

iGrants Form Package 206
Title I Part C Education of Migrant Children
(Regular Year and Summer School 2011-12)
(Federal Funds)
Instructions for Form Completion

In order to complete the application, you must complete the Service Delivery Plan LEA Worksheet located on the Migrant Student Information System at www.msdr.org.

MEP Service Delivery Plan Evaluation – complete

A. Program Planning:

1. Plan shall be developed with teachers, other appropriate staff, and parents.
 - a. **Identify the** members, including migrant parents (required), who participated in the planning group process to determine the services to be provided with these funds to meet the identified needs of migrant students (including priority migrant students). (NOTE: Names of participants may be requested by OSPI for regular year and for summer school.)
 - b. **Describe how** the grant application and service delivery plan has been communicated to building principals, school board, and other administrators for support in successfully implementing the action steps to support the state goals.
2. **Provide the** number of migrant students to be served from the Student Needs Assessment Data report in MSIS. Priority for services are migratory children who are failing, or most at risk of failing, to meet the state's challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year.
3. Note **Yes** or **No** if the Migrant Education Program report has been completed and submitted to OSPI (Form Package 521).

B. Equipment or Instructional Resources:

- Clearly identify any equipment or instructional resources (such as computer hardware, software, site license, personal electronic devices, printers, supplemental materials, etc.) to be purchased with migrant funds.
- Describe how the items to be purchased will meet the needs of migrant students in accordance with the State's Service Delivery Plan.
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- Enter items to be purchased in the appropriate budget activity code:

Equipment to be used for direct instruction (instructional technology) - Activity

32, Object 5

Equipment to be used for program support - Activity 24, Object 5

Supplemental instructional materials/resources – Activity 27, Object 5

C. Support Services (non-instructional):

Support Services (Supplemental Services) paid by local MEP funds are provided to migrant students to supplement existing resources. See the MSIS manual for clearer definitions of these services.

- Indicate what services will be provided.
- Ensure costs are consistent with budget information and are based on meeting the needs of migrant students as noted in the State's Service Delivery Plan.
- Describe how these services are supplemental to other resources in the district.

D. Staff:

Indicate the staff to be paid with MEP funds and the estimated FTE and individual headcount. Home visitors and records clerk information should be completed in the section following staff. Provide an explanation of the supplemental activities and duties each position will complete. These should match the FTE as reported on the budget page.

Washington State has defined a classified staff FTE at 2080 hours and a certified staff FTE at 1080 hours. To determine the FTE for your staff, you would estimate the number of days to be paid with migrant funds, multiplied by the number of hours per day and divide by the appropriate classified or certified FTE hours (e.g., paraeducator to be paid with migrant funds 160 days @ 4 hours per day for a total of 640 hours. Divide 640 by 2080 for FTE of .31.

See links on grant application for a job description for home visitor, records clerk, graduation specialist, and student advocate.

Records Clerk and Recruitment (home visitor):

- Enter the projected FTE for home visitor for the regular year program.
- Enter the projected FTE for records clerk for the regular year.
- Compare to state average. Explain differences in your projections to state average.
- Indicate whether Identification and Recruitment (I & R) activities are adequately staffed.

The identification and recruitment activity is required for those districts receiving Migrant Education Program funds. See MSIS handbook for required activities, and recommended percentage of time for each activity. Logs of I & R activity are required.

- Indicate whether the time scheduled meets parents' needs.

Time must be allowed for the canvassing of school district boundaries, and to

complete COEs on families who qualify for the Migrant Education Program. Time scheduled for district staff to conduct this activity must be when parents are available.

- Indicate whether migrant records clerk activities are adequately staffed.
- Indicate whether time scheduled for records clerk activities meets reporting requirements.

The migrant records clerk activities must be adequately staffed and scheduled so that critical information required to be sent to MSIS is forwarded accurately and in a timely manner, and information received by MSIS is disseminated to appropriate district personnel in a timely manner, as well. It is important to offer flexibility in the schedule to allow for peaks in MSIS activity. Reports of completion of MSIS and withdrawing of students data are on the Migrant Student Data and Recruitment website.

- **NOTE:** See budget instructions for pertinent information and OSPI Bulletin 084-10 regarding Time and Effort information.

E. Professional Development:

1. Identification and Recruitment, Records Clerk, Graduation Specialist, and Student Advocate Staff.

- Indicate the trainings local staff will attend and whether more training is needed.
- All staff conducting migrant student identification and recruitment are required to attend state training by MSDR in August, and a Regional Academy.
- Migrant funded Graduation Specialists and Student Advocates are required to attend initial state training.
- See link on grant application to request technical assistance and professional development.

2. Describe the district's overall professional development or inservice plan to meet the specific needs of priority students and other migrant students (e.g., high mobility, interrupted school year, poverty) for:

- a. Migrant-funded district staff (e.g., parent coordinator, student advocate, graduation specialist).
- b. All teaching staff working with migrant students. NOTE: if MEP funds will be used for professional development of teaching staff, explain how these funds will supplemental other professional development funds.
- c. Enter the amount of program funds that will be used for instructional professional development under Activity 32. Records Clerk professional development costs would be noted under Activity 21 and Identification and Recruitment, Counselor, Graduation Specialist, Student Advocate, or Parent Coordinator training would be noted under Activity 24.

NOTE: Any tuition fees and conference expenditures to be paid with migrant funds.

(e.g., university course enrollment or WABE State Conference) should be reflected in the F1000B Budget Form.

F. Parent Advisory Councils and Parent Involvement:

Parent Advisory Councils (PACs) are a requirement of the MEP. The parent involvement policy and parent-school compacts must include migrant parents and be communicated to parents in a language the parent(s) can understand. A parent involvement plan must be available for review.

- List the staff person responsible to ensure a PAC is established and functions according to rules and regulations.
- Respond to the items listed regarding parental involvement efforts made by the district, ensuring summer school planning to include parents also.
- Note if each of the selected activities will be migrant funded (Yes/No).

Public School Breakdown:

To be provided only after all activities in the Service Delivery Plan LEA Worksheet have been addressed.

To submit Title I Part C Migrant building information, follow these steps:

- Press the Edit button for each building data will be entered.
- The names of the building you wish to submit/edit information for, including public and private schools. In timely and meaningful consultation with private schools official, plan for special educational plans or other benefits on an equitable basis as per section 9501 of the statute and 299.6 of the regulations.

A number of fields will automatically enter based on the user password access code. Those fields are:

- Building Name
- Building Number
- Grade Span

The following fields must be completed:

- Note if the building is a Title I Part A Schoolwide building and/or is a year-round school.
- Enter the total number of migrant students enrolled in building as reported to MSIS.
- Select from the pull-down menu the Academic Services* the districts will provide with MEP funds (required for all subjects in that building). If more than one service is being delivered per subject, select additional services from the pull-down menus provided. Academic services can be provided via extended day, in-class, intercession, year-round, pull-out and summer school.
- Enter the projected number (head count) of migrant students to be served during the regular school year, and summer school, if appropriate.
- Enter the subjects to be provided to migrant students with migrant funds. If more than one subject is being delivered in a building, select from the pull-down menus provided. Subjects chosen should match your priority of

needs/services and goals for the regular school plans. Subjects approved for use with Migrant Education Program funds include early childhood learning (preschool), reading/language arts, math, tutorial/ESL, credit retrieval, other instruction, social studies, and science.

NOTE: ESL may only be provided with migrant program funds as it supplements and does not supplant other state and federal resources such as State Bilingual and Title III. .

- Credit Retrieval must be entered as a subject in order to receive PASS courses for migrant students.

*Academic Services:

Extended day academic services are provided beyond the regular school day. It may also provide additional time for migrant kindergarten students who attend a half-day district kindergarten program.

In-class academic services are provided by migrant-funded staff assisting in a regular classroom to provide supplemental support. **NOTE:** Documentation of migrant students to be targeted, instruction to be delivered, and progress by the student should be kept. **There is no situation where migrant-paid staff can teach an entire class period or subject that is the responsibility of the basic education program.**

Intercession services are provided between regular school schedules (e.g., winter break, spring break, semester break, quarter break).

Year-round services would be provided as part of the regular year-round school.

Pull-out services would be limited intervals of academic or instructional support that is focused on a small group of students or one-on-one assistance during the school day.

Summer services would be provided during the traditional time of year (June-August) when the regular school year is not in session.

Provide an explanation on how the academic services supplement other resources.

Supplemental Services provide additional instructional support provided to migrant students (including priority for service migrant students) who are not yet at expected grade level or standard.

Supplemental service activities may include:

- Preview/review of academic materials
- Tutorial support
- Additional academic time to support basic education and/or language development needs not being addressed by State Bilingual or Title III programs.

MEP funds in a Schoolwide:

In accordance with Section 1306 (b) (4) and sections 200.29 (c) (1) and 200.86 of the regulations, schools must first use the MEP funds, in consultation with migrant parents, to meet the special educational needs of migrant children in the district (ages 3-21 including out of school youth) before they may combine MEP funds in a Schoolwide. The special educational needs of migrant children are: 1) the unique needs that result from the effects of their migratory lifestyle, and 2) those other needs that are necessary to permit these students to participate effectively in school. The district must document that these needs have been met before it may combine MEP funds in a Schoolwide.

Prior to indicating that migrant funds will be included in a schoolwide building, the district must complete and submit a district wide MEP needs assessment document (contact MEP OSPI for document), and provide supporting documentation for approval.

Private School Breakdown:

Per section 9501 of the statute and 299.6 of the regulations, districts must ensure timely and meaningful consultation with private schools officials are conducted and resulting plans for services are completed on an equitable basis.

Instructions for F1000B Budget:

Follow the basic instructions as detailed in the budget section to create a budget matrix for regular and summer (if applicable). If this is the first budget for your program for the fiscal year, it will be noted as Category A. Under "Special Category" you may select "no special category" or leave blank, or summer school, if appropriate.

Enter the appropriate amounts in each cell for staff salaries and benefits as well as resources, services, travel, and capital outlay planned for the program.

Salary and benefits for Records Clerks paid by Migrant Education Program funds are entered into Activity 21-2 3 and 4. Home Visitors paid by Migrant Education Program funds would be entered into Activity 24-2 3 and 4.

Any funds designated under purchased services (Object 7), supplies, instructional materials (Object 5), or capital outlay (Object 9) must be explained in the Equipment and Instructional Resources (Section B) of iGrants.

Enter projected FTEs for Activities 27-2, 27-3, 21-2 and 21-3 based on the budget amount entered into those respective cells. Full time equivalents are based on 1080 hours for certificated staff and 2080 hours for classified staff. All FTEs reflect the projected time to be spent with migrant funds. Any additional time paid by migrant funds that exceeds the 10% internal budget revision process must be submitted to the Migrant Education Program for final approval (see budget revisions for more detail).

Refer to Bulletin 054-10, Grants Management for grant award process and refer to OSPI Bulletin No. 084-10, Special Programs and Federal Accountability Financial Resources re: Time and Effort Requirements (Charging Employee Compensation to Federal Grants).

Follow the main instructions for determining indirect expenditures.

Total expenditures, including indirect, must not exceed the amount allocated on the Washington State Migrant Education Program Allocation Table.

Budget Revisions:

Follow the directions as noted for creating a budget revision. All revisions need approval from OSPI prior to implementation. Revisions must be submitted for changes to the size and scope of a program that is more than 10% of the total row or column. Revisions to purchase additional supplies and materials for use that school year must be submitted by April 17. Changes to staff salaries and FTE can be submitted on an on-going basis, but are to be done within 60 days of making the changes. **NOTE: Make sure any changes needed to FTEs are done prior to final submittal of the expenditure report, and prior to submitting the Program Report (form package 521).**