



OSPI *State of Washington*
Superintendent of Public Instruction

TBIP, Title III & Migrant iGrant Training



Transitional Bilingual Instruction Program





Transitional Bilingual Instruction Program

Student Summary Information

Estimated number of TBIP high school students scheduled to graduate in the spring of 2011

If none enter N/A

Describe the process your district is using to ensure that English language learners scheduled to graduate in the spring of 2011 are on track in the following areas:

Culminating Project

- **Culminating projects begin at ____grade**
- **Students are assigned to _____**
- **Review process ____times a _____**
- **ELLs supports through TBIP/Title III program based on language needs ____times a _____. Or supports provided by other programs.**

High School and Beyond Plan

- **Supports provided for ELL in developing the plan**
- **ELLs supports through TBIP/Title III program based on language needs ____times a _____. Or supports provided by other programs.**

State Assessments

- **Timeline for notifying ELLs for retesting on State assessment.**
- **ELLs supports through TBIP/Title III program based on language needs ____times a _____. Or supports provided by other programs.**

Parent Communication

- 1. Process use to communicate with parents regarding current graduation status?**
- 2. How is this communicated to parents of ELLs?**

- **Timeline for notifying parents for all of the above.**
- **Communication is by letter, phone call, meeting etc.**

Dual language programs (also known as two-way bilingual education and two-way immersion) provide integrated language and academic instruction for native English speakers and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding (Christian, 1994). Instruction is provided by certificated teachers.

Describe the rationale for selecting this instructional program model and include the number of ELLs to be served.

This is a WHY question.

What is the basis for selecting this program model?

- Research on the instruction of ELL
- Number of student in a particular language group.
- Capacity of the district to offer bilingual instruction.
- Number of ELLs
- Other

Describe how the district implements the dual language program.

- Program 50/50, 80/20 etc.
- Schedule of content taught in each language
- Number of schools, classrooms, & grade levels
- Language(s)

Describe the professional development that will support the Dual Language Model.

- Effective instructional strategies (L1& L2)
- Development of materials and curricula,
- Current research and program development theory.

Professional Development: List Trainings scheduled for the 2010-2011 SY

Professional development plan must:

Improve the instruction and assessment of LEP students

Enhance educators' ability to understand and use curricula, assessment measures, and instructional strategies specific to LEP children.

Professional development must be:

Research based and specific to the instructional need of ELL.

Of sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom.

- *Instructional Strategies for ELL*
- *Understanding and implementing ELL assessments*
- *Understanding and implementing ELD standards*
- *Alignment of curriculum to ELD standards*
- *Subject matter understanding for bilingual/ESL teachers*
- *Other (must be specific to **ELD**).*

Activities such as one-day or short-term workshops and conferences must be a component of an established comprehensive professional development program for teachers.

Developmental bilingual education (DBE), also referred to as late-exit bilingual education (Ramirez, 1992), is an enrichment program that educates English language learners using both English and their first language for academic instruction. DBE programs aim to promote high levels of academic achievement in all curricular areas and full academic language proficiency in the students' first and second languages.

Instruction is provided by certificated teachers.

Describe the rationale for selecting the developmental (Late Exit) instructional program model(s) and include the number of ELLs to be served.

This is a WHY question.

What is the basis for selecting this program model?

- Research on the instruction of ELL
- Number of student in a particular language group.
- Capacity of the district to offer bilingual instruction.
- Number of ELLs
- Other

Describe how your district implements the (DBE or Late-Exit) program.

- Number of schools, classrooms, & grade levels
- Schedule of content taught in each language
- Language(s)

Describe the district's professional development that will support the (DBE or Late-Exit) Model.

- Effective instructional strategies (L1& L2) (literacy in L1, SI, etc.)
- Development of materials and curricula,
- Current research and program development theory.

Transitional bilingual education (TBE) – also known as early-exit bilingual education (Ramirez, 1992) – is the most common form of bilingual education for English language learners in the United States. TBE provides academic instruction in English language learners' primary language as they learn English. **Instruction is provided by certificated teachers.**

Describe the rationale for selecting the transitional (TBE or Early-Exit) instructional program model(s) and include the number of ELLs to be served.

This is a WHY question

What is the basis for selecting this program model?

- **Research on the instruction of ELL**
- **Number of student in a particular language group.**
- **Capacity of the district to offer bilingual instruction.**
- **Number of ELLs**
- **Other**

Describe how your district implements the transitional bilingual (TBE or Early-Exit) program.

- **Number of schools, classrooms, & grade levels**
- **Schedule of content taught in each language**
- **Language(s)**

Describe the district's professional development plan that will support the TBE or Early-Exit program.

- **Effective instructional strategies (L1& L2) (literacy in L1, SI, etc.)**
- **Development of materials and curricula,**
- **Current research and program development theory.**

Sheltered Instruction (SI) (Content-Based ESL)

Sheltered instruction (SI) is an approach used widely for teaching language and content to English language learners, In SI, academic subjects (e.g., science, social studies) are taught using English as the medium of instruction. SI is most often used in classes comprised solely of English language learners,

It may be used in classes with both native English speakers and English language learners when necessitated by scheduling considerations or by small numbers of English language learners. Instruction is provided by certificated teachers, and supplemental support provided by paraprofessionals must be done under the supervision of a certificated teacher.

Describe the rationale for selecting the Sheltered Instruction Program model (s) and include the number of ELLs to be served.

This is a why question.

What is the basis for selecting this program model?

- **Research on the instruction of ELL**
- **Number of student in a particular language group.**
- **Capacity of the district language resources.**
- **Other**

Describe how district will implement the Sheltered Instruction Program.

For **EACH** level – Elementary, Middle School/Junior High, High School and Alternative School – you will respond to the questions below.

Who provides supplemental instruction?

What is the context in which instruction is provided?

How frequently is instruction provided?

What specialized curriculum/materials are used?

- **Who (ELD teacher, para, coach, etc)**
- **Where: provided in the general education classroom with para support. Teacher has been _____trained.**
- **Frequency: para works with ELLs 3 times a week for _____minutes a day.**
- **Materials used: Use basic education material and scaffold instruction based on student’s language proficiency.**

Describe the district’s professional development that will support the Sheltered Instruction (SI) (Content-Based ESL) Model

- **High School: CALLA at the in math & science**
- **Middle school: GLAD**
- **Elementary: ELD Standards**

Newcomer Program: The goals of newcomer programs are to help students acquire beginning English language skills along with core academic skills and knowledge, and to acculturate to the U.S. school system. Some programs have additional goals, such as developing students' primary language skills and preparing students for their new communities.

Describe the rationale for selecting the Newcomer Instructional Program and include the number of ELLs to be served.	What factors has the district identified that supports implementing a newcomers program. Fill academic gaps No prior schooling Address unique literacy skills
Definition of newcomers:	<ul style="list-style-type: none"> • Recently arrived to the US within ___ months. • Scored at level 1 on WLPT • No prior or limited schooling and identified through_____
Entry Criteria: How are Newcomers identified?	<ul style="list-style-type: none"> • Assessment - name • Transcripts • Other
Location:	<ul style="list-style-type: none"> • Where will the Newcomers program be housed?
Length of Daily Program:	<ul style="list-style-type: none"> • What is the projected time a student will be enrolled in a Newcomers program?
Criteria for Exiting Newcomer Program:	<ul style="list-style-type: none"> • Assessment(s) - name • End of chapter quizzes • Other

Teacher/Trainer/Coach Qualifications

What credentials and/or qualifications does the district require when hiring teaching staff for TBIP?

- Degree(s)
- Endorsement
- Experience, number of years in ELD
- Area(s) of expertise the area ELD
- Number of years providing PD in ELD

Describe how the district evaluates a teacher's English and other language fluency in written and oral communication that is used in the instruction of ELLs.

- Language assessment- name
- Interview process & work sample identify process
- Other

Staff hired to fill the Professional Development Trainer and/or the ELL coaches' positions must have the experience and qualifications to fulfill the requirements for these position.

- Professional Development Trainer's qualifications and experience. ***(A schedule and content of training must be entered in the professional development section).***
- *Delivers a comprehensive, sustained, and intensive approach to improving teaching in the area of ELD.*

- Degree(s)
- Endorsement
- Experience, number of years in ELD
- Area(s) of expertise in ELD
- Number of years providing PD in ELD

ELL coach's qualifications and experience.

- *Works with groups of teachers, spends a significant portion of their time to offer classroom modeling, supportive feedback, and specific observations of individual teaching practices*

- Degree(s)
- Endorsement
- Experience, number of years in ELD
- Area(s) of expertise in ELD
- Coaching positions in the area ELL

District's professional development plan to address the needs of ELLs (PD must support the program models to be implemented).

<ul style="list-style-type: none"> Based on a review of district data, describe the process used to identify professional development needs. 	<ul style="list-style-type: none"> Review of State, district assessments Grade levels, schools not meeting AMAOs Number of teachers training currently trained Number of schools with high ELL enrollment ELL student below grade level, credit deficient, limited or no schooling Focus on ELL performance goals
<ul style="list-style-type: none"> Describe how professional development is aligned to ELL student performance goals: 	<ul style="list-style-type: none"> Students will gain X number of scale scores on WLPT-___ District will transition X% on WLPT-II Other_____
<ul style="list-style-type: none"> Describe the process the district will use to build the capacity of general education staff to address the educational needs of ELLs: 	<ul style="list-style-type: none"> Focus on schools with high ELL counts PD for staff who have not been trained Follow-up with staff who have minimal training Focus on embedding ELD standards in math for middle/high school teachers Provide ELD training to school administrators

Professional Development: List Trainings scheduled for the 2010-2011 SY

Professional development plan must:

Improve the instruction and assessment of LEP students

Enhance educators' ability to understand and use curricula, assessment measures, and instructional strategies specific to LEP children.

Professional development must be:

Research based and specific to the instructional need of ELL.

Of sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom.

- *Instructional Strategies for ELL*
- *Understanding and implementing ELL assessments*
- *Understanding and implementing ELD standards*
- *Alignment of curriculum to ELD standards*
- *Subject matter understanding for bilingual/ESL teachers*
- *Other (must be specific to **ELD**).*

Activities such as one-day or short-term workshops and conferences must be a component of an established comprehensive professional development program for teachers.

Ongoing Professional Development <i>(Professional development plan with 'to be determined' will not be approved).</i>	<ul style="list-style-type: none"> ● Identify Training: ● Content Focus & Grade level(s) ● Dates ● Participants ● Presenter 	<ul style="list-style-type: none"> ● ELD Standards ● Writing – 5-7 ● 9/10/10, 11/12/10, 12/10/10 ● Language Arts Teachers ● In-house trainer
	<ul style="list-style-type: none"> ● Identify Training: ● Content Focus & Grade level(s) ● Dates ● Participants ● Presenter 	<ul style="list-style-type: none"> ● GLAD ● Middle/high school math ● 9/10/10, ● Math teachers/ELL staff ● ESD math specialist (expertise in ELL/math)
One-Day or Short-Term Workshops	<ul style="list-style-type: none"> ● Training will be provided on literacy for newcomers ● Training on L1 literacy ● Training on math and L1 students 	

One-Day or Short-Term Workshops	<ul style="list-style-type: none"> • Training will be provided on literacy for newcomers • Training on L1 literacy • Training on math and L1 students 	
Relationship to ongoing training:	District will focus on math and literacy for middle and high school	
Conferences	<ul style="list-style-type: none"> • Identified Conference(s) • Content • Dates • Number to Attend • Estimated Cost 	<ul style="list-style-type: none"> • WABE • Data Analysis, L1 reading • 2 days • 3 staff • \$1,500
Relationship to ongoing training: <ul style="list-style-type: none"> • The district is implementing a late-exit program and workshops on literacy in L1 are being presented • Data analysis workshops are being presented that will help the program with program evaluation. 		

Describe how the district coordinates and collaborates with other funding sources (Title III, Immigrant, Title I, Migrant, etc...).

- Title I funds .5 of an teacher FTE that is assigned to work with TBIP.
- Title II funds teacher training in the area of math.
- General education funds 2 FTEs assigned to TBIP

Evaluation	Describe the district's plan for continuous improvement and evaluation of its instructional program for ELLs.
<p>1. Identify who will be involved in the evaluation process:</p>	<p>The evaluation team will consist of:</p> <ul style="list-style-type: none"> ● Assessment staff # ● ELL staff at elementary, middle, & High school. # ● Administrative at elementary, middle, & high school # ● Classroom teachers # ● Parents # ● Others #
<p>2. Describe the process the district will use during the 2010-2011 school year to evaluate the district's instructional program for English language learners?</p>	<ul style="list-style-type: none"> ● Review and analyze state and district assessment results. ● Grades ● Attendance ● Credits towards graduation ● Other

3. Based on the 2009 -2010 evaluation of TBIP, what improvement steps will be implemented during the 2010-2011 school-year.

Refer to last year's grant application and include activities completed and those that need to be complete.

Analysis of program data and implementation showed that the following activities were completed that show improvement:

- Met the PD targets for the 2010 SY. Trained X number of teachers in grades K-3.
- Provided extended instruction to X number of students and showed an increase in their AMAO 1 gains
- ***Activities that were not implemented or not fully implemented are the parent and community engagement activities.***
- Intent was to provide training to parents on literacy building skills for the home. This activity was not initiated.
- **Changes for school year 2010-11.**
- Will train a 3rd -5th grade cohort of teachers in schools with the highest ELL population. Schools will include _____
- Will schedule a series of _____ trainings for parents on _____.
- Will communicate dates trainings will be offered to parents by _____ via _____.

Title III

Budget Overview-Preliminary SAS Approval

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. (Confusion last year. Must have completed application and SAS approval for the district to charge cost as of July 1, 2010).

Preliminary Allocation Display:		
Object (site activities in narrative text)		Estimated Cost
Object 0 (Debit Transfer)	Printing cost	
Object 2 (Salaries Cert.)	Cost for extended day/year	
Object 3 (Salaries Class.)	Cost for extended day/year	
Object 4 (Benefits)		
Object 5 (Supplies Instr. Res.)		
Object 7 (Purchased Services)		
Object 9 (Capital Outlay)		

Assurances and Certification

The district must provide the following assurances and certifications in its application for Title III funding.

1. Compliance with parental notification specified in section 3302 of the statute.
2. Annual assessment of English proficiency of LEP students (listening, speaking, reading, and writing with WLPT-II).
3. The proposed plan is founded on scientifically based research on teaching LEP children.
4. The programs will enable children to speak, read, write and comprehend the English language and meet challenging State academic content and student academic achievement standards.
5. The district is not in violation of any State law, including State constitutional law, regarding the education of LEP children.
6. The district consulted with teachers, researchers, school administrators, and parents, and, if appropriate, with institutions of higher education and education-related community groups and non-profit organizations, in developing the plan (include list of planning team).
7. All teachers in any language instruction educational program that is or will be funded under Title III are fluent in English and any other language used for instruction, including having written and oral communication skills.

Upon signing these assurances, the district has certified that it will comply with the requirement in each section.

Name of authorized representative, position, and date.

Person responsible for ensuring that the assurances are carried out.

Preliminary Allocation Amount:	
There is a two percent administrative cap for this program.	
Eligibility is defined by the State Transitional Bilingual Instructional Program and the Title III guidance for Native Americans. Documentation must support all students counted.	Identified by the WLPT-II Placement Test Students must be entered in the Bilingual Database

Transitional Bilingual Instructional Program Student Count

TBIP May Average
Count

Native American Student Count (only include students with a qualifying placement score and who would not qualify for TBIP because their first language is English)

Definition

Native American and Alaska Native students whose first language is English may qualify for Title III supplemental instructional resources through the following process:

- a. Identify Native American and Alaska Native students through the district’s registration form at the beginning of the school year.
- b. Review assessment data to determine if the student is academically at risk:
 - Below grade level on district assessments.
 - Not meeting the state standards on the state assessments.
 - For K – 2 students: reading below grade level as determined by classroom-based assessments such as the DIBELS, curriculum-based reading assessments, or teacher recommendation.
- c. Assess students with the WLPT-II Placement Test within 10 school days of defining academically at risk status.
- d. Students scoring at a Level 1, 2, or 3 on the WLPT-II Placement Test are eligible for Title III services.

Identified by the WLPT-II Placement Test.

Students must be entered in the Bilingual Database Identified and assessed within 30 days of attendance.

Private School Count (include only participating schools)

TBIP Guidelines

District qualifies for an allocation of \$10,000 or more.

District can apply on its own.

District does not qualify for the minimum \$10,000 allocation. (The intent of applying as a consortium is to pool funding together).

District can apply as a consortium with other districts.

Use of Title III Funds Title III section 3115, requires that available funds be used "to supplement the level of Federal, State, and local public funds and in no case to supplant such Federal, State, and local public funds". In this section, "supplement" means "an addition" and "supplant" means "to take the place of".

Describe how the district will use the Title III funds.

Provide brief explanation for each activities funded	Estimated Expenditure
Professional Development Trainer. <i>Training must be specific to ELD. Training content and schedule must be included in the TBIP application</i>	
ELL/Bilingual Instructional Coach(s)	
Staff Cost (extended day during school year)	
Certificated & Certificated Benefits	
Classified & Classified Benefits	
Staff Cost (extended school year)	
Certificated & Certificated Benefits	
Classified & Classified Benefits	
Contracts (List contract to be funded included \$ amounts)	
Curriculum Materials (List grade level material to be purchased)	
Supplies (Estimated \$ for supplies)	
Stipends (Estimated number of teachers)	
Travel (Projected cost to training, conferences, etc.)	
Parent/Community Participation (Activities to be funded)	
Tuition (Number of teachers & cost per teacher)	
Curriculum Alignment	

Describe the activities specific to ELL parents/community that **promote active parental and community participation in programs for LEP students** (activities provided to all students are not considered specific to ELL parents).

1. What are the requirements regarding the role of parents of ELL students?

- a. Districts must implement an effective means of outreach to parents of ELLs.
- b. Districts must inform parents on how they can be active participants in:
 - Assisting their children to learn English,
 - Achieving high levels in core academic subjects, and
 - Meeting the state's academic content and student academic achievement standards as all students are expected to meet.

District Instructional Program (Include all program models checked on the TBIP Application).

Dual Language Program (Two-Way Immersion or Two-Way Bilingual Education)

Developmental Bilingual Education (DBE or Late-Exit)

Transitional Bilingual Education (Early-Exit or TBE)
Sheltered Instruction (SI) (Content-Based ESL)

Newcomer Program

Professional Development Plan

The district's professional development plan must provide for teachers, administrators, and others involved in language instruction educational programs to:

- a. Improve the instruction and assessment of LEP students and
- b. Enhance educators' ability to understand and use curricula, assessment measures, and instructional strategies specific to LEP children.

Professional development plan must be:

Research based and **specific to the instructional need of ELL;**

Of sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom.

Summary of professional development entered on the TBIP application

Summary of training to be offered:
ELD Standards, SIOP, Reading for ELLs, ESD assessments

Child's Participation

Title III requires that the following information be provided to ELL parents regarding their child's participation in a language instruction educational program.

1. The reasons for identifying their child as being limited English proficient and for placing their child in a language instruction educational program for LEP students.
2. The child's level of English proficiency, assessment used and the status of academic achievement.
3. The method of instruction, including a description of other alternative programs.
4. How the program will meet the educational strengths and needs of the child.
5. How the program will help the child learn English and meet academic achievement standards.
6. The program exit requirements, including the expected rate of transition, and the expected rate of graduation from secondary school.
7. How the program will meet the objectives of an individualized education program for a child with a disability.
8. Parents' rights, include written guidance that explains:
 - A parent's right to remove their child from a language instruction program upon request.
 - Describes the parent's options to decline program services or to choose another program or method of instruction, and

If available, to assist parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

Describe how this information is communicated to parents and/or to guardians within the 30 day as required by law in a language .

- Letter sent of parents upon student's enrollment.
- Letter sent home and follow-up phone call
- Letter sent home and phone line access

Accountability System

Development of Title III Plan.

Provide a summary of the district's process in developing the Title III Plan for 2010-11 include stakeholders (including parents) involved in the planning.

Scheduled meeting with district teachers, administrators, and parents etc. to review data and conducted a needs assessment of.....

Surveyed

Results.....

Describe how the District will hold schools accountable for:

- Meeting the annual measurable achievement objectives (AMAOs)
 - AMAO 1 – Making progress
 - AMAO 2 – Exiting from the TBIP
 - AMAO 3 – Making adequate yearly progress (AYP)
 - Progress made by students who have transitioned in the past two years in meeting challenging state academic content and achievement standards

AMAO 1- analyze student gains and communicate to teacher/admin results and identify gaps

AMAO 2 - analyze number of students at each level of proficiency levels and communicate to teacher/admin results and identify students who have been in program for.....number of years

AMAO 3 – analyze and identify number of students based on the number of years in program and identify students not making gains toward meeting the state standard.

2 yr. exited students: review state and district assessment to determine if students have met the state standards and if not refer to other programs for which students are eligible.

Use these analysis to determine program services and professional development

If your district did not meet all AMAOs for the past two years, attach your Improvement Plan below.

1. Press the Browse button.
2. Find the file (desktop or personal folder).
3. Press the Upload button to upload the file(s).

Accountability Plan for Districts in two or four year improvement plans

District is submitting a 2 year plan.

District is submitting a 4 year plan.

Upload feature.

Washington State



Migrant Education Program

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.

Preliminary Allocation Display:

Object (site 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)	

Instructions

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.

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 or Other (list below)
-

Describe Other:

A. Program Planning - Continued

- a. 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 this school year and describe the criteria used to identify the students. ***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)].***

2. [Yes/No] – The Migrant Education Program Report has been **completed and submitted** to OSPI (Form Package 521)

B. Equipment or Instructional Resources

Identify the 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 F1000B where these purchased items will be listed e.g., capital outlay (activity 27, object 9) or supplies, instructional resources, and non-capitalized outlay (activity 27, object 5)?

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:

- Academic Guidance
- Career Exploration/Education
- Community Services - Collaboration/Outreach
- Dental
- Health
- Non-academic Guidance
- Nutrition
- Parent Engagement
- Post-secondary planning
- Pupil Transportation
- Student Leadership/Student Engagement

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

D. Staff

Indicate the staff to be paid with MEP funds and include the estimated FTE and individual headcount. Home visitors and records clerk information is noted in the section below. Provide an explanation of the supplemental activities and duties for each position. These should match the FTE reported on the budget page.

Title	Budget Activity Code (allow ability to edit)	FTE	Headcount	Describe the supplemental activities to be conducted by each position
Federal Project Director	21-2 or 21-3			
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				

NOTE: Program supervision (supervision of instruction):

~~If building principals, superintendents, teachers, and other district administrators are assigned under Activity 21 then you must indicate how these supervisory funds are supplemental to their assignments out of basic education or other full time school positions.~~

RESERVED for very small districts

Home Visitor FTE*				Records Clerk FTE*		
Number of migrant students in your district	0	Divided by 800	(records clerk) =	FTE (state avg) 0	Budget Activity Code 21-3	Headcount
Number of migrant students in your district	0	Divided by 600	(home visitor) =	FTE (state avg) 0.	Budget Activity Code 24-3	Headcount

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

Identification and recruitment (I&R) activity is adequately staffed?		Time scheduled meets parent's needs?		Migrant Record Clerk activities adequately staffed?		Time scheduled meets reporting requirements?	
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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

Appropriate training will be provided by MSDR and SEMY for Identification and Recruitment, Records Clerk Staff , Graduation Specialist and Student Advocate staff (check those that apply):

- MSDR 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 State Required Training
- 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.

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?

Do 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.

Project Fit Definition:

Training for Migrant Parents will include (check all 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);	Yes/No
	<input type="checkbox"/> Student Learning Plans [SDP]	Yes/No
	<input type="checkbox"/> Graduation Requirements (5 Year Plan)[SDP];	Yes/No
	<input type="checkbox"/> Health, Dental, and Social Service Resources/Information; [SDP]	Yes/No
	<input type="checkbox"/> Internet workshops [SDP]	Yes/No
	<input type="checkbox"/> Career exploration and post-secondary education (HEP/CAMP). [SDP]	Yes/No
	<input type="checkbox"/> Helping with Homework	Yes/No
	<input type="checkbox"/> Developing Leadership Skills	Yes/No
	<input type="checkbox"/> Running an Effective Meeting	Yes/No
	<input type="checkbox"/> Program Planning	Yes/No
	<input type="checkbox"/> Program Evaluation	Yes/No
	<input type="checkbox"/> Outreach to other parent and community programs (e.g., PTA)	Yes/No
	<input type="checkbox"/> Effective communication with teachers (preparing for parent/teacher conference)	Yes/No
	<input type="checkbox"/> PASS Program	Yes/No
	<input type="checkbox"/> Plazas Comunitarias (CONEVyT)	Yes/No
	<input type="checkbox"/> Project Family Involvement Training (FIT)	Yes/No
	<input type="checkbox"/> Self-Empowerment/Advocacy Trainings [SDP]	Yes/No
	<input type="checkbox"/> Other	
	<input type="checkbox"/> Literacy	
	<input type="checkbox"/> Math toolkit	

Mathematics State Goal [Descriptions](#)

2010-2011 LEA Worksheets for ABERDEEN Change District

- [Mathematics Goal 1 Worksheet](#) - [Report](#) - [Excel](#)

State Goal 1: Increase the percentage of migrant families who are able to provide their children with what they need to improve their mathematical ability from 67% to 80%.

- [Mathematics Goal 2 Worksheet](#) - [Report](#) - [Excel](#)

State Goal 2: Increase the percentage of highly mobile migrant students, as well as other migrant students, (grades 9-12) who have access to comprehensive mathematics course work from 29% to 75%.

Math Goal 1 Step B

Develop and disseminate options to engage parents in math in the home.

What is your district already doing in this area with non-migrant funds?

Migrant students have a graduation plan in place for appropriate higher level math course enrollment (e.g. ensure that a 7th grade migrant student is on a trajectory to take higher level math in high school).

Is this reaching migrant students & families?

- Yes
 No

If Migrant funds are needed to supplement, what will you use the funds for?

Migrant students have a graduation plan in place for appropriate higher level math course enrollment (e.g. ensure that a 7th grade migrant student is on a trajectory to take higher level math in high school).

Progress Indicators:



Progress Indicators Comments:



Submit Report

Math Goal 1 Step C

Develop and disseminate strategies for teachers/staff to communicate with parents/families regarding math strategies in the home.

Math Goal 1 Step D

Implement peer-tutoring programs where successful migrant students help students with math and earn credit (e.g., peer tutor in the community or at school, cross-grade tutor, or college-student tutor). NOTE: This is in addition to students receiving instruction from highly qualified teachers.

Math Goal 1 Step E

Develop and disseminate family-friendly information on specific math resources and strategies being used in the classroom and how migrant parents can support those strategies in the home.

Math Goal 1 Step F

Create lending libraries for students who do not have access to mathematical tools.

State Math Goal 1: Increase the percentage of migrant families who are able to provide their children with what they need to improve their mathematical ability from 67% to 80%.

Step	Description of Action Step	Expected Completion Date	What is your district already doing in this area with non-migrant funds?	Is this reaching migrant students and families?	If Migrant funds are needed to supplement, what will you use the funds for?	Progress Indicators	Progress Indicators Comments
B	Develop and disseminate options to engage parents in math in the home.	2011	Migrant students have a graduation plan in place for appropriate higher level math course enrollment (e.g. ensure that a 7th grade migrant student is on a trajectory to take higher level	No	Migrant students have a graduation plan in place for appropriate higher level math course enrollment (e.g. ensure that a 7th grade migrant student is on a trajectory to take higher level math in high school).		
C	Develop and disseminate strategies for teachers/staff to communicate with parents/families regarding math strategies in the home.	2011	Migrant students have a graduation plan in place for appropriate higher level math course enrollment (e.g. ensure that a 7th grade migrant student is on a trajectory to take higher level math in high school).	Yes	Migrant students have a graduation plan in place for appropriate higher level math course enrollment (e.g. ensure that a 7th grade migrant student is on a trajectory to take higher level math in high school).	Substantial Progress	
D	Implement peer-tutoring programs where successful migrant students help students with math and earn credit (e.g., peer tutor in the community or at school, cross-grade tutor, or college-student tutor). NOTE: This is in addition to students receiving instruction from highly qualified teachers.	2011	Migrant students have a graduation plan in place for appropriate higher level math course enrollment (e.g. ensure that a 7th grade migrant student is on a trajectory to take higher level math in high school).	Yes	Migrant students have a graduation plan in place for appropriate higher level math course enrollment (e.g. ensure that a 7th grade migrant student is on a trajectory to take higher level math in high school).		Migrant students have a graduation plan in place for appropriate higher level math course enrollment (e.g. ensure that a 7th grade migrant student is on a trajectory to take higher level math in high school).
E	Develop and disseminate family-friendly information on specific math resources and strategies being used in the classroom and how migrant parents can support those strategies in the home.	2011		Null	Migrant students have a graduation plan in place for appropriate higher level math course enrollment (e.g. ensure that a 7th grade migrant student is on a trajectory to take higher level math in high school).		Migrant students have a graduation plan in place for appropriate higher level math course enrollment (e.g. ensure that a 7th grade migrant student is on a trajectory to
F	Create lending libraries for students who do not have access to mathematical tools.	2011	Migrant students have a graduation plan in place for appropriate higher level math course enrollment (e.g. ensure that a 7th grade migrant student is on a trajectory to take higher level math in high school).	Yes	Migrant students have a graduation plan in place for appropriate higher level math course enrollment (e.g. ensure that a 7th grade migrant student is on a trajectory to take higher level math in high school).		
G	Implement or expand access to enrichment activities/programs that enhance mathematical skills (e.g., IGNITE, MESA, Digigirls, robotics, Academic Decathlon, Digital Commons; chess, etc.).	2011	Migrant students have a graduation plan in place for appropriate higher level math course enrollment (e.g. ensure that a 7th grade migrant student is on a trajectory to take higher level math in high school).	No	Migrant students have a graduation plan in place for appropriate higher level math course enrollment (e.g. ensure that a 7th grade migrant student is on a trajectory to take higher level math in high school).	Moderate Progress	Migrant students have a graduation plan in place for appropriate higher level math course enrollment (e.g. ensure that a 7th grade migrant student is on a trajectory to take higher level math in high school).