and initial.</p>	<p>Regional Student Recruiter-Migrant</p>	<p>August 2011-June 2012</p>	<p>1. Completion of QAD Report. 2. Parent signatures on COEs.</p>

<p>they are still in the area, have made another qualifying move, or are in need of program services.</p>				
<p>7. Data Entry Process In the event there is a need for a Corrective Action Process, the Regional Student Recruiter-Migrant with close involvement and monitoring from the supervisor will participate in the Corrective Activities. This Corrective process will end before June 30, 2012 as evidenced by District Quality Control Profile, Observation Checklists, Re-interview Summary Report, and BIPs attached to copies of the COEs.</p>	<p>If various errors begin to surface when reviewing COEs and/or observing interviews when shadowing the Regional Student Recruiter-Migrant, the Region will meet with the Program Manager, Program Coordinator and District Supervisor to implement the following process:</p> <ol style="list-style-type: none"> 1. Home visits will be made by the I&R Specialist to verify information from a random sample of COEs. The BIP and a copy of the COE will be used to conduct the interviews. The results will be shared with appropriate staff. 2. Re-train the Regional Student Recruiter-Migrant by shadowing twice a week for one month. <ul style="list-style-type: none"> Review Policies and Regulations Role playing Observe the I&R Specialist using correct interview techniques I&R Specialist observes the Community Contact interviewing families 3. The results of the training will be recorded on the Regional Observational Checklist. 4. At the end of the month the Region will meet with all appropriate personnel and a summary of the results will be shared. Options will be discussed. 5. If there are no possible options the recommendation will be that the Regional Student Recruiter-Migrant is not qualified to identify migrant families and should be replaced. 6. Forms used to arrive at the decision will be filed in the Regional central files under heading Re-Training on Eligibility. (District Quality Control Profile, Observation Checklists, Re-Interview Summary Report, and BIPs attached to copies of the COEs.) 	<p>Regional Student Recruiter-Migrant, Supervisor, Migrant Resource Coordinator, Migrant Manager, & I&R Specialist</p>	<p>August 2011-June 2012</p>	<p>Meeting agendas, District Quality Control, Observation Checklists, Re-Interview Summary Report, and BIPs attached to copies of COEs.</p>

MIGRANT EDUCATION PROGRAM

SECTION XV – Evaluation and Program Revision

A program evaluation is due for grant year 2011-2012. If the district is being evaluated by the Region then the district is not required to complete this form. Title I, Part C Education for Migratory Children, Draft Non-Regulatory Guidance, 2003, states, in Chapter VII, question C3, that, "...local operating agencies must conduct a local project evaluation that measures both the implementation of the project and student performance against the project's measurable outcomes, the State measurable outcomes, and the State's performance targets."

Provide a thorough description of the program evaluation process. The evaluation plan must address:

1. Number of students served and type of service received
2. What are program benchmarks and how are they used to modify the program prior to the end of the grant year
3. Comparison of proposed program services with the actual program services implemented
4. Compare the results of the program against the local measurable objective and the State's measurable objectives
5. How the evaluation results are used to plan for subsequent year activities

Completed evaluations are due to Region 60 days after the end of the grant year.

Description of the CUSD Migrant Education Program Evaluation Plan: The district has established a process and criteria to determine the effectiveness of the services that are provided to Migrant students. This process is found in our English Learner Master Plan. The goal is to develop English and literacy in each student as equal opportunity for academic achievement through SDAIE and Structured English Immersion. The goal also is to promote a positive self-concept and cross-cultural understanding among all students. Disaggregated data will be collected to determine progress toward attaining program goals.

1. Number of students served and type of service received: CUSD has 115 Migrant students 8 of which are priority for services students. The students receive core instruction through teachers who hold BCLAD, CLAD, or SDAIE certificates. Along with the core instruction, the students are provided with intervention and small group instruction. Staff development for teachers have included: ELD strategies for instruction, Step Up to Writing, Thinking Maps, and differentiated lesson planning.

2. Program benchmarks and use of data to modify program: All students take three trimester benchmarks that are aligned to the CA state standards: K-8 take English Language Arts, math and writing; 6-8 students also take science and history social studies. Each student who follows below the 70% proficient rate is placed on an Individual Learning Plan (ILP) that monitors the child's district benchmarks, CELDT and STAR current and prior tests results. Those results are use to place students in small groups for instruction at their instructional level.

3. Comparison of proposed program services with the actual program services implemented: Students’ benchmark, CELDT, and STAR results, previous and current, are stored in a disaggregated system – Data Director. Student results are charted by current and previous years. For both district benchmarks and STAR results, standards are identified as meeting standards or below standards. Those identified standards where the student is below standard are placed on the ILP. From that data, teachers and instructional aides (under the direction of the teacher) will provide instruction based upon the students’ academic need.

4. Compare the results of the program against local measurable objective and State’s measurable objectives: Through the disaggregated data on each child, district benchmark and STAR results, identification of student growth will be charted. Currently, the state measures if the students are meeting standards by their results on CST-ELA and CST-Math. For the 2011 spring testing, the goal is 67.6% students are to be proficient ELA and 68.5% proficient in math. The goal for students who have not meet the percent proficient is to increase their score by 10% on the CST -ELA. For CELDT results, the goal is for the student to advance one performance level.

5. How the evaluation results are used to plan for subsequent years’ activities:

Description of the District Migrant Education Program Evaluation Plan*

Central Union School District has devised a systematic series of steps or stages within its Migrant Education Program Evaluation Plan in order to develop a process for evaluating its program as described in the following outline:

Pre-implementation Stage: (March and April 2011)

- 1) During the district service agreement development process, individuals involved in its creation will take into account the correlation that needs to occur with regard to the State evaluation tool and the district service agreement for purposes of the program’s evaluation.
- 2) Program benchmarks for monitoring the program will be established.
- 3) A procedure for gathering data throughout the project will be developed.
- 4) Individuals (ie. Parent Advisory Council members, administration, staff) who will participate in the program evaluation will be identified and informed of their roles and responsibilities within that process.

Implementation Stage: (July 1, 2011-June 30, 2012)

- 1) The District will implement the activities and services found in its district service agreement.
- 2) The program will be monitored using the identified benchmarks and other data and, if needed, it will be modified to provide maximum effectiveness and efficiency.
- 3) Data will be gathered throughout the project that will be used during the program evaluation stage to determine the program’s success.
- 4)

Evaluation Stage: (July and August 2012)

- 1) At the end of the grant year, the District will conduct a formal program evaluation using the State evaluation instrument as outlined in Section XV—Evaluation and Program Revision of the 2011-2012 District Service Agreement and as found in the official State evaluation tool so as to ensure a complete and thorough program evaluation.

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2) The District will submit its evaluation results to the Region and/or State within the 60 day time frame set by the State.

*Please Note: Items 1-5 above are addressed in the State evaluation instrument which the District will be using as part of its evaluation plan

SECTION XVI – Organizational Chart

Provide district organizational structure including:
• All Migrant Education Program (MEP) position titles with names
• Organizational Chart should match information listed in Section XVII – Staffing Profile

One partially Migrant-funded Regular Year Instructional Aide Position:

Monica Jimenez-Gonzalez

Summer School migrant-funded positions:

Two Teachers – ILG (TBA)

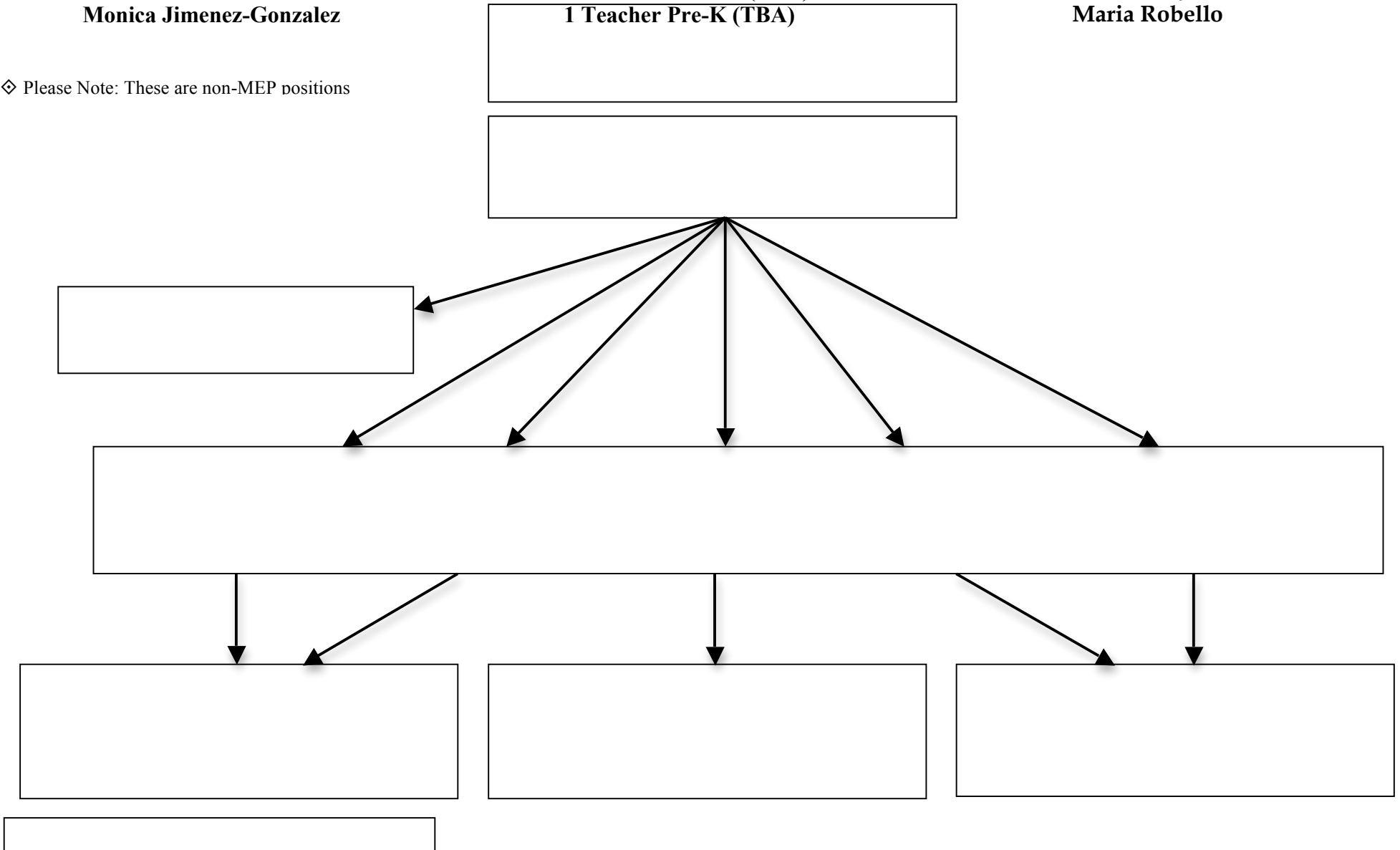
1 Teacher Pre-K (TBA)

Two partially Migrant-funded Regular Year Instructional Aide Positions:

Gisela Leyva

Maria Robello

◇ Please Note: These are non-MEP positions



MIGRANT EDUCATION PROGRAM SECTION XVII – Staffing Profile

Complete the information requested for all staff working for the MEP.

- Check the appropriate box for Regular and Summer/Intersession Term. If the position is year-round, check both columns.
- In the Job Classification column, list the job classification.
- In the Count column, identify the total number of full-time (FT) and part-time (PT) persons working in each job classification. The total number of positions per classification should match the budget.
- Identify the percent funded by DSA and Other Program(s).
- If Other Program Funds are used, identify the funding source (i.e. Title I-Part A).
- For multi-funded positions, identify your recordkeeping documentation. Include a sample of this recordkeeping documentation. Include a copy of the job description for each job classification listed.

Term		Job Classification (Title listed here must match those in the budget form)	Count			Percent Funded by DSA	Percent Funded by Other Program(s)	Other Program Funding Source	Multi-Funded Recordkeeping Documentation (i.e. work logs, timesheet, etc.)
Regular	Summer/Intersession		FT	PT	Total				
X		Instructional Aide	0	1	1	43%	57%	General Title I	Daily Work Schedule Tutoring Logs
X		Instructional Aide	0	1	1	86%	14%	General Title I	Daily Work Schedule Tutoring Logs
X		Instructional Aide	0	1	1	43%	57%	General EIA-LEP	Daily Work Schedule Tutoring Logs
	X	Teacher (ILG)	0	2	2	100%			Time Sheets
	X	Teacher (Pre-K)	0	1	1	100%			Time Sheets

MIGRANT EDUCATION PROGRAM SECTION XVIII – Detailed Budget

Complete budget forms:

- The budget must support the program described in the application
- The budget must be detailed by object code

**MIGRANT EDUCATION PROGRAM
SECTION XIX – Assurances**

LEA superintendent or designee shall read, sign, and attach the assurances to the DSA.