

206 Title I Part C Education of Migrant Children
Fiscal Year: 11-12
Milestone:

District
Organization Code
ESD:

Page 1

Grant Administration Timeline for SAS [Link To Document](#)

SAS Tutorial [Substantially Approvable Status Tutorial](#)
(How the SAS page in iGrants functions.)

OSPI Approval Status (For OSPI Use Only)	SAS Further Action Required <input type="radio"/>	SAS Approval <input checked="" type="radio"/>	REAP-Eligible SAS Approval <input type="radio"/>
---	---	---	--

Request Substantially Approvable Status (SAS) Option

Purpose: Federal regulations (34 CFR 76.708) require that federal formula grant funds may not be obligated (incur costs) until the latter of the following two dates: (1) July 1 or (2) the date the applicant submits its application to the State in substantially approvable form. Federal regulations further stipulate that reimbursement for obligations is subject to final approval of the application.

Important! This page represents a request for a Substantially Approvable Status (SAS) for this federal program. Certain application pages and process buttons, e.g., Budget, Finish, and Notify have been hidden. Districts **will not be able to Request OSPI Approval** for this form package **until final allocations have been announced.**

In order to incur any costs associated with this program as of July 1, the district must first request SAS. Next, the Office of Superintendent of Public Instruction (OSPI) will review the request and communicate to the district if further action is necessary or if full approval has been issued. The application must be completed and approved prior to the release of funds.

REAP-Eligible School District SAS Process No

If requesting SAS approval, follow the steps below:

Step 1: Select "Yes" from the drop-down list.

Step 2:	Press the Mark Completed icon on this page.
Step 3:	Send email message (displayed after pressing the Mark Completed icon).
Step 4:	Select REAP Form Package 225 and complete as follows: <ul style="list-style-type: none"> • Describe how combined funds will be used. • Mark completed. • Request OSPI approval.
If <i>not</i> requesting SAS approval, follow the steps below:	
Step 1:	Make sure "No" is displayed in the drop-down list.
Step 2:	Follow steps 2, 3, and 4 above.

- IMPORTANT -
If you completed the REAP section above, DO NOT complete sections below.

School District SAS Process	Yes
If requesting SAS approval, follow the steps below:	
Step 1:	Complete the program application pages listed below FIRST , making sure to press the Mark Completed icon on each page. Application pages to complete: <ol style="list-style-type: none"> 1. All Application Pages 2. Page 6 Service Delivery Plan LEA Worksheet (Excel Spreadsheet)
Step 2:	Then RETURN to this page to: <ul style="list-style-type: none"> • Complete Budget Overview below. • Select "Yes" from drop-down list. • Press the Mark Completed icon on this page. • Send email message (displayed after pressing Mark Completed icon).
If <i>not</i> requesting SAS approval, follow the steps below:	
Step 1:	Make sure "No" is displayed in the drop-down list.
Step 2:	Press the Mark Completed icon on this page.
Step 3:	WAIT FOR FINAL ALLOCATIONS TO BE ANNOUNCED.

Budget Overview

Note: The budget overview below does not replace the official budget matrix to be completed **at a later date when final allocations have been uploaded to iGrants and announced**. Both the budget overview based on preliminary allocation amounts, plus completed application pages, will be used to determine SAS approval.

Final Allocation: \$

Object (cite activities in narrative text)	Estimated Cost
Object 0 (Debit Transfer)	
Object 2 (Salaries Cert.)	
Object 3 (Salaries Class.)	
Object 4 (Benefits)	
Object 5 (Supplies Instr. Res.)	
Object 7 (Purchased Services)	
Object 8 (Travel)	
Object 9 (Capital Outlay)	
Indirects	
Total	

Page 2

NOTE: Print down a copy of the Instructions for completing the grant application (place a link to instructions).

YES/NO The **Service Delivery Plan LEA Goals Worksheets located on the Migrant Student Information System at [Migrant Student Information System](#)**- have been completed.

YES/NO The Migrant Education Program Report on iGrants Form Package 521 has been completed and submitted to OSPI.

Complete the *MEP Service Delivery Plan LEA Evaluation Worksheet (attached)*. Then, summarize the corrective actions to be taken for each of the project goals during the 2011-12 school year.

Math goal 1: Corrective actions needed

--

Math Goal 2: Corrective actions needed

--

Reading Goal 1: Corrective actions needed

--

Reading Goal 2: Corrective actions needed

--

Reading Goal 3: Corrective actions needed

--

Readiness Goal 1: Corrective actions needed

--

Readiness Goal 2: Corrective actions needed

--

Graduation Goal 1: Corrective actions needed

Graduation Goal 2: Corrective actions needed

Page 3

A. Program Planning

Pursuant to 1304(c)(3) SEAs and local operating agencies must consult with parent advisory councils in planning and operating the MEP if they operate programs of one school year in duration. This provision requires local operating agencies to involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the MEP. Sec. 1112 Local Educational Agency Plans (d) Plan Development and Duration—Each local educational agency plan shall—

1. Be developed with teachers, including vocational teachers, and pupil services personnel, where appropriate, and parents of children in schools served under this part.

- a. Identify the members who participated in planning group. Names of participants may be requested by OSPI.

- Migrant Federal Project Director
- Teachers
- Parents (migrant)
- Principals
- Counselors
- Students (if secondary services planned)
- Pupil Services Personnel
- Other (list below)

List Other:

- 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. Enter the number of priority migrant students to be served using 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 [Title I, Part C, Section 1304(d)].**

B. Equipment or Instructional Resources

Identify equipment or instructional resources to be purchased with migrant funds and describe how they will be used to meet the needs of migrant students in accordance with the state's Service Delivery Plan. Note the activity and object on budget page where these purchased items will be listed, e.g., instructional technology (activity 32, object 5) or supplies, instructional resources, and non-capitalized outlay (activity 27, object 5)?

FOR OSPI USE ONLY
Comments:

Page 4

C. Support Services (Non-Instructional)

ALERT: Support services, funded by MEP and reported to MSIS, are to supplement other available resources. See MSIS manual for definition of services. (Guidance/Counseling; Monitor/Advocate; Graduation Specialist; Social Work/Outreach; Student Leadership Development may be noted in the LEA Worksheet.)

Activities:

- Dental (reported under health)
- Health
- Academic Guidance
- Career Education and Postsecondary Preparation
- Case Management
- Non-academic Guidance
- Student Leadership/Engagement
- Nutrition (reported under health)

- Pupil Transportation
- Parent Engagement

- Social Work/Outreach (reported under non-academic guidance)
-

Describe how the support services to be paid by district MEP funds will supplement other resources available in the district.

D. Staff (see instruction page for calculating FTEs and budget categories).

Indicate the staff to be paid with migrant program funds and the estimated FTE to be paid. Home visitors and records clerk information is provided below. Provide an explanation of the supplemental activities and duties each position will complete. These should match the FTE as reported on the budget page. See pdf links for home visitor, records clerk, graduation specialist, or student advocate job descriptions below.

- [Records Clerk](#)
- [Home Visitor](#)
- [Graduation Specialist](#)
- Student [Advocate](#)

Home Visitor FTE*			Records Clerk FTE*		
Number of migrant students in your district	Divided by 800	(records clerk) =	FTE (state average)	Budget Activity Code 21-3	Headcount
Number of migrant students in your district	Divided by 600	(home visitor) =	FTE (state average)	Budget Activity Code 24-3	Headcount

*Provide an explanation if the FTE for home visitor or records clerk is above or below state average.

Title	Budget Activity	FTE	Headcount	Describe the supplemental activities to be conducted by
-------	-----------------	-----	-----------	---

	Code			each position
Federal Project Director	21-2 or 21-3 21-2			
Supervisor	21-2 or 21-3			
Teacher	27-2			
Paraprofessional	27-3			
Student Advocate	24-3			
Graduation Specialist	24-2			
Parent Coordinator	24-3			
Counselor	24-2			
Secretary	21-3			
PASS Contact	21-2			
Other				
Other				

Identification and recruitment (I&R) activity is adequately staffed?	Yes/No
Time scheduled meets parent's needs?	Yes/No
Migrant Record Clerk activities adequately staffed?	Yes/No
Time scheduled meets reporting requirements?	Yes/No

Any activities carried out by home visitor that are not Identification and Recruitment must be listed in MEP funded staff above. Any activities carried out by records clerk that are not directly related to MSIS record keeping must be listed in MEP funded staff above.

E. Professional Development Plan

1. Appropriate training will be provided by the Migrant Student Data and Recruitment office and Secondary Education for Migrant Youth for Identification and Recruitment, Records Clerk staff, Graduation Specialist and Student Advocate staff (check those that apply):

MEP State Conference (required for all staff conducting migrant student identification and recruitment).

On Site Training for new home visitor and records clerks (required).

Regional Academy (required for all staff conducting migrant student identification and recruitment).

Graduation Specialist/Student Advocate initial training required (state conference)

Parent Advisory Council and Parent Engagement Training needed (see msdr.org for Technical Assistance/Professional Development Request Form (<https://www.msdr.org/resources/request/index.cfm>))

More training needed for district staff.

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

A. Migrant-funded district staff (e.g., parent coordinator, student advocate, graduation specialist) and/or

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 supplement other professional development funds.

C. If program funds will be used to support instructional professional development activities, please note the amount under Activity 31 on budget page. All other non-instructional professional development may be noted in Activity 21 (Records Clerk training) or 24 (Identification/Recruitment, Parent Coordination, Graduation Specialist/Student Advocate).

F. Parent Advisory Councils and Parent Involvement

Name of staff person responsible for PAC* (see state recommended job description for PAC responsibilities)	
Date of election of PAC officers:	
List current PAC president	
Bylaws have been adopted for PAC (provide Yes/No response and date of	

adopted bylaws if Yes	
Does the Title I, Part A Compacts include consideration for migrant families in your district?	
Does the Title I, Part A Parent Involvement District and Building Policies include consideration for migrant families?	
Is the district currently participating in Project FIT?	
Project FIT Action Plans and Goals have been completed and are on file.	
Training for Migrant Parents will include (check all below that apply) (check whether the activity is migrant funded - Yes/No)	
<input type="checkbox"/> State Assessment Results and AYP/School Choice/Supplemental Educational Services (if applicable);	
<input type="checkbox"/> Student Learning Plans [SDP]	
<input checked="" type="checkbox"/> Graduation Requirements (5 Year Plan)[SDP];	
<input checked="" type="checkbox"/> Health, Dental, and Social Service Resources/Information [SDP]	
<input type="checkbox"/> Internet workshops [SDP]	
<input checked="" type="checkbox"/> Career exploration and post-secondary education (HEP/CAMP) [SDP]	
<input checked="" type="checkbox"/> Helping with Homework	
<input checked="" type="checkbox"/> Developing Leadership Skills	
<input type="checkbox"/> Running an Effective Meeting	
<input type="checkbox"/> Program Planning	
<input checked="" type="checkbox"/> Program Evaluation	
<input checked="" type="checkbox"/> Outreach to other parent and community programs (e.g., PTA)	
<input checked="" type="checkbox"/> Effective communication with teachers (preparing for parent/teacher conference)	
<input checked="" type="checkbox"/> PASS Program	
<input checked="" type="checkbox"/> Plazas Comunitarias (CONEVyT)	
<input type="checkbox"/> Project Family Involvement Training (FIT)	
<input type="checkbox"/> Self-Empowerment/Advocacy Trainings [SDP]	
<input checked="" type="checkbox"/> Literacy	

<input checked="" type="checkbox"/> Math Toolkit	
<input type="checkbox"/> Other	Select
List the number of parent meetings and tentative dates to be held during the school year. .	
FOR OSPI USE ONLY	
Comments:	

Title I Part C (Public Schools Breakdown)

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

[Go To Bottom](#)

Building Name	Building Number	Grade Span	Schoolwide	Year Roun d Scho ol	Total Number of Migrant Students Enrolled	Academic Services		
			Yes/No	Yes/ No		Academic Services	Number Served	Subject
						Provide explanation on how service supplements other resources.		

Title I Part C (Private Schools Breakdown)

Building Name	Buildi ng Numb er	Grade Span	Total Number of Migrant Students Enrolled	Academic Services
No Records Found				

Subject drop-down menu:

Math

Reading/Language Arts

Science

Social Studies

Tutorial

Credit Retrieval

Early Childhood Learning

Other Instruction

ESL