

# Migrant Education Plan

Visalia Unified School District

July 1, 2020 - June 30, 2021

## **Section 1: General Information & Funding Allocations**

Short Description:

Visalia Unified School District

Subgrantee Type:

District with a DSA

Region:

8 - Tulare County Office of Education

County:

Tulare

District:

Visalia Unified

Who is the subgrantee contact?

Name:

Jim Sullivan

Title:

Administrator, Accountability Office

Phone:

(559) 730-7566

Fax:

(559) 735-8058

Email:

jsullivan@vusd.org

### **Estimated**

Performance Period Allocation (85%):

\$

326,807

Carryover:

\$

0

Student Leadership:

\$

0

School Readiness Amount:

\$

26,235

Family Biliteracy Grant Extension:

\$

5,000

Speech and Debate:

\$

0

Regional Parent Conference:

\$

0

Other:

\$

0

\$

358,042

## Section 2: Allocation & Student Profile

District	Type	Allocation	Students		Total
			PFS	Non-PFS	
Visalia Unified	DSA	\$358,042	34	538	572
		Pre	0	0	0
		K	6	44	50
		1	5	36	41
		2	1	45	46
		3	4	36	40
		4	4	46	50
		5	2	34	36
		6	3	43	46
		7	2	26	28
		8	3	24	27
		9	2	26	28
		10	1	34	35
		11	1	20	21
		12	0	21	21
	Out of School Youth		0	12	12
	Ungraded		0	0	0

## Section 4: Program Overview

### Base Program Description

If you are a district, you will provide a detailed description of the general funded strategies, programs, services and curriculum that will be used to address the needs of all students, not only pertaining to migratory students. If you are a Region, you will summarize the base programs for each of your DSAs/MOUs. Provide no more than 35 sentences per DSA/MOU. If your districts offer similar services, you may provide a general summary and name of the districts that are similar, as appropriate.

All programs, curriculum, and services provided by Visalia Unified School District align to the following district goals:

1. Engage students in a challenging curriculum and provide them the support to be successful.
2. Support a district-wide collaborative culture for students and adults focused on learning and results.
3. Maintain a caring and encouraging learning environment for students and adults.
4. Recruit, hire, and retain highly qualified, talented, and productive staff.
5. Align resources to support district goals, student achievement, and school sites.

All students in Transitional Kindergarten through Sixth Grade are provided a standards aligned instructional program which consists of Mathematics, English Language Arts, History Social Science, science and visual and performing arts. They also have access to utilize technology in order to further their knowledge in content areas. Core strategies implemented in Transitional Kindergarten through Sixth Grade are diverse. Various instructional models are used to meet the needs of all learners in Visalia Unified School District. Strategies include: inquiry based learning, gradual release models, blended learning, project based learning, etc. Effective strategies utilized include engagement, collaborative groups, independent learning, facilitating discussions with leveled questioning, scaffolding, balanced literacy strategies which include guided reading, interactive read alouds and writing workshops. The base program is Wonders by Mc Graw Hill Kindergarten through Fifth Grade. My Perspectives by Pearson is used in Sixth Grade.

All students in Seventh through Twelfth Grade are provided a standards-aligned instructional program that includes Mathematics, English Language Arts, science, History Social Science, physical education and a variety of elective or exploratory co-curricular programs that include world languages, visual and performing arts, and technology. Additionally, all students can access a variety of CTE pathways and/or linked learning academies to explore a career pathway.

Various instructional models are used. These include inquiry based learning, gradual release models, blended learning, online instruction, project/problem based learning, work based learning. Instructional strategies include engagement, productive group work, independent learning, leveled questions, scaffolding, classroom structures, proactive classroom management, balanced literacy.

Integrated and Designated ELD is provided for all English learner students. Training is provided by Site EL coordinators.

### Base Professional Development Description

If you are a District, you will provide a detailed description of all General Funded professional development (PD) activities that will be offered during the grant application fiscal year to all staff, not only pertaining to migrant staff. If you are a Region, you will summarize the PD activities for each District. Provide no more than 35 sentences per DSA/MOU.

Professional development is offered to all staff in Kagan Engagement Structures, district facilitated professional development on Guided Reading, book clubs, use of assessment data and facilitative talk, shared reading, and writing about reading.

Grade Span	Activity
Preschool	<ul style="list-style-type: none"><li>• Language and Literacy Training and coaching</li><li>• Afterschool Literacy Topics</li></ul>
TK-2	<ul style="list-style-type: none"><li>• Priority Standards Teacher Committee work</li><li>• Guided Reading training and coaching</li><li>• Benchmark Assessment System/Foundations of Literacy training</li><li>• Afterschool literacy topics</li><li>• Leveled Literacy Intervention (Education Specialists/Intervention Teachers)</li><li>• Academic Language</li></ul>
3-6	<ul style="list-style-type: none"><li>• Priority standards teacher committee work</li><li>• Afterschool literacy topics and coaching</li><li>• Implementation of ELA/ELD program: My Perspectives</li><li>• Leveled Literacy Intervention (Education Specialists/Intervention Teachers)</li></ul>

### Health and Well-being Supports

If you are a District, you will provide a detailed description of all General Funded support services for students that will be offered during the grant application fiscal year. If you are a Region, you will summarize the Health and Well-being Supports for each district. Provide no more than 35 sentences per DSA/MOU.

- Nursing staff provides health screenings (vision, hearing, dental) and referrals. They are available and provide daily health care assessments and referrals, oversee school medication and provide medical treatment as necessary. Additionally, emergency response and acute care services are provided.
- Nursing staff are part of the special education and child study

	<ul style="list-style-type: none"> <li>• Academic Language</li> </ul>	<p>teams to assist with student specific health related accommodations and provide staff training in regards to student health care needs.</p>
7-12	<ul style="list-style-type: none"> <li>• Mathematical Mindsets/Math Practices Training</li> <li>• Topic focused (Number Talks, place value, etc) afterschool sessions</li> <li>• On-demand and targeted coaching and lesson study cycles focused on areas such as student engagement, academic discourse, questioning strategies, scaffolding, etc.</li> <li>• Course/Teacher Lead Collaboration - Unit Revision and Articulation</li> <li>• Implementation of ELA/ELD My Perspectives; lead teacher collaboration, coaching support for teams/teachers</li> <li>• Critical Literacy Clinics</li> <li>• Academic Language and classroom discourse clinics</li> <li>• Expository Reading and Writing</li> <li>• Tiered Intervention Support - Differentiated teacher program training and coaching cycle with in class support               <ul style="list-style-type: none"> <li>○ Gateways Literacy (ELA/ELD Tier 3), ELD Enrichment + ELD Academic Assist (Tier 2)</li> <li>○ Language Academy for ELNewcomers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• District Student Welfare and Attendance Specialists provide referrals for health and social services (including referrals to community agencies).</li> </ul> <p>The social-emotional &amp; behavioral wellness (SEBW) staff provide social, psychological, and behavioral support and programs to help encourage positive climate and culture that results in equitable and effective whole-child learning.</p> <p>Programs include:</p> <ul style="list-style-type: none"> <li>• School-wide activities/systems – Positive Behavior Intervention &amp; Supports (PBIS), social-emotional learning (SEL), restorative practices, trauma-informed practice, targeted social skills training, behavior intervention planning</li> <li>• Collaborative Behavior Analysis Services (CBAS) – intensive support for SPED students</li> <li>• Consultative Behavior Support (CBS) – intensive coaching and support for students and staff</li> <li>• Brief, solution-focused, short-term counseling focused on a variety of student challenges, including skill-building related to social-emotional and behavioral deficits</li> </ul>

- Special Friends low intensity early childhood play-based therapy
- Coordination and linkage with community-based partners – youth mental health, crisis response services, social services, food banks, clothing, housing, etc.

## Private School Collaboration

If you are a District, you will provide a detailed description of how the District consults with private schools for migrant education program needs, where applicable. If you are a Region, you will summarize the private school collaboration for each district. If it is the same across all DSAs/MOUs, just state that all DSAs/MOUs provide the same service and state the service.

Visalia Unified School District sends a notice of eligibility for private school participation in MEP services to all private schools within the area. Documentation noting the response (or lack of response) is retained. If services are requested, a plan for services is established.

## Parent Involvement / Family Engagement

The district will provide a detailed description of how general funded programs will work with parents to improve student learning and describe who, how, and when parents will be informed about programs. If you are a Region, provide a summary for each district. Provide no more than 35 sentences per DSA/MOU.

Visalia Unified School District provides a variety of parent involvement/family engagement programs through the District's Parent University Program. VUSD's Parent University includes offerings for sites such as PIQE (for secondary sites and for preschool parents), School Smarts, and Latino Literacy. These programs are offered (to the extent possible) in a language parents can understand to support parent roles in their students' education, increase parent engagement, and strengthen home-school ties. Parents are informed of these programs through Blackboard (online messaging system that generates email, voice, and text messages).

District Student Welfare and Attendance Specialists support parent involvement and family engagement for all students in Transitional Kindergarten through Twelfth Grade, with focus on our at-risk populations (Families in Transition and Foster). In coordination and collaboration with our school social workers, parent education programs and annual kindergarten preparedness workshops are facilitated and supported to increase a sense of belonging and community with our parents and families.

Parents are encouraged to be active on various committees and councils at the district level such as the Hispanic Advisory Committee, District Advisory Committee (DAC), District English Learners Advisory Council, Migrant Parent Advisory Council, as well as committees and councils at their respective schools such as School Site Council (SSC), English Learner Advisory Council (ELAC), and/or PTA/PTO/PTSA. Parent education for these groups include training on topics such as how to carry out their legal responsibilities as members of the council(s) as well as other training on how to interpret CAASPP results, district/school data, ELPAC data, and understanding information contained in the School Accountability Report Card (SARC). Additionally, parents are called upon to participate in the Local Control Accountability Plan (LCAP) process.

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

Migrant parents/families are notified of programs and services available to migrant students through Blackboard (online messaging system). Personal follow up phone

calls are placed by the District Liaison to families who do not respond to RSVP to meetings and/or workshops.

Families new to the Migrant Education Program are informed of services through home visits, service brochures, and at parent meetings scheduled throughout the year. Parent meeting topics include, but are not limited to: Literacy, STEM, college readiness, growth mindset, and math literacy.

### **Program Coordination**

The district will provide a detailed description of how its MEP will coordinate with other programs including, but not limited to, Title I, Part A; Title II; Title III; Title VI; pre-K programs (e.g., Head Start, Reading First, etc.), Homeless education, etc. (be specific). If you are a Region, provide a detailed description of how you coordinate with other programs at the county level.

Services are provided to migrant students and families that are not already provided using Title I, Part A, Title II, Title III, preschool programs such as Head Start and First Five, or services specific to homeless students and families. Title I funds provide supplemental resource and Intervention teachers at the K-6 elementary schools and middle schools who work with qualifying students, including migrant, in computer assisted instruction labs, individual or small group instruction in the classroom as well as in designated learning centers/classrooms and after school programs/classes. Paraprofessionals, most of whom are funded through EL, LCAP, or Title I funds assist teachers in the classrooms by tutoring qualifying students, including migrant. Identified students are also presented the same core curriculum as other students. Title II funds are used to provide ongoing professional development for site administration and instructional staff. Migrant funds are only used when providing professional development specific to supplemental service offered to migrant students and families.

## Section 5: Regular School Year

### 1. Extended Day Reading Instruction K-6

Provide an overview [description](#) of your service/allowable activity.

Visalia Unified School District Migrant Education students will receive additional small group reading instruction afterschool provided by VUSD teachers. District Migrant Director will recruit qualified teachers to provide additional instruction to students in the grade level the teacher serves in, or in a grade level the teacher has expertise in, that matches the demonstrated need of the student. Students will participate in targeted instruction guided by pre-test scores. High impact schools with a large number of migrant students will be targeted initially, with Ivanhoe, Highland, Houston, Goshen, Annie R. Mitchell traditionally being schools with large numbers of migrant students. However, services are driven by PFS numbers and student needs assessments and services will be provided as the need dictates and to the extent funding allows.

When is this service/allowable activity offered?

Regular Year - Year-Round

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?



SSDP Focus Area: English Language Arts



SSDP Focus Area: Mathematics



SSDP Focus Area: English Language Development



SSDP Focus Area: High School Graduation/Dropout



SSDP Focus Area: Out of School Youth



SSDP Focus Area: Parent and Family Engagement



SSDP Focus Area: Student Engagement



Other

Critical Thinking

When will the service/allowable activity be provided?



After School



Before School



Saturday



Other:

Where would the service/allowable activity be provided?



Home-based



Site/Center-based



District-wide



Region-wide

List all the Districts/Schools that will receive this service/allowable activity:

Initially the high impact schools of Ivanhoe, Highland, Houston, Goshen, and Annie R. Mitchell will be targeted.

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

Visalia Unified uses the Fountas and Pinnell Benchmark Assessment System to assess reading levels for students in grades TK-2. According to first trimester data for 2019-2020, 49% of all students tested met or exceeded expectations, while only 33% of migrant students met or exceeded expectations. Second trimester data indicated 40% of Migrant students met or exceeded expectations while 56% of all students assessed met or exceeded expectations. Migrant students showed significant growth, however, the data still demonstrates a gap in achievement that can be addressed with additional support for our migrant students.

Additionally, while 50.15% of all students met or exceeded the standards on 2018-2019 CAASPP, only 31.30% of migrant students met or exceeded the standards. Migrant Students did demonstrate growth as 2018-2019 scores showed 31.30% of migrant students met or exceeded expectations.

## Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Migrant students K-3 below grade level (or students who do not meet or exceed expectations on the Fountas and Pinnell reading assessment) will receive guided reading instruction after school from a credentialed teacher.

Migrant students 4-6 below standard on the ELA CAASPP and/or below grade level according to the initial STAR reading assessments will receive guided reading instruction after school from a credentialed teacher.

Student/teacher ratio:

- Student teacher ratio should not exceed 5:1

Instructional strategies:

Credentialed teachers will extend instructional time by providing guided reading instruction after school using Fountas and Pinnell Leveled Literacy materials. VUSD teachers have been trained in the following strategies and supports:

- leveled questioning
- cooperative learning
- Kagan engagement structures, as appropriate
- sentence/response frames
- guided reading/Fountas and Pinnell Leveled Literacy Intervention

All instructional services provide integrated ELD to support academic language development and content knowledge.

Student grouping method:

Students will be placed in small manageable groups by reading level that are also age-appropriate. Staff will consult with teachers regarding maintaining the intensity of small group instruction and groupings will be adjusted as needed to address changes in levels and student interactions and engagement.

How instruction will be differentiated:

Instruction will be differentiated based on reading level and student need as demonstrated by formative assessments conducted by their afterschool teacher and collaboration with their teacher of record.

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

Students will have the opportunity to think critically about a wide variety of texts including expository texts.

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

English Language Arts

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



aides provide clear, structured writing instruction.

#### English Language Development

- ☒ **Principle Strategy 3.0** - All instructional services provide integrated ELD to support academic language development and content knowledge.
- ☒ **Strategy 3.1** - Subgrantees provide one professional development on how to integrate ELD into all core content areas.

Other

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

VUSD Migrant Education teachers will use Leveled Literacy Intervention Kits by Fountas and Pinnell (published by Heinnean) to provide extended instructional learning after school. Teachers will also use leveled guided reading books also published by Heinnean that allow students to interact with a wider variety of texts using the same skills and strategies.

#### Service/Allowable Activity Staff Development

What are the specific [staff development activities](#)?

All VUSD teachers (grades K - 6) in VUSD participate in guided reading training as well as in the Fountas and Pinnell Benchmark Assessment System (BAS) training. They are given one release day in September and receive follow up coaching from district teachers on special assignment. Intervention and special education teachers receive ongoing additional training (3-4 release days) and follow up coaching in using Leveled Literacy Intervention kits. All teachers providing extended day guided reading instruction receive district training in guided reading.

Credentialed teachers providing supports and services to our migrant students will participate in professional development on how to integrate ELD into all core content areas.

What dates approximately will the staff development take place?

**Date**

09/2020

#### Service/Allowable Activity Evaluation Plan

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

K-3 students who participate in at least 25 hours of after school instruction will demonstrate growth towards proficiency as seen with an increase of more than typical growth expected of all students with regular instruction during the school day as evidenced by pre/post test scores on the BAS.

4-6 students who participate in at least 25 hours of after school instruction will demonstrate growth toward proficiency as seen with an increase of more than typical growth expected of all students receiving regular instruction during the school day as evidenced by the pre/post scores on the STAR reading assessment.

#### Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	Students in K-3 will be assessed using the Benchmark Assessment System at the beginning and end of their extended day instruction. Students in 4-6 will be assessed using the STAR reading test at the beginning and end of their extended day instruction. Students participating in the support ad services will demonstrate growth that exceeds the typically expected growth during a school year.

#### Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Observation	Teachers will be informally observed by migrant staff to determine if teachers need additional support and to monitor student engagement with instruction. Observation visit targets include 100% of teachers utilizing guided reading strategies and 80-100% student engagement at any given time. Observations will take place near the beginning, middle, and end of the supports and service provided to migrant students during the school year.

#### Service/Allowable Activity Migrant Students Served

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

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

Grade	PFS	Non-PFS	Total
-------	-----	---------	-------

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	0	0
K	0	6	6
1	11	6	17
2	8	6	14
3	9	8	17
4	6	10	16
5	9	6	15
6	5	8	13
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Parent/Guardian	0	0	0
Total	48	50	98

**Service/Allowable Activity Time**

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
K - 6	98	08/17/2020 - 05/21/2021	1	4200	4,200

**Service/Allowable Activity Staffing Plan**

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

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

Title	Classification	Number of Staff	FTE
Extended Day Reading Teacher	Certificated	25	0.55

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

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

Title	Classification	Number of Staff	FTE
-------	----------------	-----------------	-----

**Service/Allowable Activity Budget Detail**

Object Code	Description & Itemization of costs	Amount
1100 Teachers	25 K-6 Extended Day Reading Teachers, each providing 30 hours of instruction at \$42.42/hour	\$31,815
3000 Employee Benefits	Benefits for K-6 Extended Day Reading Teachers. Composite rate for certificated benefits 29.65%. \$31,815 x 29.65%	\$9,433
4300 Materials & Supplies	Guided Reading Books and Materials: \$200 per teacher x 25 teachers = \$5,000 Additional supplies such as pencils, paper, highlighters \$100 per teacher \$100 X 25 = \$2,500	\$7,500
<b>Total:</b>		<b>\$48,748</b>

## 2. Extended Day Math Instruction 4-8

Provide an overview [description](#) of your service/allowable activity.

Visalia Unified School District Migrant Education students in grades 4-8 will be provided access to extended instruction in mathematics after school in a small group setting. Students will be identified according to previous assessment performance (local and state measures), as well as through their current classroom performance. Students will engage with current intervention materials embedded in the core curriculum as well as supplemental mathematics resources as available and appropriate.

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

☐

SSDP Focus Area: English Language Arts

☒

SSDP Focus Area: Mathematics

☐

SSDP Focus Area: English Language Development

☐

SSDP Focus Area: High School Graduation/Dropout

☐

SSDP Focus Area: Out of School Youth

☐

SSDP Focus Area: Parent and Family Engagement

☐

SSDP Focus Area: Student Engagement

☒

Other

Basic Knowledge/Skill Building

When will the service/allowable activity be provided?

☒

After School

☐

Before School

☒

Saturday

☐

Other:

Where would the service/allowable activity be provided?

☐

Home-based

☒

Site/Center-based

☒

District-wide

☐

Region-wide

List all the Districts/Schools that will receive this service/allowable activity:

Ivanhoe, Houston, Highland, Goshen, Ridgeview MS, and additional schools as identified by Student Needs Assessments.

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

In examining results for the 2018-2019 administration of the CAASPP, 33% of students in VUSD met or exceeded standards in mathematics. In contrast, only 21.96% of migrant students met or exceeded standards. VUSD Migrant students did demonstrate growth in the area of mathematics as 21.96% of migrant students met or exceeded the standard in 2018-2019.

## Plan

Describe the plan for this service/allowable activity

[Key skills](#) to be learned:

Certificated teachers will work to utilize extension/remediation resources within the current Go Math base curriculum to extend learning time for migrant students. In addition, teachers will utilize supplemental materials such as North Carolina Math resources (according to which standards correlate with current lessons) to provide additional engagement for students during instructional time. Instruction will be provided for a minimum of 30 hours after school. Some schools may choose to hold instruction on Saturdays throughout the year as needed or requested.

Student/teacher ratio:

Not to exceed 10:1

[Instructional strategies](#):

Intervention techniques will include the use of manipulatives, various Kagan engagement strategies as appropriate for each lesson, direct instruction, modeling, cooperative learning strategies, independent practice with feedback, leveled questioning, sentence/response frames, scaffolding, and inclusion of academic discourse.

All instructional services provide integrated ELD to support academic language development and content knowledge.

Student grouping method:

Student groups will be comprised of students that demonstrate the same area of need and will be age and skill appropriate.

How instruction will be [differentiated](#):

Instruction will be differentiated according to individual student needs. For example, if a student is struggling with foundational skills necessary for proficiency on a given standard, instruction in developing the foundational skills will be provided.

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

Teachers will spend time building any basic knowledge/skill necessary for students to meet/exceed standards.

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

Mathematics

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

Other

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

Certificated teachers will work to utilize extension/remediation resources within the current Go Math base curriculum to extend learning time for Migrant students. In addition, teachers will utilize available supplemental materials such as North Carolina Math resources (according to which standards correlate with current lessons) to provide additional engagement for students during instructional time.

## Service/Allowable Activity Staff Development

What are the specific [staff development activities](#)?

VUSD credentialed teachers receive professional development in mathematical mindsets and effective math practices. Teachers will receive one release day in September for training and have monthly follow up sessions that occur after the school day. After school sessions are also topic based to include professional development on topics such as number talks, academic language, and place value.

Credentialed teachers providing supports and services to our migrant students will participate in professional development on how to integrate ELD into all core content areas.

What dates approximately will the staff development take place?

**Date**

10/2020

**Service/Allowable Activity Evaluation Plan**

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

Through accessing the additional instructional minutes, VUSD migrant students will increase their knowledge of mathematics and demonstrate the skills necessary to progress towards meeting/exceeding grade level standards.

**Local Quantitative Measures and Performance Targets****Local Quantitative Measure****Local Performance Target**

Pre and Post Assessment

Students will be assessed using the CAASPP Mathematics Data specifically focusing on Claim 1 and Claim 2. Students who attend at least 25 hours of instruction will show significant gains towards meeting or exceeding the grade level standards.

**Local Qualitative Measures and Performance Targets****Local Qualitative Measure****Local Performance Target**

Observation

Teachers will be informally observed by migrant staff to determine if teachers need additional support and to monitor student engagement with instruction. Observation visit targets include 100% of teachers utilizing guided reading strategies and 80-100% student engagement at any given time. Observations will take place near the beginning, middle, and end of the supports and service provided to migrant students during the school year.

**Service/Allowable Activity Migrant Students Served**

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

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

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	3	3	6
5	3	2	5
6	4	2	6
7	2	4	6
8	1	15	16
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Parent/Guardian	0	0	0
Total	13	26	39

**Service/Allowable Activity Time**

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
4 - 8	39	08/17/2020 - 05/21/2021	1	2400	2,400

**Service/Allowable Activity Staffing Plan**

**Instructional Service Staffing:** Identify the staff positions needed to provide the instructional service described above (see Fiscal

**Handbook).**

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

Title	Classification	Number of	
		Staff	FTE
Certificated Teacher	Certificated	3	0.07

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

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

Title	Classification	Number of	
		Staff	FTE

**Service/Allowable Activity Budget Detail**

Object Code	Description & Itemization of costs	Amount
1100 Teachers	Three Extended Day Math Teachers (three teachers providing 30 hours of instruction at \$42.42/hour) 3 x 30 x 42.42 = \$3,817	\$3,817
3000 Employee Benefits	Benefits for Extended Day Math Teachers. Composite rate for certificated benefits 29.65%. \$3,817 x 29.65%	\$1,131
4300 Materials & Supplies	Instructional materials for extended day instruction such as pencils, paper, manipulatives, white boards, dry erase markers. \$150/teacher x 3 teachers = \$450	\$450
<b>Total:</b>		<b>\$5,398</b>

### 3. College/Career Family Counseling/Case Management 7-12

Provide an overview [description](#) of your service/allowable activity.

Migrant students and their families will be engaged by MEP staff in developing their knowledge of high school graduation requirements, their familiarity with grade and progress monitoring tools available to parents and students, availability and accessing academic and social supports within their school system, their understanding of post secondary options, and how to access financial assistance for continuing education after graduation.

When is this service/allowable activity offered?

Regular Year - Year-Round

What type of service/allowable activity is this?

Support Service

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

Which service areas does this activity address?

☐

SSDP Focus Area: English Language Arts

☐

SSDP Focus Area: Mathematics

☐

SSDP Focus Area: English Language Development

☒

SSDP Focus Area: High School Graduation/Dropout

☐

SSDP Focus Area: Out of School Youth

☒

SSDP Focus Area: Parent and Family Engagement

☒

SSDP Focus Area: Student Engagement

☒

Other

Other strategies include efforts to increase family and student engagement in the education process by providing parent involvement meetings and activities that address similar topics, but in a group setting where parents can hear the questions and commen

When will the service/allowable activity be provided?

☒

After School

☒

Before School

☒

Saturday

☐

Other:

Where would the service/allowable activity be provided?

☒

Home-based

☒

Site/Center-based

☒

District-wide

☐

Region-wide

List all the Districts/Schools that will receive this service/allowable activity:

El Diamante HS, Golden West HS, Mt Whitney HS, Redwood HS, Sequoia HS, Divisadero MS, Green Acres MS, La Joya MS, Ridgeview MS, Valley Oak MS

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

Migrant Education students face many barriers to completing the requirements needed to obtain a high school diploma. Although many supports have been put in place across the state, and progress is being made (most recently a 6.3% increase in 2018-2019) migrant students are still less likely to graduate at the same rate as their peers in California High Schools. The 2018-2019 California Dashboard data for Visalia Unified showed 44.9% of our students are prepared for graduation, 21.7% of our students are approaching prepared, and 33.5% of our students are not prepared. As noted in the Migrant Education Statewide Service Delivery Plan, Migratory Students were 1.5 percent less likely to graduate than All Students. While the Dashboard does not allow the user to identify migrant percentages in Dashboard data, SSDP findings indicate lower rates of preparedness in comparison to all students.

Research shows strong family-school connections lead to improved achievement and more engagement. In her article *Promoting Academic Engagement Among Immigrant Adolescents Through School-Family Community Collaboration* published in the American School Counselor Association (ASCA) journal (Professional School Counseling, October 2010), Dr. Carola Suarez-Orozco describes the acculturative stress immigrant students experience as they learn a new set of cultural rules and expectations as they enter the school system of their new home. Migrant students are repeatedly subjected to acculturative stress each and every time they move from school district to school district, from one set of graduation requirements and expectations to the next, and from one unfamiliar social setting to the next. Such frequent movement would be difficult for any student, but even more so for migrant students who also contend with language and cultural differences between home and school.

## Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Depending upon the availability of parents the district migrant counselor will schedule a time to meet on Monday mornings before school starts, after the school day and possibly on Saturdays if needed. This service may take place at the home if a family is unable to attend a meeting at the school site. Initial meetings should include the parents, student, migrant counselor and district liaison whenever possible.

Students at risk of not graduating will receive follow up services and case management with the district migrant counselor. The counselor will work in coordination with site counselors, site administration, and parents to establish graduation plans. Additionally, the counselor will establish and maintain ongoing communication with families, connect the family and student to services, help families understand transcripts/grades and assist them in signing up for online grade monitoring programs, and encourage attendance at district college and career informational meetings and workshops. The counselor will meet at least every two weeks to monitor student progress and continue to support the student in achieving goals set in the graduation plan.

The counselor will work in conjunction with the OSY District Liaison to coordinate plans for students who do not successfully graduate and are potential OSY students for the following year. Additionally, the district liaison will support families in providing community resources/referrals as needed.

Student/teacher ratio:

The Migrant district counselor will work with all high school students at risk of not graduating.

The district liaison will work with families as resources/referrals are needed.

## Instructional strategies:

Migrant students and/or families will access...

- Supplemental academic counseling
- Case management
- assistance in building/implementing/monitoring graduation plans
- Additional staff communication
- Instruction regarding monitoring performance variables; for example, absences, tardies, grades, behavior
- support to develop tools to solve problems, build skills, enhance competence regarding their students academic and continuing education

Student grouping method:

At risk students (and/or families) will meet individually with the migrant district counselor.

How instruction will be differentiated:

Individual sessions will be tailored to meet the needs of each family and student.

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

Other strategies include efforts to increase family and student engagement in the education process by providing parent involvement meetings and activities that address similar topics, but in a group setting where parents can hear the questions and comments of other parents. As a result, parents will be able to have some prior knowledge and more readily engage in the case management process.



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

#### High School Graduation/Dropout

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

#### Parent and Family Engagement

- ☒ **Principle Strategy 12.0** - Provide workshops and/or resources on the services that the MEP offers.
- ☒ **Strategy 12.1** - Provide three workshops for parents including:
  - How the U.S. school systems works and parent and family opportunities for participation within this system.
  - Parent engagement evidence-based strategies
  - Understanding student achievement data
  - Supporting your child in obtaining a high school diploma
  - Understanding career technical education
  - Learning educational vocabulary (acronyms, A-G, parent homework dictionary, educational glossary).

#### Student Engagement

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

#### Other

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

Parents and students will use the Life Prep Academy College, Career and Life Planning Guide for California Students and Their Families published by Educate CA, and the 2012 edition of the Check and Connect manual, "Implementing with Fidelity".

#### Service/Allowable Activity Staff Development

What are the specific [staff development activities](#)?

Staff will receive Trauma Informed Training as well as sensitivity training. Trauma Informed Training will be provided by district office staff while all VUSD staff engages in sensitivity training through an online program.

What dates approximately will the staff development take place?

#### Date

09/2020

#### Service/Allowable Activity Evaluation Plan

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

Expected outcomes include a better understanding for students and families of the high school system, the requirements for graduation/promotion, post secondary educational and career opportunities, and supports available to them academically, socially, and financially.

Demonstrated outcomes to include: a decrease in truancy, tardies, behavior referrals, and dropout rates, increase in attendance, persistence in school, credits accrued, and school completion, and an impact on literacy.

Additionally, students benefiting from case management will show an increase in home-school communication as well as progress toward completing their individual graduation plan.

**Local Quantitative Measures and Performance Targets****Local Quantitative Measure****Local Performance Target**

Students receiving case management will show improvement in grades and credits earned from the start of case management until the end of the school year. All students will have a plan for the following school year to stay on track.

Other

**Local Qualitative Measures and Performance Targets****Local Qualitative Measure****Local Performance Target**

Interview

Migrant Program Staff will meet at least monthly with the counselor to review progress for students receiving case management. 90% of migrant students actively working on their graduation plans will graduate high school.

**Service/Allowable Activity Migrant Students Served**

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

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

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	4	5	9
8	8	10	18
9	5	10	15
10	7	5	12
11	3	14	17
12	4	12	16
Out of School Youth	0	0	0
Parent/Guardian	0	0	0
Total	31	56	87

**Service/Allowable Activity Time**

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
7 - 12	87	08/17/2020 - 05/28/2021	1	2070	2,070

**Service/Allowable Activity Staffing Plan**

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

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

Title	Classification	Number of Staff	FTE
District Migrant Counselor	Certificated	1	0.25

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

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

Title	Classification	Number of Staff	FTE
Service/Allowable Activity Budget Detail			
Object Code	Description & Itemization of costs		Amount
1200 Pupil Support Services	College/Career 7-12 Migrant Counselor 25% of annual salary \$45,992 (\$3,832.66 x 12 x 25%); 45 days (25% of the number of instructional days) x 7.5 hours = 337.5 hours		\$11,498
3000 Employee Benefits	College/Career 7-12 Benefits for Migrant Counselor. Composite rate for retired counselor benefits, 6.64%. \$11,498 x 6.64%.		\$764
4300 Materials & Supplies	College/Career 7-12; Organizational supplies such as binders, pencil pouches, pencils, paper, and dividers for students at risk of not graduating; \$20/student for 87 students = \$1,740 Planning and Organizational Guides (Leadership) for students (to include support materials for parents (\$25/student and parent to include bi-literacy materials for 87 students = \$2,175) =		\$3,915
4300 Materials & Supplies	College/Career 7-12 Water and snacks for students attending the study trip to Cal Poly, Pomona \$5/student for 50 students		\$250
5700 Transfers of Direct Costs	Student Leadership Conference transportation 1 District Bus (\$500)		\$500
5800 Prof/Cons/Serv & Operating Exp.	College/Career 7-12 Transportation (charter bus) for Study Trip to Cal Poly, Pomona; 50 students and 25 parents		\$1,500
5800 Prof/Cons/Serv & Operating Exp.	Meal vouchers for study trip (50 students x \$10 = \$500)		\$500
Total:			\$18,927

#### 4. Speech and Debate High School

Provide an overview [description](#) of your service/allowable activity.

Visalia Unified School District Migrant Education Program students will participate in the Region VIII Speech and Debate competition with the intent of qualifying to advance to the State Migrant Education tournament. Interested middle school and high school students will be provided a coach at their school or a neighboring school who will provide coaching in developing their public speaking skills, researching current event topics using varied sources of information to identify both sides of an issue, and persuasive writing and editing. Students will develop their social interaction skills and increase their confidence level regarding public speaking. Efforts will be made to identify a Spanish speaking coach to accommodate students who prefer to present in Spanish as needed.

When is this service/allowable activity offered?

Regular Year - Year-Round

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?



SSDP Focus Area: English Language Arts



SSDP Focus Area: Mathematics



SSDP Focus Area: English Language Development



SSDP Focus Area: High School Graduation/Dropout



SSDP Focus Area: Out of School Youth



SSDP Focus Area: Parent and Family Engagement



SSDP Focus Area: Student Engagement



Other

Technology Support and Resources

When will the service/allowable activity be provided?



After School



Before School



Saturday



Other:

Where would the service/allowable activity be provided?



Home-based



Site/Center-based



District-wide



Region-wide

List all the Districts/Schools that will receive this service/allowable activity:

Based on student interest, El Diamante HS, Golden West HS, Mount Whitney HS, Redwood HS, Sequoia HS, Ridgeview MS, Valley Oak MS, Divisadero MS, La Joya MS, Green Acres MS, Ivanhoe, Willow Glen, Oak Grove

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

Migrant students rarely participate in Academic Decathlon, or Speech and Debate programs, and therefore require focused academic instruction to acquire critical

thinking, research and public speaking skills. Speech and Debate programs provide students with an authentic experience connected to the opportunity to receive instruction and experience in evaluating and organizing information in order to develop compelling arguments that result in expressive thought and ideas that are grounded in research. Additionally, migrant students have a need to develop personal confidence and skills to work independently and within a group.

In 2018-2019 only 36.66% of Migrant Eighth Grade students met or exceeded standards on the ELA CAASPP. In contrast, 52.46% of all Eighth Grade students district wide met or exceeded standards. High school data also revealed a gap between migrant and all student performance with 30% of Migrant Eleventh Grade students performing at or exceeding standards, while 63.85% of Eleventh Grade students district wide met or exceeded the standard. The low proficiency rates across grade levels indicate a need for additional support in ELA as students enter and progress through high school.

## Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Certificated teachers will work with students on focused key syntactic structures and academic vocabulary with instruction designed to develop student's abilities in speaking, listening, reading, and writing which are all necessary elements of preparing and delivering discourse. Sites may provide instruction on Saturdays to meet the minutes in the specified plan and/or meet during times when students are available.

Student/teacher ratio:

Not to exceed 10:1

Instructional strategies:

Students will be provided formal instruction in developing strong writing and speech skills. Students will learn the importance of organizing their chosen topic into an engaging introduction, fact driven body, a reasonable counter-argument, and summary conclusion. The following ideas and skills and their importance when giving a presentation will also be covered: originality/creativity, use of language, speaking qualities, eye contact, body language, overall appearance (poise and timing). Debate instruction will address the same topics but will also teach students the process of a debate which includes: opening, cross examination, response, rebuttal, and closing. Engagement strategies which may be used could include fish bowl/paper bag speeches, extemporaneous presentations, and Round Robin presentations.

All instructional services provide integrated ELD to support academic language development and content knowledge.

Student grouping method:

Students will be grouped by choice of speech topics or in specific debate teams with additional groupings within those divisions dependent upon choice of delivery language, specific student need or as determined by credentialed teacher.

How instruction will be differentiated:

Instructors will differentiate instruction based upon each students specific research, writing/editing or public speaking need within their chosen speech topic, debate topic or role.

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

Students will make use of available technology (typically Chrome Books) for researching topics, composing and editing speeches, developing debate arguments and planning. Students who choose to compete in debate will develop skills in working effectively with others as their event requires collaboration between team members.

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

English Language Arts

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

English Language Development

- ☒ **Principle Strategy 3.0** - All instructional services provide integrated ELD to support academic language development and content knowledge.

- ☐ **Strategy 3.1** - Subgrantees provide one professional development on how to integrate ELD into all core content areas.

#### Student Engagement

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

#### Other

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

Critical thinking preparation materials such as fish bowl/paper bag speeches, philosophical chairs, Socratic seminar, vocabulary builders, speech and debate rubrics, resources from the National Debate Coaches Association or DebateAble, or public speaking strategies from the district's AVID curriculum will be used in order to ensure that students are developing their abilities to research, organize, compose and present verbal arguments and presentations.

#### Service/Allowable Activity Staff Development

What are the specific [staff development activities](#)?

Teachers will participate in 4-5 speech and debate training sessions offered by Region VIII Migrant Education Program. Staff development activities will include: Coaches' Training, Orientation to speech and debate topics/procedures/protocols, topic exploration sessions and judge's training.

1. Introduction/Topic Review/Assessments
2. Resources and Support/Review of Curriculum
3. Collaboration and Support
4. Collaboration and support/wrap up
5. Final review of procedures for state tournament

Credentialed teachers providing supports and services to our migrant students will participate in professional development on how to integrate ELD into all core content areas.

What dates approximately will the staff development take place?

#### Date

09/2020  
10/2020  
11/2020  
01/2021  
02/2021

#### Service/Allowable Activity Evaluation Plan

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

Migrant students that participate in this service and who maintain at least 80% attendance throughout the program will develop cohesive speech and/or debate skills (depending on student choice to participate in either speech or debate). Students completing the program will demonstrate growth by at least two points as evidence through rubrics.

#### Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	Students will be assessed through speech rubrics in prepared and extemporaneous or a debate rubric. Students who complete the program will increase by at least two points on the rubric.

#### Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Observation	Speech and Debate coaches will be informally observed by migrant staff to see if coaches need additional support and monitor

**Local Qualitative Measure****Local Performance Target**

student engagement with instruction. Observation visit targets include 100% of coaches utilizing strategies to improve written and verbal language skills and 80-100% student engagement at any given time.

**Service/Allowable Activity Migrant Students Served**

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

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

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	3	6	9
10	2	7	9
11	2	7	9
12	1	6	7
Out of School Youth	0	0	0
Parent/Guardian	0	0	0
Total	8	26	34

**Service/Allowable Activity Time**

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
9 - 12	34	08/17/2020 - 05/14/2021	1	1200	1,200

**Service/Allowable Activity Staffing Plan**

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

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

Title	Classification	Number of Staff	FTE
Speech and Debate Coach	Certificated	2	0.03

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

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

Title	Classification	Number of Staff	FTE
-------	----------------	-----------------	-----

**Service/Allowable Activity Budget Detail**

Object Code	Description & Itemization of costs	Amount
1900 Other Certificated Salaries	Stipend for two speech and debate coaches 2 x \$2,934 For each coach: \$419.14 x 7 months (2 X \$419.14 X 7 months); 2 teachers x 20 hours of instruction for FTE calculation.	\$5,868

<b>Object Code</b>	<b>Description &amp; Itemization of costs</b>	<b>Amount</b>
3000 Employee Benefits	Benefits for Speech and Debate Stipends. Composite rate for certificated benefits, 29.65%. \$5,868 x 29.65%	\$1,740
4300 Materials & Supplies	Instructional materials such as pencils, pens, paper, research materials as needed for instruction \$100/teacher; 2 X \$100	\$200
4300 Materials & Supplies	Light refreshments (pre-made sandwiches, cookies, beverages) for migrant students and parents attending the Speech and Debate Rehearsal (\$100).	\$100
5700 Transfers of Direct Costs	District provided transportation van (\$30)	\$30
	<b>Total:</b>	<b>\$7,938</b>



## 5. Parent Involvement

Provide an overview [description](#) of your service/allowable activity.

The VUSD Migrant Education program will provide Parent Involvement meetings developed to assist and support parents in acquiring familiarity with Visalia Unified School District and the differences between VUSD and other education systems they have participated in. Topics presented by Migrant Education Staff will address English Language Arts and Mathematics instruction within the district, the role parents can fill as their child's first teacher, and how to engage in the supports available at schools. Staff will also present or coordinate with outside presenters regarding STEM, High School Graduation Requirements, continuing education options and financial aid. Parent involvement meetings will be held at centralized locations throughout the year to encourage as much parent participation as possible. Parents will be advised of meetings through a mailed meeting list, flyers mailed to homes or sent with students, automated phone calls, and by other electronic means (such as e-mail, text, etc.) when possible and appropriate.

When is this service/allowable activity offered?

Regular Year - Year-Round

What type of service/allowable activity is this?

Support Service

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

Which service areas does this activity address?

☐

SSDP Focus Area: English Language Arts

☒

SSDP Focus Area: Mathematics

☒

SSDP Focus Area: English Language Development

☒

SSDP Focus Area: High School Graduation/Dropout

☒

SSDP Focus Area: Out of School Youth

☒

SSDP Focus Area: Parent and Family Engagement

☒

SSDP Focus Area: Student Engagement

☒

Other

Social Emotional Learning Strategies and Skills

When will the service/allowable activity be provided?

☒

After School

Saturday

☐☐

Other:

Before School

☒

Where would the service/allowable activity be provided?

☒

Home-based

☒

District-wide

☒

Site/Center-based

☐

Region-wide

List all the Districts/Schools that will receive this service/allowable activity:

All schools

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

Within the district there is a need to build migrant parent capacity so that they are able to be engaged at their school, access available resources, and provide a voice at

the school, district and regional level.

Thus far in 2019-2020, 28 of 35 schools had a representative at one District Advisory Committee meeting and 20 of 35 schools had a representative at one District English Learner Advisory Committee meeting. Of these representatives, none were migrant parents. Unfortunately this data also speaks to the unlikelihood that migrant parents will participate in School Site Council in the near future.

Migrant families play a key role in the success of their student as they can have a great impact on their student's attitude towards education, the study habits they strive to instill in their student(s), and the behaviors they promote. The Migrant Education Program can serve as a support in regards to helping parents learn strategies they can use in the home to promote and support increased achievement in ELA, Math, STEAM, as well as high school graduation and the completion of A-G requirements.

The parent involvement component of the VUSD MEP program will provide workshops for parents, regular parent meetings, as well as increased support in providing opportunities for parents to attend conferences such as Feria Educativa, Mujer Campesina, Region VIII Health and Education Conference, a student and parent UC/CSU study trip, and other Region VIII parent conference events.

## Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

The VUSD MEP Parent Involvement plan serves to build parents' capacity to participate in and support their children's education and increase their knowledge and ability to do so. Regular parent meetings will focus on a variety of topics such as available services through the VUSD MEP, resources available in the community, how the U.S. school system works, opportunities for participation within this system, evidence-based parent engagement strategies, understanding achievement data, supporting children in obtaining a high school diploma, understanding career technical education. Families will also have the opportunity to participate in two math literacy nights, a cultural literacy night, a family STEM night, a Speech and debate performance night, as well as other workshops provided by Region VIII or surrounding agencies.

Student/teacher ratio:

The ratio of staff to parents/families will vary from meeting to meeting and workshop to workshop. The ratio of family members to staff members should never exceed 25:1 as it is important to ensure a staff member is readily available should a parent have a question or concern to share.

Instructional strategies:

Math literacy nights, cultural literacy night, family STEM night, and Speech performance night will take place during a regularly scheduled Migrant Parent Meeting. Meetings that do not include a family engagement activity such as those previously listed will include information on topics such as CTE programs offered in VUSD, FAFSA completion, understanding graduation and college entrance requirements (community college as well as A-G requirements), understanding student achievement data, services available through the VUSD MEP program, opportunities for parent involvement within the school and district, strategies for positively engaging with school staff, and developing and promoting a growth mindset.

Allowing parents the opportunity to learn alongside their child in literacy and STEM nights helps to provide the confidence needed to continue this support at home as they learn strategies to help answer questions and assist in critical thinking. Speech performance night will allow students to share with their families the skills and presentations developed during their speech/debate instruction.

Student grouping method:

Families will be grouped based on topic and family need as some topics are more relevant to families with older children and some more suited to families with younger children.

Participants will be grouped as families during literacy, STEM, and Speech performance nights. However, topics that pertain to secondary students will lend themselves to groupings of families with older children.

How instruction will be differentiated:

The majority of our migrant parents speak and understand Spanish, as a result we have traditionally conducted all meetings in Spanish, or provided translation from English to Spanish if a presenter on the agenda is unable to speak Spanish. There are several students whose parents are English only. For these parents the VUSD MEP makes use of translation devices available through the district office to ensure that parents have access to the information without waiting for the speaker to pause for translation.

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

SSDP, Strategy 12.1: Provide additional parent engagement evidence-based strategies to engage and involve parents and families in their child's education and learning. Provide social emotional learning strategies and skills for students, parents, and families to build and strengthen relationships; and to develop parent's capacity to teach and reinforce important social emotional skills.

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

Mathematics

- ☐ **Principle Strategy 2.0** - Offer supplemental math services focused on teaching concepts and procedures as well as problem solving and modeling data for migratory students scoring Below Standard on either Claim 1 or Claim 2.

- ☒ **Strategy 2.1** - Offer Math Literacy Family Nights, targeting PFS and migratory students scoring Below Standard, focused on math CCSS and learning strategies to use at home.
- ☐ **Strategy 2.2** - Provide professional development opportunities for MEP staff to understand student math achievement data, increase their knowledge and skill set for teaching concepts and procedures, problem solving and data modeling and communicating and reasoning in mathematics.

#### English Language Development

- ☒ **Principle Strategy 3.0** - All instructional services provide integrated ELD to support academic language development and content knowledge.
- ☒ **Strategy 3.1** - Subgrantees provide one professional development on how to integrate ELD into all core content areas.

#### High School Graduation/Dropout

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

#### Out of School Youth

- ☒ **Principle Strategy 9.0** - Provide OSY with a health education workshop to address healthy eating, physical activity, and related chronic disease prevention.
- ☒ **Strategy 9.1** - Provide a variety of health services and referrals to OSY who need dental, vision, hearing, medical or mental health services.
- ☐ **Strategy 9.2** - Provide professional development opportunities specific to the health needs of OSY on physical education, health education, nutrition services, and health, mental health and social services staff members, as well as staff members who supervise recess, cafeteria time and programs outside of regular school hours.
- ☐ **Principle Strategy 10.0** - Increase OSY participation in ELA or ELD services/classes.
- ☐ **Strategy 10.1** - Provide GED, or high school equivalency, services for OSY who have dropped out of school, but want to obtain a GED.
- ☐ **Strategy 10.2** - Provide primary language literacy services for OSY who have dropped out of school, but want to obtain a high school diploma in their home country.

#### Parent and Family Engagement

- ☒ **Principle Strategy 12.0** - Provide workshops and/or resources on the services that the MEP offers.
- ☒ **Strategy 12.1** - Provide three workshops for parents including:
  - How the U.S. school systems works and parent and family opportunities for participation within this system.
  - Parent engagement evidence-based strategies
  - Understanding student achievement data
  - Supporting your child in obtaining a high school diploma
  - Understanding career technical education
  - Learning educational vocabulary (acronyms, A-G, parent homework dictionary, educational glossary).

#### Student Engagement

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

#### Other

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

Curriculum used during parent meetings will vary based on the topic. Much of the information presented will be gathered from various CDE/UC/CSU resources. For example, evidence based engagement strategies will be presented out of the Parent Engagement Toolkit found on the CDE website. College and Career information will

also come from resources compiled by the California Career Resource Network division of CDE and supplemented with information from varied UC/CSU websites.

### Service/Allowable Activity Staff Development

What are the specific [staff development activities](#)?

Staff development will be ongoing through peer coaching and collaboration to plan and reflect upon the successes or opportunities of each completed meeting/workshop. The VUSD MEP tentatively plans to hold six meetings/workshops for the year 2020-2021 school year. Before each parent meeting or family workshop, migrant staff will meet with administration for planning conversations to ensure the meeting is not only run well, but relevant to the needs of our parents. After each meeting migrant staff will meet with administration to reflect upon the meeting/workshop to reflect upon successes and areas for growth for the next upcoming meeting, as well as how to improve the manner in which the topic is addressed in the next school year.

Tentatively, the following meetings/workshops are planned for the 2020-2021 school year, however, if Student Needs Assessments reveal additional needs, the scheduling of specific topics may change to better suit our migrant family needs.

August: Voting to fill any PAC vacancies (nominations are taken in May), orientation to district/school/MEP/community services and resources available; opportunities for parent involvement at schools and at the district.

October: Understanding achievement data (CAASPP, report cards, transcripts), school online grade reporting systems (Powerschool, Pinnacle, District App); College and Career Readiness Team presentation regarding CTE and Linked Learning programs.

December: Family STEM night in conjunction with Mini Corps.

February: Math Literacy Night (this is in addition to math family nights already planned for implementation at all elementary schools).

March: Speech Performance Night in conjunction with upcoming summer services planned, developing a growth mindset, learning educational vocabulary.

May: Family Literacy night.

What dates approximately will the staff development take place?

#### Date

08/2020

09/2020

10/2020

12/2020

02/2021

03/2021

05/2021

### Service/Allowable Activity Evaluation Plan

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

Parents will be further equipped with strategies that will help them engage and support their child/children in ELA and Math through their attendance at VUSD MEP parent meetings and workshops. They will also have a heightened awareness of the support programs provided by the district and outside agencies as well as increase their level of participation in district trainings, academies, and feedback gathering sessions. Evidence of new knowledge acquired will be through pre and post survey scores from each meeting.

### Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Survey	At the beginning of each meeting parents will receive a survey pertaining to terms, knowledge, educational system and processes specific to each meeting and workshop. Parents will rate their knowledge and/or confidence with individual items before the meeting and then again at the end of the meeting.  All parents will increase by at least one point in at least one specific area on the survey for each meeting or workshop.

### Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Survey	Parents who attend at least half of available workshops, meetings, and /or conferences will demonstrate an increase in involvement at the school site, with the MEP program, and/or in district events as evidenced by self report on an end of the year survey.

### Service/Allowable Activity Migrant Students Served

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

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

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Parent/Guardian	0	150	150
Total	0	150	150

**Service/Allowable Activity Time**

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
Parent/Guardian	150	08/17/2020 - 06/25/2021	6	90	540

**Service/Allowable Activity Staffing Plan**

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

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

Title	Classification	Number of	
		Staff	FTE
District Liaison Parent Involvement	Classified	1	0.93

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

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

Title	Classification	Number of	
		Staff	FTE
District Liaison	Classified	1	0.02
Migrant Clerk	Classified	1	0.02
Home Based Preschool Instructor	Classified	1	0.02

**Service/Allowable Activity Budget Detail**

Object Code	Description & Itemization of costs	Amount
2200 Support Services Salaries	District Liaison Parent Involvement; \$3,048.75 X 12 months; 208 work days x 7 hours for FTE Calculation.	\$36,585
2900 Other Classified Salaries	Hourly pay (timesheets) for migrant staff working past contracted hours to help facilitate parent meetings/workshops as well as to build and maintain relationships with	\$2,160

Object Code	Description & Itemization of costs	Amount
	our families. Migrant Staff (6 meetings X 6 hours X 3 personnel X \$20/hour); Migrant Clerk, District Liaison Parent Involvement Technician; Home Based Preschool Instructor.	
2900 Other Classified Salaries	Hourly pay (timesheets) for child care during meetings. (District Liaison, Migrant Clerk, and Home Based Preschool Instructor to provide this service). Childcare (6 meetings X 6 hours X 2 child care personnel X \$20/hour)	\$1,440
3000 Employee Benefits	District Liaison Parent Involvement Benefits. Composite rate for classified benefits including health/welfare, 75.9% \$36,585 x 75.9%	\$27,768
3000 Employee Benefits	Benefits for child care/additional migrant personnel hourly pay. Composite rate for classified benefits, 33.25%. \$3,600 x 33.25%	\$1,197
4300 Materials & Supplies	Parent meeting supplies for six meetings (snacks, water, napkins, craft supplies for family literacy and STEM projects) \$200/meeting for five meetings; \$300 for STEM project family night; Family Literacy Night; support and strengthen bi-literacy; instructional materials (books in English and Spanish), \$2,524.	\$3,824
4300 Materials & Supplies	Light refreshments for 6 parent meetings (6 x \$100)	\$600
5200 Travel & Conferences	Mileage for District Liaison Total of 1117 miles throughout the year 1117 miles X \$0.58	\$648
5700 Transfers of Direct Costs	Printing for informational flyers/mailings regarding college readiness, intervention information, study trips, general meeting notices, referral questionnaires)	\$350
5800 Prof/Cons/Serv & Operating Exp.	College/Career 7-12/parent Transportation (charter bus) for combined Study Trip to Cal Poly, Pomona	\$1,500
5800 Prof/Cons/Serv & Operating Exp.	Parent meal voucher for Study trip Cal Poly Pomona (50x\$10) \$500	\$500
5900 Communications	Phone for District Liaison Parent Involvement 12 X \$54 Postage \$600 (mailing information to families)	\$1,248
	<b>Total:</b>	<b>\$77,820</b>

## 6. OSY (Out of School Youth) Services

Provide an overview [description](#) of your service/allowable activity.

Migrant Out of School Youth will be supported in developing familiarity with available health and education supports and how to access them. Migrant Education Staff will support students on an individual basis in developing a plan that identifies future goals and how to reach those goals with the assistance of district and county resources and supports. Migrant OSY will be recruited for participation in the Region VIII Health and Education Fair and will be connected to other resources that will meet their current needs.

When is this service/allowable activity offered?

Regular Year - Year-Round

What type of service/allowable activity is this?

Support Service

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

Which service areas does this activity address?

☐

SSDP Focus Area: English Language Arts

☐

SSDP Focus Area: Mathematics

☐

SSDP Focus Area: English Language Development

☐

SSDP Focus Area: High School Graduation/Dropout

☒

SSDP Focus Area: Out of School Youth

☐

SSDP Focus Area: Parent and Family Engagement

☐

SSDP Focus Area: Student Engagement

☒

Other

Growth Mindset, Self-Confidence/Competence  
/Reliance

When will the service/allowable activity be provided?

☒

After School

☒

Before School

☒

Saturday

☐

Other:

Where would the service/allowable activity be provided?

☒

Home-based

☐

Site/Center-based

☒

District-wide

☐

Region-wide

List all the Districts/Schools that will receive this service/allowable activity:

District

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

Migrant Out-of-School Youth (OSY) are migratory youth, typically between the ages of 16-21, who meet the definition of a migratory child, but are not enrolled in school and are a migrant sub-population that is deemed the least likely to graduate from high school, due to a variety of unique barriers in addition to those experienced by

migratory students accompanied by their families

OSY are often unfamiliar with the resources and educational options available to assist them in improving their command of the English language, to further accrue credits for their high school diploma, or earn their GED. In some cases OSY who are not interested in continuing their education can still benefit from case management services that can connect them to area training programs that can improve their marketability, and community resources that can help them address any health needs. Another barrier to our OSY is the fact that once a plan is in place to continue their education or connect them to resources, they very frequently do not have access to reliable transportation, or due to financial necessity move to another area where they must start again.

## Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

OSY students have a wide variety of challenges that range from needing guidance in how to connect to resources that can assist with their daily living needs, to accessing health care, understanding how to enroll in credit accrual or GED programs, enrolling in English classes in the community and accessing childcare while they are participating in programs. The goal of the MEP is to provide support or assist in removing barriers for OSY in meeting health and academic needs.

VUSD employs registered nurses who rotate through being on call after school hours. These nurses will accompany the OSY District Liaison on OSY visits to provide a basic health screening and any health referrals necessary during that visit.

The District Liaison will complete the Initial Needs Assessment to determine any academic, daily living, socio-emotional, or health needs the OSY may have. The information obtained from the INA interview will be used in developing the Migrant Learning Action Plan with the individual. The MLAP could include objectives such as obtaining a GED or diploma, enrolling in English classes, receiving health referrals/services. The Liaison will follow up throughout the year to monitor progress and provide additional support as needed and as indicated on the Migrant Learning Action Plan (MLAP). The liaison will also support OSY in attending the Region VIII Health and Education Conference workshop presented by Region VIII in February.

Student/teacher ratio:

Home visits will have a 1:1 ratio of student to liaison; with the exception of the first initial visit which may be 1:2 where the student meets with the liaison and registered nurse.

Health workshops will have a varied ratio based upon availability to attend and need for information/services.

Instructional strategies:

Instructional strategies used will center on gradual release, experiential learning, and adult learning theory. The district liaison will support OSY in meeting their needs/goals, but also gradually step back to allow the student to develop skills in self-sufficiency. Additionally, the liaison may either plan a study trip to a local facility or educational agency so OSY students can experience the different settings and build confidence for later use of these resources. The liaison will also need to utilize adult learning theory in supporting OSY.

Case management will also be provided to monitor progress and coordinate resources to assist the student in the implementation and ultimately successful completion of their Migrant Learning Plan.

Student grouping method:

As OSY can be difficult to locate and/or schedule time with most groupings will be individual. This also allows for more differentiated support as needs and goals may vary from individual to individual depending on prior education, current access to resources, living situations, work hours, etc. Grouping for health workshops and experiential study trips will be based on need and MLAP goals.

How instruction will be differentiated:

Instruction will be differentiated based upon individual needs and goals. OSY students needing more support will have more frequent follow up with and support from the liaison. Health and resource referrals will also be based upon individual need.

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

Other strategies include assisting OSY in developing a growth mindset, self-confidence/competence/reliance.

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

Out of School Youth

- ☒ **Principle Strategy 9.0** - Provide OSY with a health education workshop to address healthy eating, physical activity, and related chronic disease prevention.
- ☒ **Strategy 9.1** - Provide a variety of health services and referrals to OSY who need dental, vision, hearing, medical or mental health services.
- ☒ **Strategy 9.2** - Provide professional development opportunities specific to the health needs of OSY on physical education, health education,



nutrition services, and health, mental health and social services staff members, as well as staff members who supervise recess, cafeteria time and programs outside of regular school hours.

- ☒ **Principle Strategy 10.0** - Increase OSY participation in ELA or ELD services/classes.
- ☒ **Strategy 10.1** - Provide GED, or high school equivalency, services for OSY who have dropped out of school, but want to obtain a GED.
- ☒ **Strategy 10.2** - Provide primary language literacy services for OSY who have dropped out of school, but want to obtain a high school diploma in their home country.

Other

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

The MEP will employ resources from the GOSOSY website, the Check and Connect Mentoring program, and the Mindset Toolkit.

### Service/Allowable Activity Staff Development

What are the specific [staff development activities](#)?

OSY liaison will receive training in how to utilize adult learning theory, gradual release, experiential learning as well as in growth mindset and mentoring strategies.

What dates approximately will the staff development take place?

#### Date

09/2020

10/2020

01/2021

04/2021

### Service/Allowable Activity Evaluation Plan

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

OSY progress will be monitored through regular contact and follow up with the district liaison. OSY will be surveyed to determine sufficiency of services provided and to obtain potential areas where we can provide better support.

### Local Quantitative Measures and Performance Targets

#### Local Quantitative Measure

#### Local Performance Target

Other

In addition to making progress on the MLAP as noted by the liaison, 70% of OSY students will complete at least one health education workshop; 80% will receive at least one health service, of those who have the desire: 65% will receive an ELA/ESL service, 65% will complete on GED test prep workshop/service, and 50% will complete a literacy service in their native language.

### Local Qualitative Measures and Performance Targets

#### Local Qualitative Measure

#### Local Performance Target

Observation

Migrant Education Program staff will complete observations/collaborative sessions to provide feedback on implementation of the case management system.

### Service/Allowable Activity Migrant Students Served

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

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

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0

Grade	PFS	Non-PFS	Total
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	20	20
Parent/Guardian	0	0	0
Total	0	20	20

**Service/Allowable Activity Time**

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
Out of School Youth	20	08/17/2020 - 06/04/2021	1	720	720
Out of School Youth	12	02/01/2021 - 02/26/2021	1	240	240

**Service/Allowable Activity Staffing Plan**

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

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

Title	Classification	Number of Staff	FTE
-------	----------------	-----------------	-----

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

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

Title	Classification	Number of Staff	FTE
-------	----------------	-----------------	-----

**Service/Allowable Activity Budget Detail**

Object Code	Description & Itemization of costs	Amount
4300 Materials & Supplies	OSY toiletry/hygiene kits for 5 students 5x\$30	\$150
5700 Transfers of Direct Costs	OSY transportation by district van for Health and Education Conference, \$30	\$30
5800 Prof/Cons/Serv & Operating Exp.	Bus passes for OSY needing transportation to classes 5 monthly passes 5x\$40	\$200
<b>Total:</b>		<b>\$380</b>

7. Journalism (Writing) Project: Grades 4-8 (Ivanhoe ES)

Provide an overview [description](#) of your service/allowable activity.

Migrant students in grades 4-8 will be engaged in a journalism program designed to promote the development of their English Language writing and verbal communication. Students will receive instruction from credentialed teachers that will introduce students to the field of journalism, researching, organizing and writing informational text, interviewing skills, and the editing process.

This service will be provided at Ivanhoe Elementary School and will serve migrant students in grades 4-8 from Ivanhoe Elementary School and migrant students in grades 7-8 from Valley Oak Middle School.

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?



SSDP Focus Area: English Language Arts



SSDP Focus Area: Mathematics



SSDP Focus Area: English Language Development



SSDP Focus Area: High School Graduation/Dropout



SSDP Focus Area: Out of School Youth



SSDP Focus Area: Parent and Family Engagement



SSDP Focus Area: Student Engagement



Other

Student Collaboration and Oral Language Development

When will the service/allowable activity be provided?



After School



Before School



Saturday



Other:

This service will be provided at Ivanhoe Elementary School and will serve migrant students in grades 4-8 from Ivanhoe Elementary School and migrant students in grades 7-8 from Valley Oak Middle School.

Where would the service/allowable activity be provided?



Home-based



Site/Center-based



District-wide



Region-wide

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

While 50.15% of all students met or exceeded the standards on 2018-2019 CAASPP in ELA, only 31.30% of migrant students met or exceeded the standards. Migrant students need to be able to express themselves clearly and competently in writing not only to demonstrate proficiency on CAASPP but also in written and electronic communications throughout their educational career and later in the workforce. Students progress more quickly when they can connect learning to real life experiences

which make the journalism project an appropriate opportunity for learning and growth.

## Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

The program will introduce students to different forms of information and opinion writing and require students to develop skills in investigating, interviewing, and writing articles as well as stories. The overarching theme will be College and Careers. Students will have the opportunity to research different careers, some of which may include researching a college education to prepare for that career. Opportunities to interview different professionals and college educators will be provided as well as study trips to provide first hand experience for their articles. The final product is a newspaper that will be shared in a culminating activity where family members, site and district administrators and/or board members will be invited to share in the students' successful endeavor.

Student/teacher ratio:

Not to exceed 10:1

Instructional strategies:

Students participating in the program will actively participate in instruction through the following strategies:

- vocabulary development (word walls, strategic use in written and oral exercises)
- learning logs/summaries
- Kagan engagement structures, as appropriate
- Organizational tools such as Venn diagrams, sequence charts, KWL charts, thinking maps

All instructional services provide integrated ELD to support academic language development and content knowledge.

Integrated ELD Instructional Training:

Integrated ELD Instruction in English Language Arts Services

Student grouping method:

Students will be grouped according to topic preference and skill level. At times students will be grouped according to skill level for instruction. Other times students will be grouped in mixed skill levels to work cooperatively to utilize various strengths as well as support each other through the project.

How instruction will be differentiated:

Instruction will be differentiated by student need. Teachers will carefully observe students to determine any academic gaps which need to be addressed to promote project success. Opportunities for interviews will be differentiated according to chosen topic of interest.

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

Students will have the opportunity to gain confidence in their interactions with peers and other adults. They will also gain confidence in their use of language.

Integrated ELD Instructional Training:

Integrated ELD Instruction in English Language Arts Services

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

English Language Arts

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

## English Language Development

- ☒ **Principle Strategy 3.0** - All instructional services provide integrated ELD to support academic language development and content knowledge.
- ☒ **Strategy 3.1** - Subgrantees provide one professional development on how to integrate ELD into all core content areas.

## Student Engagement

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

## Other

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

The curriculum to be used was developed by Loyola Marymount University; Exploration and Understanding of the Journalism for Migrant English Learners.

## Service/Allowable Activity Staff Development

What are the specific [staff development activities](#)?

Teachers will be trained on developing English Learners' skills in investigating, interviewing, and writing articles for feature stories and investigative stories. Orientation and Overview and in-depth exploration and understanding of the journalism for EL's Curriculum; Units 1-10 in three progressive professional developments aligned with the curriculum outcomes.

Credentialed teachers providing supports and services to our migrant students will participate in professional development on how to integrate ELD into all core content areas.

What dates approximately will the staff development take place?

### Date

09/2020

10/2020

11/2020

## Service/Allowable Activity Evaluation Plan

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

Outcomes:

- Understand the objectives of each of the Journalism for English Learner Curriculum
- Experience the Journalism for English Learner Curriculum's critical instructional strategies and routines
- Examine key aspects of the Curriculum that foster English Learners' engagement and interaction
- Identify program features that help prevent Long-Term English Learner status
- Identify school/district-specific action steps for implementation of the Journalism for English Learner Curriculum

Region will provide trainings for certificated and classified staff. These three trainings that will cover expository text genre in information text and the process of article writing.

### Integrated ELD Instructional Training:

Integrated ELD Instruction in English Language Arts Services

## Local Quantitative Measures and Performance Targets

### Local Quantitative Measure

Pre and Post Assessment

### Local Performance Target

Students will be scored on a writing rubric. Students who attend at least 85% of instructional time will not score less than 2.0 in any of the five sections.

## Local Qualitative Measures and Performance Targets

**Local Qualitative Measure****Local Performance Target**

Observation

Teachers will be informally observed by migrant staff to see if teachers need additional support and monitor student engagement with instruction. Observation visit targets include 100% of teachers utilizing guided reading strategies and 80-100% student engagement at any given time.

**Service/Allowable Activity Migrant Students Served**

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

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

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	5	4	9
5	3	2	5
6	2	3	5
7	2	4	6
8	1	15	16
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Parent/Guardian	0	0	0
Total	13	28	41

**Service/Allowable Activity Time**

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
4 - 8	41	08/17/2020 - 05/21/2021	1	4800	4,800

**Service/Allowable Activity Staffing Plan**

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

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

Title	Classification	Number of Staff	FTE
Journalism Teachers	Certificated	2	0.07

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

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

Title	Classification	Number of Staff	FTE
-------	----------------	-----------------	-----

**Service/Allowable Activity Budget Detail**

Object Code	Description & Itemization of costs	Amount
1100 Teachers	Journalism Hourly Pay (two teachers each with 44 hours) 2 x 44 X \$42.42	\$3,733

Object Code	Description & Itemization of costs	Amount
1100 Teachers	Subs for local journalism study trip 2 X 161	\$322
3000 Employee Benefits	Journalism teacher benefits. Composite rate for certificated benefits, 29.65% (\$3,733 + 322 = \$4,055) x 29.65%	\$1,202
4300 Materials & Supplies	Curriculum 4 x \$112.50 (curriculum and video resources for district admin, site admin, two journalism teachers)	\$450
4300 Materials & Supplies	Audio recording devices 40 x 10 = \$400 Lanyards for press passes 19 x \$2 = \$38 Supplies for instruction (pencils, highlighters, notepads)\$10/student for 19 = \$190 Culminating activity (light refreshments for family and guests such as district admin and board members, paper products, water) \$72	\$700
5700 Transfers of Direct Costs	Printing for journalism newspaper, flyers, posters.	\$200
5700 Transfers of Direct Costs	Transportation for local study trips to various businesses and educational institutions in the area such as KMPH news station, Visalia Times Delta, CTE/Linked Learning Academies at the local high schools, local colleges such as COS or Fresno State	\$503
<b>Total:</b>		<b>\$7,110</b>

## 8. College Career Readiness Middle School Saturday University Pilot

Provide an overview [description](#) of your service/allowable activity.

Migrant middle school students will be provided instruction in evidence-based (AVID) organization and study skills in order to experience smoother transitions between grade levels, and in the case of students whose families are experiencing frequent moves due to a migratory experience, in between schools and districts. In addition, migrant students will develop self advocacy skills and develop greater awareness of continuing education options after high school and the resources available to assist with continuing their education. As transportation has traditionally been a barrier, the MEP will, when possible, partner with any district run Saturday program.

College Career Readiness Middle School Saturday University Pilot program will be monitored throughout the year and will be reviewed at the conclusion of the service for the 2020-2021 school year.

**List of Schools:** Valley Oak Middle School, Green Acres Middle School, La Joya Middle School, Ridgeview Middle School, Divisadero Middle School, Willow Glen Elementary School (K-8), Ivanhoe Elementary School (K-8), Oak Grove Elementary School (K-8).

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

☐

SSDP Focus Area: English Language Arts

☐

SSDP Focus Area: Mathematics

☐

SSDP Focus Area: English Language Development

☒

SSDP Focus Area: High School Graduation/Dropout

☐

SSDP Focus Area: Out of School Youth

☐

SSDP Focus Area: Parent and Family Engagement

☒

SSDP Focus Area: Student Engagement

☒

Other

Student Collaboration and Cooperative Learning

When will the service/allowable activity be provided?

☐

After School

☐

Before School

☒

Saturday

☒

Other:

List of Schools: Valley Oak Middle School, Green Acres Middle School, La Joya Middle School, Ridgeview Middle School, Divisadero Middle School, Willow Glen Elementary School (K-8), Ivanhoe Elementary School (K-8), Oak Grove Elementary School (K-8).

Where would the service/allowable activity be provided?

☐

Home-based

☒

Site/Center-based

☐

District-wide

☐

Region-wide

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

While the gap is closing, migrant students are still less likely to graduate at the same rate as all students.



Research shows strong family-school connections leads to improved achievement and more engagement. In her article *Promoting Academic Engagement Among Immigrant Adolescents Through School-Family Community Collaboration* published in the American School Counselor Association (ASCA) journal (Professional School Counseling, October 2010). Dr. Carola Suarez-Orozco describes the acculturative stress immigrant students experience as they learn a new set of cultural rules and expectations as they enter the school system of their new home. Migrant students are repeatedly subjected to acculturative stress each and every time they move from school district to school district, from one set of graduation requirements and expectations to the next, and from one unfamiliar social setting to the next. Such frequent movement would be difficult for any student, but even more so for migrant students who also contend with language and cultural differences between home and school.

The fact remains that our migrant students need to develop a sense of connectedness to their school site and peers, and assistance in accessing available academic interventions and resources at their current school. The district currently has many academic and social emotional supports in place before, after, and during the school day for students, however migrant students are not always aware of how to take advantage of them.

The College and Career Readiness pilot is both an intervention as well as a preventative measure to address the need for support that migrant families with middle school students have, regardless of whether the student is high achieving or under achieving. The intended outcome of the service is improved connection to the student's school site, increased awareness of college and career options past high school, increased knowledge of requirements to graduate as well as requirements to effectively enter college or the workforce, and to develop organizational skills to increase academic success in middle school and on into high school.

## Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Migrant students will develop the study and organizational skills necessary to promote improved or continued academic success. These skills will be based on the principles focused on through the AVID program, and include Cornell note taking, binder organization, critical reading strategies, summarizing, and questioning. Additionally, they will learn how to become self advocates when it comes to grades, assignments, and assessments so they have the confidence to talk with teachers about additional learning time, retaking tests, or clarification on assignments. Additionally, students will have the opportunity to engage in college/career research in order to make better informed decisions regarding enrollment in elective coursework or one of the Linked Learning academies offered through the district.

Student/teacher ratio:

Not to exceed 20:1

Instructional strategies:

- Binder organization
- Time management
- Note Taking (Cornell notes, learning logs)
- Critical thinking/reading
- Research
- Collaborative groups
- Kagan Engagement structures as appropriate

All instructional services provide integrated ELD to support academic language development and content knowledge.

Student grouping method:

Students participating in the service will be grouped by like topics when researching. Composition of heterogeneous cooperative learning groups will be determined by the teacher.

How instruction will be differentiated:

Instruction will be based on student need and knowledge level. Students who need additional support in developing skills for note taking or questioning will receive additional instruction during times other students are organizing or researching college/career topics.

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

Students will further develop their skills through cooperative learning to promote success in working in a team.

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

High School Graduation/Dropout

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

## Student Engagement

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

Other

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

As all Visalia Unified School District middle schools are AVID certified schools, the service will incorporate elements of the AVID college readiness curriculum as it has been proven to increase student academic achievement and to prepare students to navigate transitions. In addition, resources found on the California Career Resource Network compiled by the California Department of Education will be used to assist students in exploring potential careers that may be of interest to them.

### Service/Allowable Activity Staff Development

What are the specific [staff development activities](#)?

Teachers will receive training in understanding student culture and the barriers that result, as well as needs specific to migratory students. Depending upon the level of training previously provided in AVID curriculum and strategies, training in the methodologies and use of AVID strategies will be provided to the College and Career Readiness teacher.

Credentialed teachers providing supports and services to our migrant students will participate in professional development on how to integrate ELD into all core content areas.

What dates approximately will the staff development take place?

**Date**

09/2020

### Service/Allowable Activity Evaluation Plan

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

The intended outcome of the service is improved connection to the student's school site, increased awareness of college and career options past high school, increased knowledge of requirements to graduate as well as requirements to effectively enter college or the workforce, and the development of organizational and study skills to increase academic success in middle school and on into high school.

### Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Survey	Students will be provided a survey at the beginning of the five sessions and again in the final session to gauge knowledge of graduation and a-g requirements, and college/career opportunities beyond high school. Additionally, students will be asked to rate their personal confidence in self advocacy, study, and organizational skills.  Students who attend at least 4 of the five sessions will show an increase in most areas.

### Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Observation	Teachers will be informally observed by migrant staff to determine if teachers need additional support and to monitor student engagement levels with instruction. Observation visit targets include the appropriate instruction and use of AVID strategies and 80-100% student engagement at any given time.

### Service/Allowable Activity Migrant Students Served

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

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

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	0	0
K	0	0	0

Grade	PFS	Non-PFS	Total
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	2	6	8
8	2	6	8
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Parent/Guardian	0	0	0
Total	4	12	16

**Service/Allowable Activity Time**

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
7 - 8		16 08/17/2020 - 05/28/2021	1	1200	1,200

**Service/Allowable Activity Staffing Plan**

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

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

Title	Classification	Number of	
		Staff	FTE
College/Career Readiness Teacher	Certificated	1	0.02

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

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

Title	Classification	Number of	
		Staff	FTE

**Service/Allowable Activity Budget Detail**

Object Code	Description & Itemization of costs	Amount
1100 Teachers	One teacher for college/career readiness pilot to teach four hours/Saturday during 5 Saturday University sessions plus an additional hour to provide an after school follow up session for student reflection/ planning; Total of 21 hours X \$42.42.	\$891
1100 Teachers	Planning time for College/Career middle school pilot teacher 5 hours X \$29	\$145
3000 Employee Benefits	Benefits for College Career Readiness Teacher. Composite rate for certificated benefits, 29.65%. Planning time (5 x \$29) \$145 + session hours (21 x \$42.42) \$891 = \$1036. \$1036 x 29.65% = \$307	\$307
4300 Materials & Supplies	Organizational and Instructional Materials for students in Saturday University Program (curriculum, binders, dividers, paper, pencils, highlighters, pens, dry erase pens, student whiteboards) \$10/student for 16 students	\$160
<b>Total:</b>		<b>\$1,503</b>

## Section 6: Summer/Intersession

### 1. School Based Program K-6

Provide an overview [description](#) of your service/allowable activity.

Migrant students participating in the school based Migrant K-6 summer program will engage in hands-on interactive learning throughout the program. Students in grades 4-6 will engage in the Engineering is Elementary curriculum that will further support their vocabulary development, reinforce prior learning of science concepts (or front-load them), and introduce them to the field of engineering and the scientific processes that engineers engage in as they solve problems. They will also be introduced to computer coding through a robotics program.

When is this service/allowable activity offered?

Summer

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?



SSDP Focus Area: English Language Arts



SSDP Focus Area: Mathematics



SSDP Focus Area: English Language Development



SSDP Focus Area: High School Graduation/Dropout



SSDP Focus Area: Out of School Youth



SSDP Focus Area: Parent and Family Engagement



SSDP Focus Area: Student Engagement



Other

STEM, Art, and Technology

When will the service/allowable activity be provided?



After School



Before School



Saturday



Other:

June (M-Th 8:15-1:00)

Where would the service/allowable activity be provided?



Home-based



Site/Center-based



District-wide



Region-wide

List all the Districts/Schools that will receive this service/allowable activity:

All 26 Visalia Unified Elementary Schools

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

Migrant students frequently experience an abrupt cessation of their education with the arrival of the summer months. The "summer slide" impacts migrant children who, upon exiting their schools for the summer, often say goodbye for the summer to their access to literature of the appropriate level, support for engaging with that

literature, and the availability of guided oral and written practice with fluent English speakers. A recent study by Zvoch, K. & Stevens, J. J. (2012) demonstrated a positive impact on the letter identification and fluency of students participating in a summer school program. Additionally, current studies examining the Learning and Achieving Through the Arts (L.A.T.A.) (Peppler et.al 2014) and Teaching Artists Program (T.A.P.) (Greenfader, Brouillette 2014) programs which provide performing arts instruction demonstrated that EL students participating outperformed control groups. The TAP study compared student performance on the CELDT, while the LATA study compared the percentage of EL students scoring proficient on the CST-ELA exam. Both studies acknowledge limitations; however less current studies have also connected performing arts instruction and activities with the development of oral language in students through the verbal and nonverbal interactions associated with performing art activities. STEM topics are typically of very high interest with all students, and STEM is also traditionally where the most hands on instruction takes place. According to The Nations Report Card: Science 2001, increased STEM instruction is a needed component across the nation, and California is not different. EL students scored an average of 106 out of the possible 300 points on the National Assessment of Educational Progress science measure. Additionally, the report indicates that hands on science activities are often relegated to one to two instances per week in classrooms across the nation and in some cases with even less frequency. When coupled with the knowledge that many of our migrant families do not have access to technology at home, nor are they likely to participate in offered after school STEM enrichment (due to various barriers ie, transportation, need to care for siblings, work) there is an even greater need to provide opportunities for STEM instruction for the migrant students within the school district.

## Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Learning time is extended through the implementation of a 3 week summer program. Students will develop critical thinking and problem solving skills through project based STEM learning while increasing their repertoire of academic language. Additionally, through cooperative learning and performing arts instruction from Pro-Youth Heart and visual arts instruction from Arts Visalia, students in grades PK-2 will engage in further language development. Students in grades 4-6 will engage in additional technology exploration and receive instruction from Pro-Youth staff. Grades 4-5 will receive an introduction to writing computer code as an introduction to robotics. Sixth grade students will be introduced to 3D printing through the TinkerCAD program.

Additionally, learning and creativity time will be extended during scheduled Makerspace time in the library. Students will have the opportunity to explore online interactive books, various electrical/robotic kits, delve into their artistic creativity via varied structured projects, or research STEM related topics.

Student/teacher ratio:

Not to exceed 30:1

Instructional strategies:

- Direct instruction/guided practice/independent practice
- Project based learning
- Sentence/Response frames
- Kagan Engagement Structures as appropriate
- Tier II vocabulary
- Cooperative learning

Student grouping method:

Students will be placed in grade level classes, however combination classes of 2 grade levels may be necessary dependent upon enrollment.

How instruction will be differentiated:

As students will arrive with a wide range of academic levels as well as a wide range of prior knowledge, instruction will be scaffolded or extended as determined by student need.

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

Students will have opportunities to work with programmable technology such as Sphero and 3-D printers as a supplement to the STEM project based learning as part of the core summer curriculum.

Students will also have the opportunity to receive support in language development and self confidence through performing arts with Pro-Youth Heart and visual arts through Arts Visalia.

Students will have opportunities to develop skills in working within collaborative groups.

Structured Makerspace activities during scheduled library time will provide opportunities to tap into their creativity.

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

English Language Arts

- ☒ **Principle Strategy 1.0** - Provide supplementary ELA services with a focus on reading and writing for migratory students with targeted intervention for students who are scoring Below or Near Standard.

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

#### Mathematics

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

#### English Language Development

- ☒ **Principle Strategy 3.0** - All instructional services provide integrated ELD to support academic language development and content knowledge.
- ☒ **Strategy 3.1** - Subgrantees provide one professional development on how to integrate ELD into all core content areas.

#### Student Engagement

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

#### Other

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

The curriculum used for the summer program will be Engineering is Elementary, the Mindsettoolkit.org, and Makerspace activities. Additionally, Pro Youth HEART will provide the materials and curriculum for an introduction to robotics using SPERObots and/or Lego Robotics.

#### Service/Allowable Activity Staff Development

What are the specific [staff development activities](#)?

Teachers will receive training/orientation to the curriculum (Engineering is Elementary) as the curriculum for the summer session is not part of the VUSD core curriculum. Additionally, VUSD teachers have received training in engaging students in cooperative learning, team building to lower students' affective filters, and growth mindset.

What dates approximately will the staff development take place?

**Date**

06/2021

#### Service/Allowable Activity Evaluation Plan

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

Migrant students participating in the summer program with 85% attendance will show an increase in knowledge of academic vocabulary and overall understanding of the inquiry cycle inherent in scientific learning.

#### Local Quantitative Measures and Performance Targets

**Local Quantitative Measure****Local Performance Target**

Pre and Post Assessment

Students with 85% attendance will show growth of at least 20% on the pre/post test administered at the beginning and at the conclusion of the summer session.

**Local Qualitative Measures and Performance Targets****Local Qualitative Measure****Local Performance Target**

Observation

Teachers will be informally observed by migrant staff to determine if teachers require additional support and to monitor student engagement with instruction. Observation visit targets include 100% of teachers utilizing the summer curriculum materials with 80-100% student engagement at any given time.

**Service/Allowable Activity Migrant Students Served**

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

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

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	0	0
K	0	18	18
1	1	17	18
2	4	24	28
3	3	12	15
4	0	22	22
5	2	11	13
6	2	18	20
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Parent/Guardian	0	0	0
Total	12	122	134

**Service/Allowable Activity Time**

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
K - 6	134	06/08/2021 - 06/24/2021	1	4320	4,320

**Service/Allowable Activity Staffing Plan****Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).**

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

Title	Classification	Number of	
		Staff	FTE
School Based Summer Teachers	Certificated	8	0.41

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

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

Title	Classification	Number of
-------	----------------	-----------

		<b>Staff</b>	<b>FTE</b>
Student Advocacy Family Engagement Technician	Classified	1	0.07
Treatment Nurse	Classified	1	0.04

**Service/Allowable Activity Budget Detail**

<b>Object Code</b>	<b>Description &amp; Itemization of costs</b>	<b>Amount</b>
1100 Teachers	Site Based Teachers - 8 total; (8 teachers X 5 hours/day X 14 days x \$42.42) = \$23,755	\$23,755
2200 Support Services Salaries	Summer School Treatment Nurse 12 days X 5 hours X 36.67	\$2,200
2900 Other Classified Salaries	SAFE Technician 14 days X 8 hours X \$22.32	\$2,500
3000 Employee Benefits	Benefits for site based teachers. Composite rate for certificated benefits, 29.65%. \$23,755 x 29.65%	\$7,043
3000 Employee Benefits	Benefits for summer treatment nurse. Composite rate for classified benefits, 33.25%. \$2,200 x 33.25%	\$731
3000 Employee Benefits	Benefits for SAFE. Composite rate for classified benefits, 33.25%. \$2,500 x 33.25%	\$831
4300 Materials & Supplies	Instructional materials/curriculum and makerspace supplies \$25/student X 134 students	\$3,350
5200 Travel & Conferences	Mileage for SAFE and Liaison to conduct home visits and assist families in helping students attend summer school Total of 121 miles 121 miles X \$0.58	\$70
5700 Transfers of Direct Costs	Transportation Costs to school from home; from school to home.	\$6,603
5800 Prof/Cons/Serv & Operating Exp.	ProYouth HEART Legobotics/STEM Enrichment program through Pro-Youth for grades 4-6; Contract fixed with Pro-Youth to serve 79 students. Contract for at least 50 students X \$200 = \$10,000.	\$10,000
5800 Prof/Cons/Serv & Operating Exp.	Visual and Performing Arts ProYouth HEART to provide performing arts program for Grades K-3 students to support language development and boost self confidence; 79 students X \$50. Arts Visalia to provide 3D or 2D Art classes for 3-5 grade students to support spatial enrichment and boost self confidence. 79 students x \$50.	\$3,950
5900 Communications	Postage for summer communications	\$270
<b>Total:</b>		<b>\$61,303</b>



## 2. Home Based Instruction

Provide an overview [description](#) of your service/allowable activity.

Migrant students unable to participate in a school based summer program (district or MEP provided) will receive at least two summer sessions with certificated teachers who will engage the students in hands-on math activities designed to help students maintain their learning from the school year.

When is this service/allowable activity offered?

Summer

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

☐

SSDP Focus Area: English Language Arts

☒

SSDP Focus Area: Mathematics

☐

SSDP Focus Area: English Language Development

☐

SSDP Focus Area: High School Graduation/Dropout

☐

SSDP Focus Area: Out of School Youth

☐

SSDP Focus Area: Parent and Family Engagement

☒

SSDP Focus Area: Student Engagement

☒

Other

Growth Mindset

When will the service/allowable activity be provided?

☐

After School

☐

Before School

☐

Saturday

☒

Other:

June: by appointments throughout the day

Where would the service/allowable activity be provided?

☒

Home-based

☐

Site/Center-based

☒

District-wide

☐

Region-wide

List all the Districts/Schools that will receive this service/allowable activity:

All 26 Visalia Unified Elementary Schools

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

Barriers abound for Migrant students, and they are not always available for extended year programs due to transportation difficulties or the need to help out with younger siblings during the summer months. These students are still in need of summer instruction to help them retain their learning from the regular year. Current available data revealed that 2018-2019 CAASPP results show 33% of students in VUSD met or exceeded standards in math. In contrast, only 21.96% of migrant students met or exceeded standards.

## Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Certificated teachers will travel to students' homes and provide an hour of instruction three times per week to provide individual and small group instruction in mathematics.

Student/teacher ratio:

1-3: 1

The student teacher ratio will vary depending upon how many migrant students are in the home. Students who share a need to develop the same skill set will be grouped together whenever possible in order to maximize the efficiency with which students are served and to promote a sense of connectedness to other students when often students feel they are the only one with an academic struggle.

Instructional strategies:

- Use of manipulatives
- Strategic Questioning/Inquiry
- Sentence frames
- Kagan Engagement structures as appropriate
- Direct Instruction/Guided and Independent practice
- Gradual Release

Student grouping method:

The student teacher ratio will vary depending upon how many migrant students are in the home. Students who share a need to develop the same skill set will be grouped together whenever possible, and siblings who are able to support each other in their skill development will be grouped together should the teacher determine that doing so will not strain the sibling set relationship.

How instruction will be differentiated:

As most of home based instruction is working with individual students, instruction will be tailored to meet the needs of each migrant student as identified by the pre-assessment. Students who need more language support to access written problems will receive additional language development/vocabulary in order to ensure the student can be successful.

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

As teachers work with students, part of their goal is to build student confidence and persistence in developing a growth mindset in terms of their abilities in mathematics.

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

Mathematics

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

Student Engagement

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

Other

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

Credentialed teachers will utilize techniques learned from the teacher training in Mindsettoolkit.org and will utilize North Carolina common standards based math resources to engage students in learning new skills. As students need additional instruction, lessons connected to the standards are provided.

### Service/Allowable Activity Staff Development

What are the specific [staff development activities](#)?

Staff will be trained and oriented in the use of the lessons and math games. They will also receive training in home visit safety as well as common understandings of being invited into someone's home as a guest. Also included is an orientation to expectations of pre/post assessments, required documentation, and how to promote a growth mindset with students.

What dates approximately will the staff development take place?

**Date**

06/2021

### Service/Allowable Activity Evaluation Plan

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

Migrant K-12 students participating in at least 80% of available instructional time will demonstrate growth on the post assessment administered at the end of the instructional session.

### Local Quantitative Measures and Performance Targets

#### Local Quantitative Measure

#### Local Performance Target

Pre and Post Assessment

Students will be given a standards based pretest to determine areas of need. Students participating in at least 80% of the instructional time will grow by no less than two points.

### Local Qualitative Measures and Performance Targets

#### Local Qualitative Measure

#### Local Performance Target

Other

A collaborative end of program meeting will be held with all teachers to identify barrier to implementation and any modifications that need to be made to the program for future implementation in order to better serve migrant students.

### Service/Allowable Activity Migrant Students Served

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

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

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	0	0
K	0	18	18
1	1	17	18
2	4	24	28
3	3	12	15
4	0	22	22
5	2	11	13
6	2	18	20
7	1	13	14
8	2	11	13
9	2	15	17
10	3	11	14
11	1	15	16
12	1	10	11

Grade	PFS	Non-PFS	Total
Out of School Youth	0	0	0
Parent/Guardian	0	0	0
Total	22	197	219

**Service/Allowable Activity Time**

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
K - 12	219	06/08/2021 - 06/24/2021	1	540	540

**Service/Allowable Activity Staffing Plan**

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

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

Title	Classification	Number of Staff	FTE
HBI Teacher	Certificated	3	0.17

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

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

Title	Classification	Number of Staff	FTE
-------	----------------	-----------------	-----

**Service/Allowable Activity Budget Detail**

Object Code	Description & Itemization of costs	Amount
1100 Teachers	Home Based Instruction Teachers 3 teachers X 13 days X 6 hours X 54.47	\$12,746
3000 Employee Benefits	Benefits for home based instruction teachers. Composite rate for certificated benefits 29.65%. \$12,746 x 29.65%	\$3,779
4300 Materials & Supplies	Instructional Materials for Home-Based Instruction such as pencils, paper, manipulatives for counting. \$9 per student x 75 students. Number of students is an estimate of K-12 migrant students that will need this service.	\$675
5200 Travel & Conferences	Mileage for 3 Home-Based Instructors. Total of 690 miles. 690 x \$.58	\$400
5700 Transfers of Direct Costs	Printing for HBI instructional materials. \$20 per 3 teachers	\$60
<b>Total:</b>		<b>\$17,660</b>

### 3. MSLI

Provide an overview [description](#) of your service/allowable activity.

The California State University Migrant Student Leadership Institute (MSLI) is a two-week residential program focused on leadership skills, STEM, algebra, and writing. Students will attend two educational excursions related to the course content on the weekend. The MSLI has a weekend parent institute that provides information to parents on how to support their student with preparing for college, the application process, and admission requirements. The Migrant Education Program will recruit migrant students who are appropriate for the program, provide the tuition fees, and arrange for transportation through the Migrant Education Program to and from the university.

When is this service/allowable activity offered?

Summer

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?



SSDP Focus Area: English Language Arts



SSDP Focus Area: Mathematics



SSDP Focus Area: English Language Development



SSDP Focus Area: High School Graduation/Dropout



SSDP Focus Area: Out of School Youth



SSDP Focus Area: Parent and Family Engagement



SSDP Focus Area: Student Engagement



Other

Student Leadership

When will the service/allowable activity be provided?



After School



Before School



Saturday



Other:

Residential Summer Program

Where would the service/allowable activity be provided?



Home-based



Site/Center-based



District-wide



Region-wide

List all the Districts/Schools that will receive this service/allowable activity:

El Diamante HS, Golden West HS, Mt Whitney HS, Redwood HS, Sequoia HS, Divisadero MS, Green Acres MS, La Joya MS, Ridgeview MS, Valley Oak MS

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

50.15% of all students met or exceeded the standards on 2018-2019 CAASPP, while only 31.30% of migrant students met or exceeded the standards in ELA; and in Math, 33% of all students in VUSD met or exceeded standards, while only 21.96% of migrant students met or exceeded standards. Immersing students in a STEM focused residential program not only immerses students in authentic academic study, but builds confidence in their ability to be self sufficient after high school. Additionally, the current residential programs frequently include leadership skill development components that prepare students to take on leadership roles at their school of residence and become advocates for self and others.

## Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

For 2020-2021, middle and high school students participating in the Applied Mathematics and Engineering Summer Residential Program at Cal Poly Pomona will be greeted by instructors who take a unique approach to teaching mathematics and engineering in an engaging way that features real-world engineering examples and problems. Students not only develop an understanding of concepts, but gain a grasp of the real world application as well. Additionally, before students return home, the students and parents participate in the university's summer program Family Day. Family members have the opportunity to observe classes, receive a tour of the campus, and take part in an information session presented by the Office of Admissions and Outreach, Financial Aid and the Career Center.

### English Language Arts

- Students will learn critical thinking, research, and writing skills within a social context.
- Students will understand when to use different genres of writing.
- Students will write a personal narrative and a research-based descriptive essay.
- Students will understand the importance of their culture through instruction and discussion of various texts.

### Mathematics

- Students will demonstrate a familiarity with fractions by naming the numerator and denominator, identifying equivalent fractions, and reducing fractions.
- Students will find common denominators, add, subtract, multiply, and divide fractions
- Students will exemplify real life problems involving fractions.
- Students will simplify algebraic expressions by using the laws of exponents.
- Students will apply the laws of exponents to express roots of algebraic expressions in terms of exponents.
- Students will evaluate different representations of numbers in terms of exponents by simplifying the laws if exponents to numbers.
- Students will solve linear equations.
- Students will analyze different situations where systems of equations can be applied.
- Students will argue why some techniques lead to a faster solution of a linear system than others.

Student/teacher ratio:

VUSD students will be included in the programs 10:1 student to chaperone ratio.

Instructional strategies:

- Basic mathematics review
- Hands-on activities
- Application of learning
- Small group collaboration
- Scientific method
- Asset-based instruction

Student grouping method:

Students will be grouped according to the grouping procedure already in place within the leadership program.

How instruction will be differentiated:

Curriculum is modified based on pre-assessment data, and modified based upon varied student levels. Various learning modalities will be addressed through hands on activities, guest speakers, and direct instruction. In mathematics, the content is differentiated. Based on pretest scores, students are grouped into cohorts and enrolled into different math courses to address any gaps or provide academic enrichment opportunities for students ready for higher level courses. Students remain in these cohorts to attend other courses including writing (every other day), computer and study hall (twice a day), and a college and leadership course (once a day).

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

In addition to the SSDP strategies listed below, students will develop leadership skills, increase strategies for social emotional competency, and an opportunity to develop relationships with other individuals they wouldn't have contact with otherwise. Students have access to peer mentor groups as well as time to develop their computer skills.

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

#### English Language Arts

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

#### Mathematics

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

#### Parent and Family Engagement

- ☒ **Principle Strategy 12.0** - Provide workshops and/or resources on the services that the MEP offers.
- ☒ **Strategy 12.1** - Provide three workshops for parents including:
  - How the U.S. school systems works and parent and family opportunities for participation within this system.
  - Parent engagement evidence-based strategies
  - Understanding student achievement data
  - Supporting your child in obtaining a high school diploma
  - Understanding career technical education
  - Learning educational vocabulary (acronyms, A-G, parent homework dictionary, educational glossary).

#### Student Engagement

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

#### Other

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

Participants will engage in the STEM curriculum developed and provided by Cal Poly Pomona staff members.

#### Service/Allowable Activity Staff Development

What are the specific [staff development activities](#)?

Staff development will be provided by Cal Poly Pomona, as staff members providing instruction will be Cal Poly Pomona staff members.

What dates approximately will the staff development take place?

**Date**

**Date**

05/2021

**Service/Allowable Activity Evaluation Plan**

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

The program has planned pre/post and progress monitoring assessments in place to measure student learning. Additionally, students participating in the program will report an increased sense of self confidence in their ability to be successful.

**Local Quantitative Measures and Performance Targets****Local Quantitative Measure****Local Performance Target**

Pre and Post Assessment      A math pre-assessment will measure the current skill level of each student. The end of program assessment will measure their overall academic progress. Students should show an average increase of 20%.

**Local Qualitative Measures and Performance Targets****Local Qualitative Measure****Local Performance Target**

Survey      Students will be given a survey regarding their experience and rate their confidence in leadership and academic success before and after the program.

**Service/Allowable Activity Migrant Students Served**

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

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

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	1	1
8	0	1	1
9	0	1	1
10	0	1	1
11	0	1	1
12	0	0	0
Out of School Youth	0	0	0
Parent/Guardian	0	0	0
Total	0	5	5

**Service/Allowable Activity Time**

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
7 - 11	5	06/08/2021 - 06/24/2021	1	2880	2,880

**Service/Allowable Activity Staffing Plan**

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



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

Title	Classification	Number of Staff	FTE
-------	----------------	--------------------	-----

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

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

Title	Classification	Number of Staff	FTE
-------	----------------	--------------------	-----

**Service/Allowable Activity Budget Detail**

Object Code	Description & Itemization of costs	Amount
5700 Transfers of Direct Costs	Transportation via district vehicle to transport students to and from Cal Poly Pomona (one day to take students, one day to pick them up) and to transport parents to and from Cal Poly to attend the parent component of the residential camp. The vehicle will be needed a total of three days. \$30/day X 3 days	\$90
5800 Prof/Cons/Serv & Operating Exp.	Two MS students (2 X 1450) and three HS students (3 X 1550) to attend Applied Math and Engineering Residential Program at Cal Poly Pomona.	\$7,550
5800 Prof/Cons/Serv & Operating Exp.	Meals provided by district as students are transported to and from CAL Poly Pomona (5x\$10=\$50)x 2= \$100	\$100
<b>Total:</b>		<b>\$7,740</b>

## Section 7: School Readiness Regular School Year

### 1. Mis Hijos

Provide an overview [description](#) of your service/allowable activity.

Migrant preschool students do not always have access to a school based preschool program to prepare them to enter Kindergarten. Through the Mis Hijos program, migrant PK students will be provided with school readiness instruction by an instructor who will provide services in the student's home. The intent of the program is that the student will enter Kindergarten with the prerequisite skills necessary to successfully engage with Kindergarten curriculum and will be enthusiastic about learning thus making the transition to Kindergarten less stressful for student, family, and teacher.

Region will collaborate with district in regards to the home-based program during the year to transition to school based Pre-K Programs for 2020-2021 along with home-based, as needed.

When is this service/allowable activity offered?

Regular Year - Year-Round

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?



SSDP Focus Area: School Readiness

When will the service/allowable activity be provided?



After School



Before School



Saturday



Other:

During the day by appointment

Where would the service/allowable activity be provided?



Home-based



Site/Center-based



District-wide



Region-wide

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

Of the kindergarten students tested in reading during the second trimester in 2019-2020, 49% of all students met or exceeded expectations. In contrast, only 33% of migrant kindergarten students met or exceeded expectations. This data indicates our migrant kindergarten students are not entering kindergarten as prepared. Families with migrant preschool students are not always able to access site based preschool programs that provide 3 to 5 days of instruction per week for their student. These students often do not have access to early literacy materials in their homes and parents are often unaware of the importance of beginning to develop their child's home language ability and early literacy skills. Due to an inability to access a school based preschool program for their child, there is a need to provide parents with an option for high quality school readiness experiences for their migrant PK students. Student access to a site based program may be hindered by impacted enrollment at nearby site based programs, the lack of a site based center program, or due to transportation issues.

### Plan

Describe the plan for this service/allowable activity

[Key skills](#) to be learned:

Students enrolled in the Mis Hijos will learn basic concepts to prepare them for kindergarten such as concepts of print, letter identification, sound recognition, name recognition, numbers, shapes, counting, and color recognition. Parents are also expected to be in attendance during instructional time and will learn strategies to use at home to help prepare their preschoolers for Kindergarten. Parents will be provided with opportunities to participate in workshops to increase their awareness of school readiness skills and the strategies that support early learning at home either through kindergarten readiness workshops presented during kindergarten registration periods, as well as through the Migrant Education Program. Additionally, students and parents will have the opportunity to address social emotional learning through structured learning opportunities provided by the Mis Hijos instructor.

Student/teacher ratio:

Home-based instruction has a 1:1 ratio. The student/teacher ratio for workshops and meetings will vary dependent upon the number of participants, and can range from 5-15:1 (families to staff member).

### Instructional strategies:

- Dual language instruction
- Modeling
- SDAIE (Specially Designed Instruction in English)
- Think Alouds
- Hands on activities
- Learning opportunities within everyday life

### Student grouping method:

Instruction is provided 1:1 so no student groups will be involved in the home based portion of the service. Grouping for workshops or meetings will consist of participants of similar age, need, or common interest groups dependent upon the focus of the workshop.

### How instruction will be differentiated:

Instruction will be tailored to the individual needs of each child, parent, and family unit. Differentiation takes place in the form of leveled or leading questions, use of dual language instruction, and content presented.

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

Through participation in the program, parents will develop confidence in their ability to support their child's learning at home.

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

#### School Readiness

- ☒ **Principle Strategy 7.0** - Offer primary and secondary language services for dual language learners (during a time when parents are available to participate).
- ☒ **Strategy 7.1** - Provide training and resources to parents:
  - Workshops to increase awareness of school readiness skills including the importance of and strategies to develop primary language skills
  - Workshops to teach strategies that support early learning at home
- ☒ **Principle Strategy 8.0** - Include social emotional development strategies in school readiness services.
- ☒ **Strategy 8.1** - Provide training and resources to parents:
  - Workshops to increase social emotional well-being for students
  - Workshops to teach strategies that support early learning at home

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

Instruction will be provided using teacher created materials and activities shown to support kindergarten readiness as they address topics within the domains of the DRDP assessment tool. Dependent upon student needs, instruction will also mirror concepts central to the Fountas and Pinnell Early Literacy curriculum which is in use by the school district.

### Service/Allowable Activity Staff Development

#### What are the specific staff development activities?

Instructor will receive four training sessions focusing on vocabulary, language, and literacy; including best practices for preschool instruction.

#### What dates approximately will the staff development take place?

##### **Date**

09/2020

10/2020

01/2021

03/2021

## Service/Allowable Activity Evaluation Plan

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

The goal of the MEP home based pre-K program is to ensure that migratory PK students are provided with appropriate school readiness instruction as evidenced by pre and post test scores, and to facilitate their transition into elementary school so that they not only enroll in Kindergarten on time, but are also prepared and eager to engage in learning.

### Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	As evidenced by VUSD Pre-K Assessment scores, students participating in at least 85% of instructional time will show progress toward kindergarten readiness by growth of at least five points.
Pre and Post Assessment	As evidenced by their Concepts of Print scores, students participating in at least 85% of instructional time will increase their score by 3 points.

### Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Other	Mis Hijos instructor will engage in planning and reflecting conversations with Migrant Education Program staff to evaluate student assessment data, reflect on the effectiveness of the program, and address any barriers to the success of the program .

### Service/Allowable Activity Migrant Students Served

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

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

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	25	25
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Parent/Guardian	0	0	0
Total	0	25	25

### Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
3-5yrs		25 08/17/2020 - 05/31/2021	2	1200	2,400

### Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE
Home Based Preschool Teacher	Classified	1	0.69

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

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

Title	Classification	Number of Staff	FTE
Service/Allowable Activity Budget Detail			
Object Code	Description & Itemization of costs		Amount
2100 Instructional Aides	Home Based Preschool Teacher. Preschool Teachers are Classified positions in VUSD, Object Code 2100. Position is 5.5 hours/day. \$2,648 X 12 months = \$31,776		\$31,776
3000 Employee Benefits	Benefits for home based preschool teacher. Composite rate for classified benefits 33.25%. \$31,776 x 33.25%		\$10,565
4300 Materials & Supplies	Instructional materials such as early literacy books, paper, pencils, crayons, craft supplies, learning games, various items to provide hands on learning opportunities that occur in every day life. (\$50/student X 20 students).		\$1,000
4300 Materials & Supplies	Light snacks and water for preschool study trips \$10/student for 20 students for 2 study trips throughout the year. (\$10 x 20 students x 2 study trips).		\$400
5200 Travel & Conferences	Preschool teacher mileage Average of 19.81 miles/day for 160 days at \$.58/mile		\$1,838
5800 Prof/Cons/Serv & Operating Exp.	Preschool study trips to places such as Vossler Farms, Imagine U, Visalia Fire Station \$10/student for 20 students for admission to Vossler Farms. (\$10 x 20 students).		\$200
5900 Communications	Phone for Preschool Instructor, 12 x \$62		\$744
Total:			\$46,523

## 2. Family Bi-literacy

Provide an overview [description](#) of your service/allowable activity.

Family Bi-literacy will provide families with instruction and strategies as to how they can further fulfill the role of being their child's first teacher. The program highlights strategies to develop literacy in both Spanish and English and encourages parents to not neglect the development of their child's primary language even though it may be different than what is spoken at school.

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?



SSDP Focus Area: School Readiness

When will the service/allowable activity be provided?



After School



Before School



Saturday



Other:

Where would the service/allowable activity be provided?



Home-based



Site/Center-based



District-wide



Region-wide

List all the Districts/Schools that will receive this service/allowable activity:

District and All Schools

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

Of kindergarten students tested in reading during the second trimester, 49% of all students met or exceeded expectations. In contrast, only 33% of migrant kindergarten students met or exceeded expectations. This data indicates our migrant kindergarten students are not entering kindergarten as prepared as many of their peers. One way to address kindergarten preparedness is to assist parents in learning literacy strategies that are able to support learning and literacy at home in the home language. The confidence that comes from being competent in their home language will help them more readily acquire fluency in English. With the emphasis on acquiring English as a second language permeating all educational settings, there is a need to emphasize the value of knowledge and skills our families possess in their native language. Recognizing the value of bi-literacy will serve to encourage and increase migrant parent/family involvement in schools. Developing vocabulary and concepts of print will not only better prepare students for kindergarten, but instill confidence in their ability to develop both languages.

### Plan

Describe the plan for this service/allowable activity

[Key skills](#) to be learned:

The Family Bi-literacy program consists of instruction in both English and Spanish. All migrant families of preschool students from ages 3-5 are invited to participate in the program. Each session will consist of 10 weeks of instruction using bi-literacy books. These books not only promote bi-literacy, but also culture that may mirror the home culture of students. In each session, the instructor models strategies that can be used at home by parents to develop their student's literacy skills outside of a formal lesson. Each book focuses on approximately ten vocabulary words in both English and Spanish. In addition, the instructor provides instruction and practice in concepts of print, strategies for thinking about text, and using open ended questions.

Student/teacher ratio:

The ratio will vary from 5-15:1 dependent upon the parent response to the classes.

Instructional strategies:

- Dual language instruction
- Modeling
- SDAIE (Specially Designed Instruction in English)
- Interactive Read and Think Alouds
- Hands on activities
- Project based learning

Student grouping method:

Parents and students will participate in whole class sessions with MEP staff. At times participants will be placed in small groups for additional instruction, or will work independently as a family unit for weekly projects.

How instruction will be differentiated:

Instruction is differentiated based on the individual needs of the students and parents attending the bi-literacy sessions. Sentence/response frames may be scaffolded based on the language needs of the session's participants. Dual language instruction will be utilized as well as direct instruction, guided practice and independent practice as appropriate.

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

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

School Readiness

- ☒ **Principle Strategy 7.0** - Offer primary and secondary language services for dual language learners (during a time when parents are available to participate).
- ☒ **Strategy 7.1** - Provide training and resources to parents:
  - Workshops to increase awareness of school readiness skills including the importance of and strategies to develop primary language skills
  - Workshops to teach strategies that support early learning at home
- ☒ **Principle Strategy 8.0** - Include social emotional development strategies in school readiness services.
- ☒ **Strategy 8.1** - Provide training and resources to parents:
  - Workshops to increase social emotional well-being for students
  - Workshops to teach strategies that support early learning at home

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

This program utilizes literature in both English and Spanish that is age and developmentally appropriate and incorporates project based learning associated with each title.

**Service/Allowable Activity Staff Development**

What are the specific staff development activities?

Instructors will receive three training sessions focusing on vocabulary, language, and literacy.

1. Preschool English Learners: Principles and practices to promote language, literacy, and learning
2. Language and Literacy: Vocabulary
3. Mathematics: Number Sense
4. Mathematics: Algebra and Functions

What dates approximately will the staff development take place?

**Date**

09/2020

**Date**

10/2020

11/2020

**Service/Allowable Activity Evaluation Plan**

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

Students participating in the Family Bi-literacy program will increase their knowledge of vocabulary words in both English and Spanish as well as demonstrate an increase in their knowledge of concepts of print.

**Local Quantitative Measures and Performance Targets****Local Quantitative Measure****Local Performance Target**

Pre and Post Assessment

Students will be assessed in concepts about print (once at the beginning and again at the conclusion of the sessions) as well as on book specific vocabulary during each session. Preschool students attending at least 85% of the 10 sessions will increase their vocabulary recognition score by at least three points and an increase of three points on the concepts about print assessment.

**Local Qualitative Measures and Performance Targets****Local Qualitative Measure****Local Performance Target**

Observation

Migrant staff will observe at least one weekly meeting during each session. At any give time, staff will observe 80-100% family engagement in the lessons and activities.

**Service/Allowable Activity Migrant Students Served**

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

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

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	25	25
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Parent/Guardian	0	0	0
Total	0	25	25

**Service/Allowable Activity Time**

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
3-5yrs		25 09/14/2020 - 05/21/2021	1	900	900

**Service/Allowable Activity Staffing Plan**



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

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

Title	Classification	Number of	
		Staff	FTE
Bi-literacy Coach	Certificated	1	0.02
Home Based Preschool Instructor	Classified	1	0.02

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

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

Title	Classification	Number of	
		Staff	FTE

**Service/Allowable Activity Budget Detail**

Object Code	Description & Itemization of costs	Amount
1900 Other Certificated Salaries	Certificated Bi-literacy Coach; 29 hours x \$42.42 = \$1,230	\$1,230
2100 Instructional Aides	Additional Hourly Pay for Bi-literacy instructor (Home Based Preschool Instructor) to facilitate sessions after contracted hours. 30 additional hours at \$20/hour	\$600
3000 Employee Benefits	Benefits for Certificated Bi-literacy Coach. Composite rate for certificated benefits, 29.65%. \$1,230 x 29.65%	\$365
3000 Employee Benefits	Benefits for additional hourly pay for bi literacy instructor. Composite rate for classified benefits, 33.25%. \$600 x 33.25%	\$200
4300 Materials & Supplies	Family Bi-literacy Books \$1152 \$8/book X 6 books X 12 families X 2 instructors. Project Supplies \$600 (average of \$30 per 20 individual weekly session to purchase instructional materials for family projects and/or interactive activities during sessions)	\$1,752
4300 Materials & Supplies	Light snacks for morning/afternoon meetings or sandwiches for evening meetings 2 sessions, 10 meetings per session not to exceed \$50 per session if meeting is in the evening.	\$1,000
<b>Total:</b>		<b>\$5,147</b>

## Section 8: School Readiness Summer/Intersession

### 1. School Based Summer Program

Provide an overview [description](#) of your service/allowable activity.

Migrant Pre-K students will be provided with a summer program to extend their learning at the end of the school year. Students will participate in curriculum to further develop their degree of school readiness. For those who have not participated in a site based program the experience will introduce them to the routine of being at school and provide them with the opportunity develop their social skills through interactions with a classroom full of other students.

When is this service/allowable activity offered?

Summer

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?



SSDP Focus Area: School Readiness

When will the service/allowable activity be provided?



After School



Before School



Saturday



Other:

June (Monday through Thursday; 8:30 am - 1:30 pm)

Where would the service/allowable activity be provided?



Home-based



Site/Center-based



District-wide



Region-wide

List all the Districts/Schools that will receive this service/allowable activity:

District and All Schools

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

The most recent data shows that of the kindergarten students tested in reading during the second trimester, 49% of all students met or exceeded expectations. In contrast, only 33% of migrant kindergarten students met or exceeded expectations. This data indicates that our migrant students are not entering kindergarten as prepared as other students and would benefit from extended learning time. Migrant families within the school district are spread throughout the district making it difficult to identify a school site that is centralized enough to serve sufficient migrant preschool families during the school year. Migrant families who are unable to enroll their student in one of the district or state preschools in the area are eligible to receive home based instruction from MEP staff. The VUSD Migrant Education Program offers a school based summer program to afford students who have either experienced no preschool instruction or solely home based instruction the opportunity to experience instruction in a school, classroom setting. Not only does this extend learning time, but helps parents and students better understand what to expect when their student enrolls in kindergarten.

### Plan

Describe the plan for this service/allowable activity

[Key skills](#) to be learned:

Students enrolled in the site based summer program will learn basic concepts to prepare them for kindergarten such as print concepts, letter identification, sound recognition, name recognition, numbers, shapes, counting, and color recognition. These students will also receive instruction in appropriate social behavior at school and on the playground.

Student/teacher ratio:

Student/teacher ratio is 5:1

### Instructional strategies:

- Dual language instruction
- Modeling
- SDAIE (Specially Designed Instruction in English)
- Interactive Read and Think Alouds
- Hands-on activities
- Learning opportunities within everyday life

### Student grouping method:

Students will receive whole group instruction, small group instruction at STEM exploration stations, and individual instruction as needed.

### How instruction will be differentiated:

Instruction will be tailored to the individual needs of each child. Differentiation takes place in the form of leveled or leading questions, use of dual language instruction, and content presented.

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

Students will participate in hands on learning with STEM activities that incorporate learning basic skills necessary for success in kindergarten.

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

#### School Readiness

- ☒ **Principle Strategy 7.0** - Offer primary and secondary language services for dual language learners (during a time when parents are available to participate).
- ☐ **Strategy 7.1** - Provide training and resources to parents:
  - Workshops to increase awareness of school readiness skills including the importance of and strategies to develop primary language skills
  - Workshops to teach strategies that support early learning at home
- ☒ **Principle Strategy 8.0** - Include social emotional development strategies in school readiness services.
- ☐ **Strategy 8.1** - Provide training and resources to parents:
  - Workshops to increase social emotional well-being for students
  - Workshops to teach strategies that support early learning at home

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

Summer program PK instruction has been tailored to address domains of the DRDP assessment using teacher created materials.

### Service/Allowable Activity Staff Development

#### What are the specific staff development activities?

Teacher will receive training/orientation to the curriculum as the curriculum for the summer session is not part of the VUSD core curriculum. Additionally, teacher will receive training in engaging students in cooperative learning, team building, and growth mindset that is age appropriate.

#### What dates approximately will the staff development take place?

##### **Date**

06/2021

### Service/Allowable Activity Evaluation Plan

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

Students will show an increase in academic preparation and social success in kindergarten.

### Local Quantitative Measures and Performance Targets

#### **Local Quantitative Measure**

#### **Local Performance Target**

**Local Quantitative Measure****Local Performance Target**

Pre and Post Assessment      Students attending 85% of instructional time will show progress toward kindergarten readiness by at least five points as evidenced by the VUSD Pre-K Assessment. Additionally, students participating in at least 85% of instructional time will increase their score by 3 points on Concepts of Print.

**Local Qualitative Measures and Performance Targets****Local Qualitative Measure****Local Performance Target**

Observation      Teachers will be informally observed by migrant staff to see if teachers require additional support, and to monitor student engagement with instruction. Observation visit targets include 100% of teachers utilizing the appropriate curriculum and engagement strategies, and 80-100% student engagement at any given time.

**Service/Allowable Activity Migrant Students Served**

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

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

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	25	25
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Parent/Guardian	0	0	0
Total	0	25	25

**Service/Allowable Activity Time**

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
3-5yrs	25	06/08/2021 - 06/24/2021	1	4320	4,320

**Service/Allowable Activity Staffing Plan**

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

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

Title	Classification	Number of Staff	FTE
Summer Preschool Aide	Classified	1	0.04

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

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

Title	Classification	Number of	
		Staff	FTE
Service/Allowable Activity Budget Detail			
Object Code	Description & Itemization of costs		Amount
2100 Instructional Aides	Preschool Aide; \$23/hour for 5 hrs/day for 13 days + 2 days of preparation (\$23/hour for 5 hours for 2 days = \$1495 + 230 = \$1725		\$1,725
3000 Employee Benefits	Benefits for summer preschool aide. Composite rate for classified benefits, 33.25%. \$1725 x 33.25%		\$574
4300 Materials & Supplies	Instructional Materials \$25/student for 25 students		\$625
Total:			\$2,924

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

### 1. Education, Health, Nutrition, and Social Support

Provide an overview [description](#) of your service/allowable activity.

This service will assist migrant students and families in addressing unmet health and social service needs by providing referrals and education regarding the available resources in the community that can help meet those needs.

When is this service/allowable activity offered?

Regular Year - Year-Round

What type of service/allowable activity is this?

Support Service

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

Which service areas does this activity address?



Health

When will the service/allowable activity be provided?



After School



Before School



Saturday



Other:

As needed

Where would the service/allowable activity be provided?



Home-based



Site/Center-based



District-wide



Region-wide

List all the Districts/Schools that will receive this service/allowable activity:

District and All Schools

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

As reported by the United States Census Bureau, 24% of the population in the city of Visalia lives in poverty. Further, according to [countyhealthrankings.org](http://countyhealthrankings.org), Tulare County ranks as one of the worst in regards to the percentage of youth living below poverty. The overall health factor outcome rating for Tulare County is 51 out of 57. As migrant families frequently contend with uncertainty in employment, migrant students frequently experience health, nutrition or social services needs that are unable to be met through community resources and referrals by the school system. Migrant students with unaddressed health, nutrition, or social service issues often find it difficult to make academic progress as their focus shifts to meeting their unaddressed needs rather than academics.

### Plan

Describe the plan for this service/allowable activity

[Key skills](#) to be learned:

Students referred for unmet health needs will be referred to local resources such as Food Link, Family Health Network, Tulare County Public Health services, 211, and Parenting Network. Health topics that appear to be trending will be addressed during regular parent meetings. Additionally, the VUSD MEP will support parents who demonstrate interest in attending the Region VIII Health and Education Conference in February. This conference will serve to inform and educate parents about common health issues that affect migratory families.

Student/teacher ratio:

Student/staff ratio will vary based on the specific need being met.

[Instructional strategies:](#)

- Workshops

- Meetings
- Guest presenters to provide information regarding available resources

Student grouping method:

- Whole group instruction during parent meetings
- Individual follow up/consultation as needed

How instruction will be [differentiated](#):

Differentiated instruction will be dependent upon health referral/service needed.

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

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

Education, Health, Nutrition, and Social Services

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

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

Information will be identified and provided from various resources such as healthyvisalia.org.

### Service/Allowable Activity Staff Development

What are the specific [staff development activities](#)?

Staff will receive training on resources available to families in the area along with any requirements or conditions associated with the resources and/or services. Additionally, staff will receive some cultural competency training as well as mental health first aid.

What dates approximately will the staff development take place?

#### Date

10/2020

01/2021

### Service/Allowable Activity Evaluation Plan

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

Parents will increase their knowledge of resources and services available, as well as their knowledge of basic health, nutritional, and social emotional self care practices to promote the well being of themselves and their students. Additionally, the service will increase staff understanding regarding health, nutrition, and social services available for families within VUSD and Tulare County.

### Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Other	All migratory students/families in need of health, nutritional, or social services support will receive referrals for the appropriate agencies or resources that could potentially address the need.
Survey	Parents will be surveyed at the beginning and end of each meeting/workshop where health information, resources, services are presented. An increase in knowledge and follow up questions are expected, as follow up questions indicate additional consideration of the information presented.

### Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Service/Allowable Activity Migrant Students Served	

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

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

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Parent/Guardian	0	40	40
Total	0	40	40

**Service/Allowable Activity Time**

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
Parent/Guardian	50	08/03/2020 - 07/30/2021	3	120	360

**Service/Allowable Activity Staffing Plan**

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

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

Title	Classification	Number of Staff	FTE
-------	----------------	-----------------	-----

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

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

Title	Classification	Number of Staff	FTE
-------	----------------	-----------------	-----

**Service/Allowable Activity Budget Detail**

Object Code	Description & Itemization of costs	Amount
4300 Materials & Supplies	Emergency Food for up to 20 families (\$100 per family)	\$2,000
5700 Transfers of Direct Costs	Education Fair Transportation to Fresno State (October) 1 bus x \$1000; Transportation through the District.	\$1,000
5700 Transfers of Direct Costs	Farmworker Women's Conference - District Transportation; 2 buses (2 x \$1000).	\$2,000
5700 Transfers of Direct Costs	Region VIII Health and Education Fair transportation (2 district vans @ \$100 each) = Total \$200	\$200
5800 Prof/Cons/Serv & Operating Exp.	Education Fair at Fresno State (October) Meal Voucher (40 parents x \$10= \$400)	\$400
<b>Total:</b>		<b>\$5,600</b>



## Section 10: Identification and Recruitment

For this section include any and all Identification and Recruitment (I&R) activities that will be provided during the school year

### Eligible migrant students will be identified and recruited in a proper and timely manner.

To qualify for the Migrant Education Program, a child is considered "migratory" if his or her parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries or the child is actually a migratory out-of-school youth (OSY) who works in agricultural, dairy, lumber, or fishing industries. In addition, the youth or family must have a qualifying move during the past three years. A qualifying move can range from moving across school district boundaries or from one state to another for the purpose of finding temporary or seasonal employment. The eligibility period for the MEP is three years from the date of the last move, and eligibility is established through an interview conducted by a migrant education recruiter who visits the home, employment, or other community locations.

### I&R Program Overview

Provide an overview of your organizational structure, including the activities and personnel that are administered locally and the activities and personnel that are administered by subgrantees through a DSA or MOU if applicable.

### I&R Quality Control Plan

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

Title	File Name	Last Update
-------	-----------	-------------

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

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

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

### Local Community

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

### Migration Pattern Adjustment

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

### Regional I&R Coordination

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

### Recruitment Activities

Provide the numbers of individuals assigned to conduct eligibility interviews and make eligibility determinations, the full-time equivalent that they spend performing I&R activities, and how and where the recruiting is carried out.

Type	Recruiters	FTE	Description
------	------------	-----	-------------

### I&R Staff

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

Title	Number of Staff FTE	Description
-------	---------------------	-------------

## Section 11: Parent Advisory Council

Explain how parents and community members are recruited and selected for membership in the PAC. Provide local timelines to ensure PAC compliance with State regulations. Please note that regions have PACs and RPACs. Direct Funded District only have PACs.

VUSD Migrant Education Program Parent Advisory Council members are elected for two year terms. The council is open to all migrant parents in the district; all of whom are encouraged to serve. Parents who are interested in serving on the council submit their names for inclusion on the ballot during the final parent meeting of each school year. In the fall, during the first meeting of the school year, parents vote to fill open PAC positions based on nominations received at the end of the previous school year. Any additional nominations may be brought forth before official voting begins. All nominations and election results are recorded in meeting agendas and minutes.

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

PAC members take time during meetings to network and discuss the specific needs of students in the program and offer suggestions to improve services to involve more students and parents. The VUSD MEP needs assessment and supporting data are discussed and the MEP staff provides information regarding successes or challenges in implementing services. The DSA is explained and reviewed with the PAC to solicit feedback on the data and services that have been provided in the past, and to discuss if those services continue to be effective and appropriate or if other services should be provided.

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

Staff are trained in the roles and responsibilities of PAC, components of the District Service agreement, Robert's Rules of Order in order to facilitate efficient meetings and adult learning theory.

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

Title	Description	Dates
PAC Bylaws	Overview of PAC bylaws	August
Robert's Rules of Order, Brown's Act	Defines goals and objectives and how they are used in the MEP	September
PAC involvement in the goals and objectives of the MEP	Defines goals and objectives and how they are used in the MEP	October
Advising on the selection, development, and reassignment of MEP staff	Description of how the PAC is expected to participate in the staffing process	November
Reviewing Annual Needs Assessments and Activities	Introduction to the needs assessment Process	January
DSA Training	Prepare members to actively participate in the development of the DSA	February

Additionally, PAC members will be invited to accompany MEP staff to one of their school sites school site council and/or English learner advisory committee to promote membership of PAC members in these roles to expand leadership opportunities. Parents of Sixth Grade or Eighth Grade students will be encouraged to attend meetings at the middle school or high school their student will be attending to begin to establish familiarity and a connection with the new site.

Topics for PAC and Staff Development Activities



Review key provisions of Title I Part, C ESSA (New)



Identifying local needs of migratory students and parents: data analysis and determining strategies to meet identified needs.



Meeting engagement, management and facilitation (applicable, such as Greene Act)



Instructional strategies for use with parent groups



Leadership workshops



Other

### **PAC Members**

Include a list of PAC member's names.

<b>District/School</b>	<b>First Name</b>	<b>Last Name</b>	<b>Eligible Migrant Parent?</b>
VUSD/La Joya MS	Monica	Martinez	Yes
VUSD/Conyer	Rosa	Gomez	Yes
VUSD/Manuel Hernandez	Nira	Estrada	Yes

### **PAC Staffing**

What migrant-funded staffing will support PAC activities?

<b>Title</b>	<b>Classification</b>	<b>Staff</b>
District Liaison	Classified	0.88

## Section 13: Administration

### Indirect Cost Charges

Approved Indirect Rate

4.98

%

Place a checkmark next to services rendered by indirect cost charges



Accounting and budgeting



Payroll preparation



Personnel management



Purchasing



Data Processing



Warehousing



Facilities



Maintenance



Communications



Technology support



Other: (List Below)



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

### Administration Staffing Plan

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

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

Title	Type(s)	Classification	Number of Staff	FTE
Migrant Clerk	RSY	Classified	1	0.69

### Administration Budget Detail

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

#### Regular School Year

Object Code	Description & Itemization of costs	Amount
2400 Clerical, Technical and Office Staff	Migrant Clerk; 4 hours at \$20.59 per hour/80 hours per month; \$1,647/month X 12 months	\$19,764
3000 Employee Benefits	Benefits for Migrant Clerk. Composite rate for classified benefits, 33.25%. \$19,764 x 33.25% = \$6,572	\$6,572
	<b>Subtotal for 1100-6999</b>	<b>\$26,336</b>

Object Code	Description & Itemization of costs	Amount
7000 Indirect Cost	RSY Indirect Costs RSY \$167,824 RSY Admin \$26,336 \$194,160 X 4.98%	\$9,669
<b>Total:</b>		\$36,005

#### Summer/Intersession

Object Code	Description & Itemization of costs	Amount
<b>Subtotal for 1100-6999</b>		\$0
7000 Indirect Cost	Summer/Intersession Indirect Costs; \$86,703 X 4.98% =	\$4,318
<b>Total:</b>		\$4,318

#### School Readiness Regular School Year

Object Code	Description & Itemization of costs	Amount
<b>Subtotal for 1100-6999</b>		\$0
7000 Indirect Cost	Biliteracy, \$5,147 X 4.98%	\$256
7000 Indirect Cost	School Readiness Indirect Costs \$46,523 X 4.98%	\$2,317
<b>Total:</b>		\$2,573

#### School Readiness Summer/Intersession

Object Code	Description & Itemization of costs	Amount
<b>Subtotal for 1100-6999</b>		\$0
7000 Indirect Cost	School Readiness Summer/Intersession; \$2,924 X 4.98%	\$146
<b>Total:</b>		\$146

#### Other Education, Health, Nutrition and Social Services

Object Code	Description & Itemization of costs	Amount
<b>Subtotal for 1100-6999</b>		\$0
7000 Indirect Cost	Other Education, Health, Nutrition \$5600 X 4.98%	\$279
<b>Total:</b>		\$279

## Section 14: Legal Assurances & Certifications

### Migrant Education Program Inventory list

Title	File Name	Last Update
<a href="#">VUSD - Migrant Program - Inventory - DSA - 2020-2021</a>	VUSD_-_Migrant_Program_-_Inventory_-_DSA_-_2020-2021.pdf	05/04/2020 9:02 PM

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

Title	File Name	Last Update
<a href="#">VUSD Migrant Program Job Descriptions</a>	VUSD_Migrant_Program__Job_Descriptions.pdf	05/04/2020 9:02 PM
<a href="#">VUSD Job Description - Migrant Program - Counselor High School</a>	VUSD_Job_Description_-_Migrant_Program_-_Counselor_High_School.pdf	05/04/2020 9:03 PM

### Organizational Chart of Migrant Education

Title	File Name	Last Update
<a href="#">VUSD - Migrant Program - Organization Chart - DSA - 2020-2021</a>	VUSD_-_Migrant_Program_-_Organization_Chart_-_DSA_-_2020-2021.pdf	05/04/2020 9:03 PM

### Summer Waivers

Title	File Name	Last Update
<a href="#">Summer Waiver Request Form - 2020-2021</a>	Summer_Waiver_-_2020-2021.pdf	05/04/2020 9:08 PM

### Upload signed Legal Assurances

The Legal Assurance form is downloaded by the link below.

When the plan is approved, the plan creator uploads the signed Legal Assurance form.

[Download Legal Assurance form](#)

### Cover Page

The cover page is created when the plan is approved.

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

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

[Download current cover page.](#)

## Section Budget Summary

Object Code	Description	Amount Service & Activity	Amount Admin	Total
<b>1000-1999 Certificated Personnel Salaries</b>				
1100	Teachers	\$77,224	\$0	\$77,224
1200	Pupil Support Services	\$11,498	\$0	\$11,498
1300	Supervisor/Administrators	\$0	\$0	\$0
1900	Other Certificated Salaries	\$7,098	\$0	\$7,098
	<b>Subtotal 1000-1999</b>	\$95,820	\$0	\$95,820
<b>2000-2999 Classified Salaries</b>				
2100	Instructional Aides	\$34,101	\$0	\$34,101
2200	Support Services Salaries	\$38,785	\$0	\$38,785
2300	Supervisor/Administrators	\$0	\$0	\$0
2400	Clerical, Technical and Office Staff	\$0	\$19,764	\$19,764
2900	Other Classified Salaries	\$6,100	\$0	\$6,100
	<b>Subtotal 2000-2999</b>	\$78,986	\$19,764	\$98,750
<b>3000-3999 Benefits</b>				
3000	Employee Benefits	\$67,630	\$6,572	\$74,202
3100	Other Benefits	\$0	\$0	\$0
3200	Other Classified Benefits	\$0	\$0	\$0
3300	Other Benefits	\$0	\$0	\$0
3400	Other Benefits	\$0	\$0	\$0
3500	Other Benefits	\$0	\$0	\$0
3600	Other Benefits	\$0	\$0	\$0
3700	Other Benefits	\$0	\$0	\$0
3800	Other Benefits	\$0	\$0	\$0
3900	Other Benefits	\$0	\$0	\$0
	<b>Subtotal 3000-3999</b>	\$67,630	\$6,572	\$74,202
<b>4000-4999 Books and Supplies</b>				
4100	Textbooks Curricula Materials	\$0	\$0	\$0
4200	Books & Reference Materials	\$0	\$0	\$0
4300	Materials & Supplies	\$29,101	\$0	\$29,101
4400	Noncapitalized Equipment	\$0	\$0	\$0
4700	Food	\$0	\$0	\$0
	<b>Subtotal 4000-4999</b>	\$29,101	\$0	\$29,101
<b>5000-5999 Services and Other Operating Expenditures</b>				
5100	Subagreements for Services	\$0	\$0	\$0
5200	Travel & Conferences	\$2,956	\$0	\$2,956
5300	Dues & Memberships	\$0	\$0	\$0
5400	Insurance	\$0	\$0	\$0
5500	Operations & Housekeeping Services	\$0	\$0	\$0
5600	Rentals, Leases, Repairs & Noncap Imp	\$0	\$0	\$0
5700	Transfers of Direct Costs	\$11,566	\$0	\$11,566
5800	Prof/Cons/Serv & Operating Exp.	\$26,400	\$0	\$26,400
5900	Communications	\$2,262	\$0	\$2,262
	<b>Subtotal 5000-5999</b>	\$43,184	\$0	\$43,184
<b>6000-6999 Capital Outlay</b>				

Object Code	Description	Amount Service &		Total
		Activity	Amount Admin	
6000	Capital Outlay	\$0	\$0	\$0
6100	Other Capital Outlay	\$0	\$0	\$0
6200	Other Capital Outlay	\$0	\$0	\$0
6300	Other Capital Outlay	\$0	\$0	\$0
6400	Other Capital Outlay	\$0	\$0	\$0
6500	Other Capital Outlay	\$0	\$0	\$0
6600	Other Capital Outlay	\$0	\$0	\$0
6700	Other Capital Outlay	\$0	\$0	\$0
6800	Other Capital Outlay	\$0	\$0	\$0
6900	Other Capital Outlay	\$0	\$0	\$0
	<b>Subtotal 6000-6999</b>	\$0	\$0	\$0
	<b>SUB-TOTAL</b>	\$314,721	\$26,336	\$341,057
<b>7000-7999 Indirect Cost</b>				
7000	Indirect Cost	\$0	\$16,985	\$16,985
7300	Indirect on District Subagreements	\$0	\$0	\$0
	<b>Subtotal 7000-7999</b>	\$0	\$16,985	\$16,985
	<b>TOTAL</b>	\$314,721	\$43,321	\$358,042



## **Section 14: Legal Assurances & Certifications**

### Inventory List

VUSD - Migrant Program - Inventory - DSA - 2020-2021

Type	Make e.g. Acer, Dell, HP, Apple	Model	Serial number	Local inventory asset ID	Operating system	Funding source	Acquisition date: MMDDYYYY	Cost	Location: Identify where or with whom the data device is	Intended use	Current condition	Data system(s) It has ever accessed	Data security procedure
Desktops	HP	Business Desktop	MXL1170K04	110554	Windows Server 2008 and newer (includes 2008, 2012)	Migrant	5/5/2011	1090	Priscilla Barba; Migrant Clerk	Program Evaluation Device	Good	MSIN	Encrypted
Laptops	HP	6550B Notebook	CNU0450HML	111144	Windows Server 2008 and newer (includes 2008, 2012)	Migrant	11/5/2010	1195	Nacho Lerma; Migrant Counselor	Student Service Tracking	Good	MSIN	Encrypted
Desktops	HP	Z200 Desktop Bundle	S2UA1390N7L	120321	Windows Server 2008 and newer (includes 2008, 2012)	Migrant	3/23/2012	1107	Ana Navarro; Preschool Instructor	Student Service Tracking	Good	MSIN	Encrypted

## **Section 14: Legal Assurances & Certifications**

Job Duty Statements

VUSD\_Migrant\_Program \_Job\_Descriptions

**VISALIA UNIFIED SCHOOL DISTRICT**  
**JOB DESCRIPTIONS**

**Unit: Classified**

**Issue No. 1**

**Date: 7-96**

**Page 1 of 2**

**Reclass: 1996**

---

**Section: Clerical and Fiscal Services**

**Job Title: Migrant Education Program Clerk Typist III**

**RANGE: 43**

---

Under the supervision of the Director of State and Federal Projects or designee, and working closely with other personnel, perform and coordinate varied and responsible secretarial and clerical functions, including routine administrative detail including making frequent contacts with parents, students and staff.

**Typical Duties:**

1. Perform a wide variety of clerical work, including typing, reviewing, proofreading, filing and the recording of data on records;
2. Compile information and prepare reports and summaries for district and Region VIII
3. Act as a receptionist to office visitors, initiate and receive a variety of telephone calls and provide information to parents, students, district personnel and public;
4. Establish and maintain a variety of files and records which may contain confidential materials;
5. Type from rough drafts, notes, and meeting minutes and flyers, prepare final copies of material which may involve the utilization of transcription equipment;
6. Monitor intervention paperwork such as timesheets, attendance records, assessment data, etc.;
7. Operate a variety of standard office machines and equipment;
8. Compose simple form routine letters and memoranda independently with little supervision;
9. Receive, sort and distribute mail, distribute books, instructional material, equipment or supplies;
10. Maintain simple financial or statistical records and monitor Migrant budget;
11. Assist with the preparation of requisitions and maintenance of inventory or budget records;
12. Collect, assemble, bind and staple reproduces materials;
13. Prepare and process input data for computer record systems and utilize the output reports in the operational functions;
14. Assist in maintenance of student records (cum folders, grade and test score positing, attendance, Power School coding, etc.);
15. Makes routine follow up contact with parents, students, school officials, etc.;
16. Assist and support in all duties and functions of the Migrant Education Program as directed;
17. Assist and support preparation and collection of enrollment documents, needs assessments, Individual Learning Plans, etc.;
18. Assist with maintenance of student records, maintain student files and emergency contact records;
19. Serve as the liaison with the Transportation Department in scheduling migrant study trips, transportation for summer school; when applicable, follow up on parent complaints, items left on bus or other problems;
20. Serve as the liaison with Nutritional Services; provide eligible student information, and breakfast and/or lunch counts for summer school or study trips;
22. Assist in the preparation of parent meetings, compose and distribute parent notices, student applications, study trip permission slips, etc.;
23. Attend and keep minutes for parent meetings, PAC meetings, and additional informational meetings as needed;
24. Assist in providing information in person and via telephone, take and relay messages for staff and students, schedule appointments, provide direction to new staff, parents and students, and parent volunteers, type and duplicate forms, establish reports for staff, parent groups and maintain the files for each, keep the inventory of supplies, materials, equipment and machines, control the maintenance and operations of office machines (i.e., fax, computers, copiers, typewriters, ditto, etc.);
25. Perform other related duties as assigned.

**VISALIA UNIFIED SCHOOL DISTRICT**  
**JOB DESCRIPTIONS**

Unit: Classified  
Issue No. 1 Date: 7-96 Page 2 of 2  
Reclass: 1996

---

Section: Clerical and Fiscal Services

Job Title: Migrant Education Program Clerk Typist III

RANGE: 43

---

**Typical Duties (continued):**

**Personal Characteristics:**

Should possess personal characteristics generally recognized as essential for good public employees including integrity, initiative, emotional maturity, dependability, courtesy, good judgment, and ability to work cooperatively with others.

**Position Qualifications:**

**Knowledge of:**

Modern office methods, procedures and techniques; appropriate English usage, spelling, grammar, punctuation and arithmetical concepts; standard office machines and equipment including computer, data and word processing software; basic first aid techniques and procedures; appropriate human relations and student needs.

**Ability to:**

Perform general clerical work of average difficulty with speed and accuracy; make simple arithmetical calculations with speed and accuracy; communicate effectively in oral and written form; type at a net corrected speed of 45 words per minute; understand and carry out oral and written directions; operate standard office machines and equipment including computer; establish and maintain cooperative working relationships.

**Experience:**

One year of paid experience performing varied general office or clerical work; experience with students preferred.

**Education:**

High school diploma or equivalent, including or supplemented by course work in typing, record management and general office practices.

**Physical Abilities/Environment:**

Physically and mentally able to perform the essential duties of a position without hazard to themselves or others. Sit for extended periods of time; bend, kneel and reach to retrieve and file records; dexterity of hands and fingers to operate standard office equipment; see to inspect financial or statistical records and observe computer monitor; hear and speak at normal levels to communicate with others. Office environment.

**VISALIA UNIFIED SCHOOL DISTRICT**  
**JOB DESCRIPTIONS**

Unit: Classified  
Issue No. 1      Date: 02-13      Page 1 of 2

---

Section: **Instructional and Related Services**

Job Title: **PRESCHOOL –** **RANGE: 40**  
**HOME BASED INSTRUCTION**

---

Under the direct supervision of the school principal or assigned certificated district employee, assist in the conduct of a variety of instructional activities. May assist in the preparation of instructional materials and provide routine clerical support.

**Typical Duties:**

1. Make home visits, independently or with staff;
2. Assist with the instruction and supervision of students;
3. Assist with tutorial activities working with an individual or group of students;
3. Assist in monitoring student progress and give input for evaluation and parent conference;
4. Observe, model, and follow up behavior shaping and reinforcement strategies;
5. Assist students in the development of good communication skills and serve as an appropriate language model;
6. Assist with the routine procedures and record keeping as related to instruction;
7. May correct and grade student work and record grades;
8. Assist in the implementation and writing of individual or group lesson plans;
9. May creatively prepare and/or secure a variety of instructional materials which may include duplicating, gathering, organizing materials and setting up equipment or displays as directed;
10. Perform routine first aid and seek assistance for serious illness or injuries;
11. Assist with the arrangement and storage of classroom materials, furniture, and accessories for an appropriate learning environment;
12. May administer and evaluate testing of students for general placement;
13. Perform clerical support duties including typing, completing reports, forms, records, inventories, and correspondence;
14. Perform other related duties as assigned.

**Personal Characteristics:**

Should possess the personal characteristics generally recognized as essential for good public employees including integrity, initiative, emotional maturity, dependability, courtesy, good judgment, and ability to work cooperatively with others.

**Position Qualifications:**

**Knowledge of:**

Basic concepts of child development and atypical child behavior characteristics; appropriate human relations and student needs; duties and responsibilities of an Instructional Aide; proper English usage, spelling, grammar, and arithmetical concepts; routine filing and record keeping procedures.

**VISALIA UNIFIED SCHOOL DISTRICT**  
**JOB DESCRIPTIONS**

Unit: Classified  
Issue No. 1 Date: 02-13 Page 2 of 2

---

**Section:** Instructional and Related Services

**Job Title:** PRESCHOOL – RANGE: 40  
HOME BASED INSTRUCTION

---

**Ability to:**

Work effectively with children, parents, and staff; develop a program according to the needs of the children; communicate effectively in oral and written form in English; maintain appropriate records; physically lift preschool children of different ages and weights; obtain valid California Driver License.

**Special Requirements:**

Valid California Vehicle Operator's License and be insurable by the District's liability insurance carrier.

**Experience:**

Working with school age groups in organizations such as scouts, church, YMCA, PTA, and/or any successful job experience in similar fields.

**Education:**

High School Diploma or equivalent; and Child Development Teacher Permit or the equivalent.

**Physical Abilities/Environment:**

Physically and mentally able to perform the essential duties of a position without hazard to themselves or others. Ability to sit, stand, walk, bend, stoop, kneel, perform grasping and handling motions and torso rotations on a continuous basis; lift and carry 20 pounds of materials; reach in all directions; adequate sight or corrected vision for the purpose of reading directions and printed or written materials; hear and speak to communicate with coworkers, students and the public; dexterity of hands and fingers to operate instructional equipment; classroom and outdoor environment, adverse weather conditions.

**VISALIA UNIFIED SCHOOL DISTRICT**  
**JOB DESCRIPTIONS**

Unit: Classified  
Issue No. 1      Date: 03-12      Page 1 of 2

---

**Section:**                                      **Instructional and Related Services**

**Job Title:**                                      **DISTRICT LIAISON (Spanish)**                                      **RANGE: 47**

---

Under the supervision of the Director of Compensatory Education or designee, and working closely with other personnel, serve as district liaison for the monolingual/bilingual speaking student, parent and citizen; perform and coordinate varied and responsible educational and support functions to assist district-wide programs affecting the community.

**Typical Duties:**

1.      Make home contacts related to school activities including parent-teacher conferences, school visitation, discipline attendance and health regime/treatments;
2.      Obtain signatures on parent consent slips, assist parents in completing lunch program applications and conduct home language surveys, assist with AFDC count;
3.      Make appointments for and transport parents and/or students to school related activities and hospital, clinic, doctor's office, or other community locations;
4.      Explain or interpret philosophy and policies, functions of PAC or PTA meetings, district and site advisory committee meetings, SARB activities and assist with the transitional phases to middle school/high school programs;
5.      Provide routine first aid and seek assistance for non-routine illness or injury;
6.      Assist parents and students in becoming self sufficient by offering technical assistance and problem solving techniques;
7.      Serve as interpreter/translator for all district communication and correspondence;
8.      Serve as resource person for district and site personnel; help coordinate programs such as GAIN, YEM; assist in screening bilingual applicants and assess native language skills of bilingual aide candidates;
9.      Provide instructional and training activities to staff, parents and community members throughout the county; serve as district representative to community organizations;
10.    Evaluate, compile data, maintain records, conduct native language and/or needs assessment, and progress reports for site and district use on a regularly scheduled basis;
11.    Recruit and help train volunteers;
12.    Assist with general clerical functions including preparation of instructional material;
13.    Maintain accurate daily logs of work activities and mileage to be submitted at the end of each month;
14.    Perform other related duties as assigned.

**Personal Characteristics:**

Should possess personal characteristics generally recognized as essential for good public employees including integrity, initiative, emotional maturity, dependability, courtesy, good judgment, and ability to work cooperatively with others.



**VISALIA UNIFIED SCHOOL DISTRICT**  
**JOB DESCRIPTIONS**

Unit: Classified  
Issue No. 1 Date: 03-12 Page 2 of 2

---

Section: **Instructional and Related Services**

Job Title: **DISTRICT LIAISON (Spanish)** **RANGE: 47**

---

**Position Qualifications:**

**Knowledge of:**

Basic concepts and principles of child development and behavioral characteristics; appropriate English and second language usage; punctuation, spelling, grammar and arithmetical concepts; operating structure, principles, goals and objectives of the educational process; appropriate human relations and student needs; the cultural differences and diversity within the community.

**Ability to:**

Communicate satisfactorily in oral and written form in English and a second language, and serve as an appropriate language model; understand and carry out oral and written instructions; evaluate bilingual skills; prepare and conduct workshops on multicultural subjects; analyze a problem and present alternative solutions fairly and assertively; establish and maintain cooperative working relationships with students and adults including parents, district staff and community.

**Special Requirements:**

Valid California Vehicle Operator's License and be insurable by the District's liability insurance carrier.

**Experience:**

One year of experience as a paid or volunteer instructional aide or equivalent experience in community work; must have served as interpreter/translator of English and one or more languages spoken by district students/parents.

**Education:**

High school diploma or equivalent.

**Physical Requirements:**

Physically and mentally able to perform the essential duties of a position without hazard to themselves or others. Ability to sit, stand, walk, bend, stoop, kneel, perform grasping and handling motions and torso rotations on a continuous basis; lift and carry 20 pounds of materials; reach in all directions; adequate sight or corrected vision for the purpose of reading directions and printed or written materials; hear and speak to communicate with coworkers, students and the public; dexterity of hands and fingers to operate instructional equipment; classroom and outdoor environment, adverse weather conditions.

Craig Wheaton, Ed.D.  
Superintendent

Tamara Ravallin, Ed.D.  
Assistant Superintendent  
Human Resources Development



*"Every Student Succeeds"*

#249-15-6-375 Board of

**Education**

John Crabtree  
Juan Guerrero  
William A. Fulmer  
Donna Martin  
Jim L. Qualls  
Charles Ulmschneider  
Lucia Vazquez

(February 18, 2016)

**MIGRANT EXTENDED YEAR PROGRAM—  
HOME BASED INSTRUCTION  
HIRING PREFERENCE GIVEN TO IN-DISTRICT EMPLOYEES**

**TEACHING POSITIONS: (4)**

Teacher, Grades PK-12 – Extended Year Migrant Summer Program—Home Based Instruction

**LOCATION:**

Crowley Elementary School (25%)      Students' Residence (75%)

**FILING DEADLINE:**

March 4, 2016, 4:30 p.m. PST

**CONTRACTUAL CONDITIONS:**

Training and setup - Friday, June 10, 2016 – 6 hours  
6 hours per day on 6/13, 6/14, 6/15, 6/16 (Monday through Thursday)  
6 hours per day on 6/20, 6/21, 6/22, 6/23 (Monday through Thursday)  
6 hours per day on 6/27, 6/28, 6/29, 6/30 (Monday through Thursday)  
10% of contracted base salary 136 hours of instruction.  
Variations from the 136 hours of instruction will be paid on a proportional basis.

**QUALIFICATIONS:**

- Must possess a California Multiple Subjects Credential.
- EL Authorization required.
- Must be NCLB compliant.
- Must possess knowledge of methods and strategies used to instruct bilingual/culturally diverse students.
- Must be familiar with California State Standards in the subject area in which you hold your credential.
- Bilingual Spanish preferred.
- Valid California Driver's License required and able to maintain insurability.

Visalia Unified School District is dedicated to the goal of building a culturally diverse faculty and staff. Qualified candidates who represent diverse racial, ethnic and cultural backgrounds are encouraged to apply.

**STARTING DATE:**

June 09, 2016

**APPLICATION PROCEDURE: (Please attach the following to the EdJoin Application)**

- a. Letter of Interest      b. Resume      c. Copy of Credential(s), Transcripts and CBEST Score Report

VUSD prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation or association with a person or a group with one or more of these actual or perceived characteristics.

- Jim Sullivan, Director State and Federal Projects - Title IX Coordinator for students and families. (559) 730-3599.
- Tamara Ravallin, Assistant Superintendent HRD - Title XI Coordinator for Human Resources. (559) 730-7552.
- Mimi Bonds, Director, Student Services - 504 Coordinator. (559) 730-7573.

You must apply for each position you are interested in for which you qualify. Please apply on-line at [www.edjoin.org](http://www.edjoin.org). Current Teachers with VUSD must apply on Ed-Join and need only fill out the application, no attachments are necessary. You will be sent a link to provide your references for Skill Survey. If you have questions, call Esther Ruiz at 559-730-7512 between 8:00 a.m. and 5:00 p.m. PST.

Craig Wheaton, Ed.D.  
Superintendent

Tamara Ravallin, Ed.D.  
Assistant Superintendent  
Human Resources Development



*"Every Student Succeeds"*

(February 18, 2016)

**MIGRANT EXTENDED YEAR PROGRAM  
HIRING PREFERENCE GIVEN TO IN-DISTRICT EMPLOYEES**

#249-15-6-375

**Board of Education**

John Crabtree  
Juan Guerrero  
William A. Fulmer  
Donna Martin  
Jim L. Qualls  
Charles Ulmschneider  
Lucia Vazquez

**TEACHING POSITIONS: (9)**

Teacher, Grades K-8 – Extended Year Migrant Summer Program

**LOCATION:**

Crowley Elementary School

**FILING DEADLINE:**

March 4, 2016, 4:30 p.m. PST

**CONTRACTUAL CONDITIONS:**

Training and setup Thursday, June 9, 2016- Friday, June 10, 2016 – 5 hours

5 hours per day on 6/13, 6/14, 6/15, 6/16 (Monday through Thursday)

5 hours per day on 6/20, 6/21, 6/22, 6/23 (Monday through Thursday)

5 hours per day on 6/27, 6/28, 6/29, 6/30 (Monday through Thursday)

10% of contracted base salary 136 hours of instruction.

Variations from the 136 hours of instruction will be paid on a proportional basis.

**QUALIFICATIONS:**

- Must possess a California Multiple Subjects Credential.
- EL Authorization required.
- Must be NCLB compliant.
- Must possess knowledge of methods and strategies used to instruct bilingual/culturally diverse students.
- Must be familiar with California State Standards in the subject area in which you hold your credential.
- Bilingual Spanish preferred.

Visalia Unified School District is dedicated to the goal of building a culturally diverse faculty and staff. Qualified candidates who represent diverse racial, ethnic and cultural backgrounds are encouraged to apply.

**STARTING DATE:**

June 09, 2016

**APPLICATION PROCEDURE: (Please attach the following to the Edjoin Application)**

- a. Letter of Interest    b. Resume    c. Copy of Credential(s), Transcripts and CBEST Score Report

VUSD prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation or association with a person or a group with one or more of these actual or perceived characteristics.

- Jim Sullivan, Director State and Federal Projects - Title IX Coordinator for students and families. (559) 730-3599.
- Tamara Ravallin, Assistant Superintendent HRD - Title XI Coordinator for Human Resources. (559) 730-7552.
- Mimi Bonds, Director, Student Services - 504 Coordinator. (559) 730-7573.

You must apply for each position you are interested in for which you qualify. Please apply on-line at [www.edjoin.org](http://www.edjoin.org). Current Teachers with VUSD must apply on Ed-Join and need only fill out the application, no attachments are necessary. You will be sent a link to provide your references for Skill Survey. If you have questions, call Esther Ruiz at 559-730-7512 between 8:00 a.m. and 5:00 p.m. PST.



February 18, 2016

**PRESCHOOL AIDE 1, MIGRANT EXTENDED YEAR PROGRAM****Crowley Elementary School****OPEN TO VISALIA UNIFIED SCHOOL DISTRICT EMPLOYEES ONLY****BILINGUAL PREFERRED, SPANISH/ENGLISH****2 Positions Available****5 Hrs 7:45am – 1:15 pm (30 minute lunch)**

Training and setup Thursday, June 9, 2016- Friday, June 10, 2016 – 5 hours

5 hours per day on 6/13, 6/14, 6/15, 6/16 (Monday through Thursday)

5 hours per day on 6/20, 6/21, 6/22, 6/23 (Monday through Thursday)

5 hours per day on 6/27, 6/28, 6/29, 6/30 (Monday through Thursday).

**SALARY:** Hourly Range 24: \$10.95 – \$13.98 (Starting Pay \$10.95) 14 days on a timesheet.

Under the direct supervision of the Preschool Instructor or the Site Supervisor, assist in a variety of instructional activities. Assist with the classroom operation. May assist in the preparation of instructional materials and provide routine clerical support.

**RESPONSIBILITIES include, but are not limited to:****Typical Duties:**

1. Assist with the instruction and supervision of students;
2. Assist with tutorial activities working with an individual or group of students;
3. Assist in monitoring student progress and give input for evaluation and parent conference;
4. Observe, model, and follow up behavior shaping and reinforcement strategies;
5. Assist students in the development of good communication skills and serve as an appropriate language model;
6. Assist with the routine classroom procedures and record keeping;
7. May provide bathroom or toileting assistance as needed (a stipend will be paid);
8. May correct and grade student work and record grades;
9. Assist in the implementation and writing of individual or group lesson plans;
10. May creatively prepare and/or secure a variety of instructional materials which may include duplicating, gathering, organizing materials and setting up equipment or displays as directed;
11. May supervise play area, cafeteria, and field trip activities;
12. Perform routine first aid and seek assistance for serious illness or injuries;
13. Perform minor housekeeping tasks in maintaining a neat, clean and orderly classroom atmosphere;
14. Assist with the arrangement and storage of classroom materials, furniture, and accessories for an appropriate learning environment;
15. May administer and evaluate testing of students for general placement;
16. Perform clerical support duties including typing, completing reports, forms, records, inventories, and correspondence;
17. May monitor classroom/instruct in temporary absence of teacher;
18. Perform other related duties as assigned.

**Position Qualifications:****Knowledge of:**

Basic concepts of child development and atypical child behavior characteristics; appropriate human relations and student needs; duties and responsibilities of an Instructional Aide; proper English usage, spelling, grammar, and arithmetical concepts; routine filing and record keeping procedures.

**On-line Filing Deadline Date: 4:30p.m., PST, Tuesday, March 4, 2016 \* *PASSWORD FOR EDJOIN: SUMMER***

You must apply separately by job # for each classified position that you are interested in on-line at [www.edjoin.org](http://www.edjoin.org). Please check each flyer for minimum qualifications before applying. If you have any questions, call Elaine Camus at 730-7503. Thank you.

**Ability to:**

Be patient, receptive, and empathetic toward all students. Work effectively with students from diverse backgrounds with varying levels of academic, physical, and emotional development and abilities. Observe and model teaching methods and procedures; gain the students confidence, encourage and assist them in classroom and recreational activities. Be adaptable to grade levels, schedules, and remain calm in stressful situations. Communicate appropriately in oral and written form and serve as an appropriate language model. Establish and maintain cooperative working relationship with students and adults. Take and pass the high school proficiency test.

**Experience:**

Working with school age groups in organizations such as scouts, church, YMCA, PTA, and/or any successful job experience in similar fields.

**Education:**

High school diploma or the equivalent. Completion of six postsecondary semester or equivalent quarter units in early childhood education or child development; OR completion of at least two postsecondary semester units or equivalent quarter units in early childhood education or child development each semester or quarter following initial employment, AND continuation in the educational program each semester or quarter until six units have been completed.

**Required Documents for Online Application Process:**

- ☐ Proof of High School Graduation, GED or Higher
- ☐ NCLB Compliance (AA Degree or completion of 48 college units or passage of Instructional Aide Test.

**Personal Characteristics:**

Should possess the personal characteristics generally recognized as essential for good public employees including integrity, initiative, emotional maturity, dependability, courtesy, good judgment, and ability to work cooperatively with others.

**Physical Abilities/Environment:**

Physically and mentally able to perform the essential duties of a position without hazard to themselves or others. Ability to sit, stand, walk, bend, stoop, kneel, perform grasping and handling motions and torso rotations on a continuous basis; lift and carry 20 pounds of materials; reach in all directions; adequate sight or corrected vision for the purpose of reading directions and printed or written materials; hear and speak to communicate with coworkers, students and the public; dexterity of hands and fingers to operate instructional equipment; classroom and outdoor environment, adverse weather conditions.

**Selection Procedure:**

Qualified candidates will be interviewed by appointment.  
All applicants will be notified when position is filled.

***Every Student Succeeds*****February 24, 2016****EXTENDED YEAR PROGRAM****STUDENT ADVOCACY & FAMILY ENGAGEMENT TECHNICIAN****In-District Only****Crowley Elementary School****Bilingual Required****Please call to schedule the bilingual assessment, 730-7503****8 Hours, 8:00am – 5:00pm, Thur-Fri 6/9-6/10 Mon –Thur 6/13-6/30 Position Starts 6/9/16****SALARY RANGE: \$13.77 - \$17.57 per hour (Range 47)****BENEFITS:** Full benefits paid by the District including, vacation, dental, vision, major medical and life insurance.

Under the direct supervision of principal or designee, and in collaboration with the Director of State and Federal Projects, provides direct intervention support to students and families; disseminates written and oral information pertaining to the instructional program and all support services; manages various phases of parent support to promote effective transition of the interrelationships between school and parents; and provides support services at the site.

**Typical Duties:**

1. Make home contacts related to school activities including parent-teacher conferences, school visitation, discipline attendance and health regime/treatments;
2. Obtain signatures on parent consent slips, assist parents in completing lunch program applications and conduct home language surveys, assist with AFDC count;
3. Make appointments for and transport parents and/or students to school related activities and hospital, clinic, doctor's office, or other community locations;
4. Explain or interpret philosophy and policies, functions of PAC or PTA meetings, district and site advisory committee meetings, SARB activities and assist with the transitional phases to middle school/high school programs;
5. Provide routine first aid and seek assistance for non-routine illness or injury;
6. Assist parents and students in becoming self sufficient by offering technical assistance and problem solving techniques;
7. Serve as interpreter/translator for all district communication and correspondence;
8. Serve as resource person for district and site personnel;
9. Provide instructional and training activities to staff, parents and community members throughout the county; serve as district representative to community organizations;
10. Evaluate, compile data, maintain records, conduct native language and/or needs assessment, and progress reports for site and district use on a regularly scheduled basis;
11. Recruit and help train volunteers;
12. Assist with general clerical functions including preparation of instructional material;
13. Maintain accurate daily logs of work activities and mileage to be submitted at the end of each month;
14. Provide training for the District's Parent University Programs;
15. Perform other related duties as assigned.

**Personal Characteristics:**

Should possess personal characteristics generally recognized as essential for good public employees including integrity, initiative, emotional maturity, dependability, courtesy, good judgment, and ability to work cooperatively with others.

**On-line Filing Deadline Date: 4:30p.m., PST, Friday March 9, 2016****\*PASSWORD FOR EDJOIN: Summer****AN EQUAL OPPORTUNITY EMPLOYER****(Qualifications continued on back)**

**Qualifications (Cont.)****Knowledge of:**

Basic concepts and principles of child development and behavioral characteristics; appropriate English and second language usage; punctuation, spelling, grammar and arithmetical concepts; operating structure, principles, goals and objectives of the educational process; appropriate human relations and student needs; the cultural differences and diversity within the community.

**Ability to:**

Communicate satisfactorily in oral and written form in English and a second language, and serve as an appropriate language model; understand and carry out oral and written instructions; evaluate bilingual skills; prepare and conduct workshops on multicultural subjects; analyze a problem and present alternative solutions fairly and assertively; establish and maintain cooperative working relationships with students and adults including parents, district staff and community.

**Required Documents for Online Application Process:**

- ☐ High School Diploma, GED or Higher
- ☐ Valid California Driver's License
- ☐ Bilingual Test Results (Spanish)

**Special Requirements:**

Valid California Driver's License and be insurable by the District's liability insurance carrier.

**Experience:**

One year of experience as a paid or volunteer instructional aide or equivalent experience in community work; must have served as interpreter/translator of English and one or more languages spoken by district students/parents.

**Education:**

High school diploma or equivalent.

**Physical Requirements:**

Physically and mentally able to perform the essential duties of a position without hazard to themselves or others. Ability to sit, stand, walk, bend, stoop, kneel, perform grasping and handling motions and torso rotations on a continuous basis; lift and carry 20 pounds of materials; reach in all directions; adequate sight or corrected vision for the purpose of reading directions and printed or written materials; hear and speak to communicate with coworkers, students and the public; dexterity of hands and fingers to operate instructional equipment; classroom and outdoor environment, adverse weather conditions.

**Selection Procedure:**

Qualified candidates will be interviewed by appointment.

All applicants will be notified when position is filled.

VUSD prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation or association with a person or a group with one or more of these actual or perceived characteristics.

- *Jim Sullivan, Director State and Federal Projects - Title XI Coordinator for students and families. (559) 730-3599.*
- *Tamara Ravalin, Assistant Superintendent HRD - Title IX Coordinator for Human Resources. (559) 730-7552.*
- *Mimi Bonds, Director, Student Services - 504 Coordinator. (559) 730-7385.*

## **Section 14: Legal Assurances & Certifications**

### **Job Duty Statements**

VUSD Job Description - Migrant Program - Counselor High School



**Visalia Unified School District  
Certificated Employee Job Description**

**Job Title: Counselor, High School**

**Job Purpose Statements:**

To be responsible for providing information on student's functioning and recommendations regarding their successful transition to and from high school. Developing plans and/or providing information regarding students' goals; maintaining knowledge of post high school program eligibility requirements to provide counsel to students; ensuring completion of students' applications within designated time frames; and securing appropriate placement of students.

**Essential Job Functions:**

1. Advise students, parents and guardians for the purpose of providing information on student's progress and/or recommendations regarding their successful transition to and from high school.
2. Coordinate with teachers, college and university personnel, resource specialists and/or community (e.g. service clubs, courts, child protective services, etc.) for the purpose of providing requested information, gaining needed information and/or making recommendations.
3. Counsel students, parents, and guardians for the purpose of enhancing student success in school.
4. Develop various special programs (e.g. career night, financial aid workshops, etc.) for the purpose of providing information to assist students in the successful transition from high school to career, training and/or continuing education.
5. Monitor student records for the purpose of developing plans and/or providing information regarding students' goals.
6. Prepare applications for students (e.g. scholarships, college, financial aid) for the purpose of ensuring completion of application processes within designated time frames.
7. Prepare documentation (e.g. observations, progress, contacts with parents, teachers, outside professionals, etc.) for the purpose of providing written support, developing recommendations and/or conveying information.
8. Present information on various topics (e.g. behavior management, orientation, etc.) for the purpose of providing required information and/or advice.
9. Research program eligibility requirements (i.e. financial aid, college eligibility, etc.) for the purpose of maintaining knowledge of eligibility requirements to provide counsel to students.

10. Assist other personnel as may be required for the purpose of supporting them in the completion of their work activities.
11. Participate in various extra curricular school and/or community activities for the purpose of providing supervision and/or representing school at such events.
12. Assume other duties as assigned.

### **Job Requirements-Qualifications:**

#### **Certifications:**

- Valid California Pupil Personnel Services Credential.
- Valid California Teaching Credential preferred

#### **Experience Required:**

- Minimum 5 years of successful teaching experience with at least 2 years teaching experience at the high school level preferred;
- Knowledge of and experience in working with:
- Strategies to identify and determine the nature of student problems and ways to provide assistance.
- Principles of testing, data collection, and reporting information.

#### **Skills, Knowledge, Abilities:**

Skills, knowledge to appropriately manage personnel and programs, communicate effectively, problem solve. Knowledge of curriculum, education code, district policies. Knowledge of implementation of state frameworks and appropriate instructional strategies. Abilities to sit for prolonged periods, provide direction to others and make independent judgments, keep and maintain accurate records, meet deadlines, communicate with individuals of varied cultural and educational backgrounds, communicate in oral and written form. Significant physical abilities include reaching/handling/fingering, talking/hearing conversations, near/far visual acuity/depth perception/visual accommodation.

## **Section 14: Legal Assurances & Certifications**

### Organizational Chart

VUSD - Migrant Program - Organization Chart - DSA - 2020-2021

Jim Sullivan  
Administrator, Accountability/State  
and Federal Projects

Judy Burgess  
Director, Accountability/State and  
Federal Projects

Nadine Escalante  
District Migrant Liaison  
Accountability/State and  
Federal Projects

Priscilla Barba  
Migrant Clerk  
Accountability/State and  
Federal Projects

Nacho Lerma  
Migrant Counselor  
Accountability/State and  
Federal Projects

Ana Navarro  
Migrant Preschool Instructor  
Accountability/State and  
Federal Projects

## **Section 14: Legal Assurances & Certifications**

Summer Waivers

Summer Waiver Request Form - 2020-2021

Tamara Ravalín, Ed.D.  
Superintendent



Board of Education

John L. Crabtree  
William A. Fulmer  
Juan Guerrero  
Niessen Foster  
Walta Gamoian  
Joy Naylor  
Lucia D. Vazquez

May 1, 2020

Due to COVID-19, Summer Waivers are exempt until further notice from the California Department of Education (CDE).

## **Section 14: Legal Assurances & Certifications**

### **Legal Assurances**

VUSD - Migrant Education Program (MEP) - 2020-2021 - Legal Assurances - Signed

Last updated January 2020

## **2020–21 Legal Assurances and Certifications for Local Educational Agencies**

California Department of Education  
Migrant Education Program

The operating agency, by signature of its authorized representative on the **signature** page of this document, hereby assures the California Department of Education (CDE) that the local educational agency (LEA) will adhere to all of the legal assurances contained herein and with all other Federal and State statutory and regulatory requirements for the Migrant Education Program (MEP) referenced in this document.

### **Required Assurances**

General assurances and certifications are required for grant applications submitted to the CDE. The General Assurances and Drug-Free Workplace Certification forms are required for applications for funds. (Note that the signed grant application submitted to the CDE confirms a commitment to comply with the general assurances.) Applicants must download the certifications and submit the signed forms with their applications as described below:

- General Assurances form:  
<https://www.cde.ca.gov/fg/fo/fm/generalassurances2020.asp>  
(no signature required)
- Drug Free Workplace form:  
<https://www.cde.ca.gov/fg/fo/fm/drug.asp> (signature required)
- Lobbying Certification form:  
<https://www.cde.ca.gov/fg/fo/fm/lobby.asp> (signature required)
- Lobbying Disclosure form:  
<https://www.cde.ca.gov/fg/fo/fm/sfill.asp> (signature required if applicable)

### **Migrant Assurances**

#### **Use of Funds**

1. Funds for MEP will be used only:
  - a. For programs and projects, including the acquisition of equipment in accordance with 20 United States Code (USC) sections 6396(b) and 6394[c][1][A].
  - b. To coordinate such programs and projects within the State and other states, as well as with Federal programs that can benefit migratory children and their families. (20 USC 6394[c][1][B])
2. Programs and projects funded for MEP will be carried out in a manner consistent with the objectives of Section 6314, subsections (b) and (d) of Section 6315 and



subsections (b) and (c) of Section 6321 of 20 USC, and Part F of 20 USC, Chapter 70, Subchapter 1. (20 USC 6394 [c][2])

### **Program Purpose**

#### **3. Use of MEP funds:**

- a. Support high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods that address the unique educational needs of migratory children.
- b. Ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging State academic standards.
- c. To ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.
- d. To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school.
- e. To help migratory children benefit from State and local systemic reforms.

### **Authorized Activities**

4. MEP funds shall be used, first, to meet the identified needs of migratory children that:
  - a. Result from the effects of their migratory lifestyle, or are needed to permit migratory children to participate effectively in school.
  - b. Are not addressed by services available from other federal or nonfederal programs.
5. Migratory children who are eligible to receive services pursuant to Improving Basic Programs Operated by LEAs, 20 USC 6311 may receive those services through MEP funds that remain after the agency addresses the identified needs described in 4, above.
6. A school that receives MEP funds shall continue to address the identified needs described in 4, above, notwithstanding its participation in schoolwide programs under 20 USC 6314. (20 USC 6396[b][4])

### **Program Planning, Operation, and Evaluation**

#### **7. The LEA will ensure that:**

- a. In the planning and operation of programs and projects, there is appropriate consultation with parents of migratory children, including parent advisory

councils (PACs), for programs of at least one school year in duration, and

- b. All such programs and projects are carried out in a manner that provides for the same parental involvement as is required for programs and projects under 20 USC 6318, and
  - c. Programs and projects are carried out in a format and language understandable to the parents. (20 USC 6394[c][3][B])
  - d. The LEA will make available to the MEP all student academic assessment, immunization, and other health information data for the purpose related to student assessment, program services planning, and the transfer of student records. (20 USC Section 6398[b][2])
  - e. The transfer of school records without parental consent is permitted if the LEA transfers the records to other school officials within the agency (whom the agency has determined to have legitimate educational interest) or to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll. (See 34 Code of Federal Regulations [CFR] 99.31) This exception applies only if the LEA notifies parents annually of this policy. (34 CFR 99.34). In addition, the notification of this exception is recorded via parent/guardian signature on the Certificate of Eligibility form.
  - f. The availability of funds from other federal, state, and local programs must be taken into account. (20 USC 6394(b)[5])
8. In planning and carrying out such programs and projects, there will be adequate provision for addressing the unmet educational needs of preschool migratory children and migratory children who have dropped out of school. (20 USC 6394[c][4])
9. The effectiveness of such programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and LEAs under Improving Basic Programs Operated by LEAs, 20 USC 6311 et seq. (20 USC 6394[c][5]).
10. Such programs and projects will provide for:
- a. Advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and their families gain access to, other education, health, nutrition and social services,
  - b. Professional development programs, including mentoring, for teachers and other program personnel,
  - c. Family literacy programs,

- d. The integration of information technology into educational and related programs, and
  - e. Programs that facilitate the transition of secondary school students to postsecondary education or employment. (20 USC 6394[c][7]).
11. It will assist the State Education Agency (SEA) in identifying, and recruiting eligible children, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and will provide its local Migrant Education Region and the SEA with eligibility and needs assessment information, by which the SEA can complete its reporting and subgranting activities. The LEA will implement a program to monitor the eligibility requirements of children and youths enrolled in the MEP. (California *Education Code (EC)* Section 54444.1 [d]). Will establish and implement a system of quality controls for the proper identification and recruitment of eligible migratory children. (34 Code of Federal Regulations (CFR) 200.89[c])

### **Priority for Services**

12. LEAs shall give priority to migratory children who are failing, or most at risk of failing, to meet the State's challenging academic standards, or have dropped out of school. (20 USC 6394[d])

### **Continuation of Services**

13. Notwithstanding any other provision of Title I, Part C,
- a. A child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term,
  - b. A child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs, and
  - c. Secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation. (20 USC 6394[e])

### **Schoolwide Programs**

14. Before the school chooses to consolidate in its Schoolwide program funds received under part C of Title I of the Elementary and Secondary Education Act, the school must:
- a. Use these funds, in consultation with parents of migratory children or organizations representing those parents, or both, first to meet the unique educational needs of migratory students that result from the effects of their migratory lifestyle, and those other needs that are necessary to permit these

students to participate effectively in school, as identified through the comprehensive Statewide needs assessment under 34 CFR 200.83, and

b. Document that these needs have been met. (34 CFR 200.29[c][1])

15. Funds available under Part C of Title 20 may be used in a Schoolwide program subject to the requirements of 34 CFR 200.29[c][1].

### **Coordination of Migrant Activities**

16. The LEA will coordinate with the SEA to improve intrastate coordination, including the development or improvement of programs for credit accrual and exchange. (20 USC 6398[a][1])

### **Unique MEP Functions**

17. LEAs are to assist in the conduct of any and all of the following activities as deemed necessary by the State:

- a. Statewide identification and recruitment of eligible migratory children,
- b. Interstate and intrastate coordination of the State MEP and its local projects with other relevant programs local projects in the State and in other States,
- c. Procedures for providing for educational continuity for migratory children through the timely transfer of educational and health records, beyond that required generally by State and local agencies,
- d. Collecting and using information for accurate distribution of subgrant funds,
- e. Development of a statewide needs assessment and a comprehensive State plan for MEP service delivery,
- f. Supervision of instructional and support staff,
- g. Establishment and implementation of a State Parent Advisory Council (SPAC), and
- h. Conducting an evaluation of the effectiveness of the State MEP. (34 CFR 200.82)

### **MEP Assessment and Evaluation**

18. The LEA shall determine the effectiveness of its program and projects in providing migratory children with the opportunity to meet the same challenging State academic standards. (20 USC 6394 and 34 CFR 200.83[a])

19. Evaluations of program and project effectiveness shall, wherever feasible, use the same approaches and standards that the State establishes for use to assess the

performance of students, schools, and local educational agencies under Title I, Part A. (20 USC 6394)

20. In a project where it is not feasible to use the same student assessments that are being used under Title I, Part A, the operating agency must carry out some other reasonable process or processes for examining the effectiveness of the project. (20 USC 6394 generally, and 34 CFR 200.84)
21. Operating agencies shall use the results of the assessments carried out under 34 CFR Section 200.84 to improve the services provided to migratory children. (20 USC 6396 generally)

### **Migratory Children in Private Schools**

22. Operating agencies must conduct Migrant programs and projects in a manner consistent with the basic requirements of section 8501 of the ESSA. (2 CFR 200.87). Operating agencies should note the changes to those requirements enacted through the Every Student Succeeds Act (ESSA).

### **Audits and Fiscal Procedures/Cash Management**

23. Operating agencies agree to maintain fiscal and programmatic records and use fiscal control and operating procedures in accordance with state and federal laws and regulations including those found in Section 435 (b)(2) and (5) of General Education Provisions Act (GEPA) and 2 CFR 200.302, 200.327, 200.328.
24. Operating agencies agree to comply with the audit requirements of 34 CFR 76.910 and the cost principles in Subpart E of 2 CFR Part 200 and the audit requirements in Subpart F of 2 CFR Part 200. As required in 2 CFR 200.305, LEA's must demonstrate the ability to minimize the time elapsing between the receipt and disbursement of migrant funds (Cash Management). LEA's must promptly pay the federal agency any interest greater than \$500 per year that they earned on the cash advances. LEA's must minimize the time between the receipt and disbursement of the federal migrant funds. (2 CFR 200.305[b])
25. Operating agencies agree to repay the CDE any amounts of Title I funds determined to be expended for non-approvable purposes or in violation of federal or state laws and regulations in accordance with GEPA procedures in 20 USC 1231b-2. (2 CFR 200.338)
26. Operating agencies agree to cooperate with the Inspector General and his/her representatives in the conduct of audits authorized by the Inspector General Act of 1978. Cooperation shall include providing access to records and personnel for the purpose of obtaining clarifications, explanations, and other related information. (2 CFR 200.333-337, and 200.344)
27. Operating agencies agree to expend MEP funds solely on the basis of activities

and functions described in regional applications and district service agreements approved by the CDE.

28. Operating agencies agree to keep fiscal records and make fiscal accounting reports for the MEP using forms and procedures developed by the CDE.

### **Comparability**

29. LEAs may receive funds under Title I Comparability, 20 USC 6321(c), only if State and local funds will be used in participating schools to provide services that, taken as a whole, are at least comparable to services that the LEA is providing in schools not receiving Title I, Part A or MEP funds. A LEA may determine comparability on a school-by-school basis or on a grade span by grade span basis. The LEA must file with the CDE a written assurance that it has established and implemented:
  - a. An LEA-wide salary schedule,
  - b. A policy to ensure equivalence among schools in teachers, administrators, and other staff, and
  - c. A policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. (20 U.S.C. 6321[c])
30. The comparability requirements do not apply to an LEA that has only one school for each grade span. (20 U.S.C. 6321[c][4])
32. The LEA has developed procedures for complying with comparability requirements and must maintain records that are updated biennially documenting compliance with those requirements. (20 U.S.C. Section 6321[c][3])
33. The LEA's failure to comply with the requirements may result in the loss of Title I funds and/or Migrant Education funds.

### **Migrant State Assurances**

#### **Operation of Regional Offices**

1. The regional offices of the MEP agree to render services and/or reimburse school districts for services approved in district service agreements (DSAs) in accordance with state and federal laws and administrative directives from the U.S. Department of Education (USDOE) and the CDE (EC 54444 and 54444.1).
2. Each regional office is responsible for, but not limited to, the provision of the following services:
  - a. Funding to districts operating under service agreements.
  - b. Technical assistance to districts operating under service agreements.

- c. Interagency coordination to improve services available to eligible migratory children and their families.
- d. Training for the parents and members of district, regional, and school PACs.
- e. Professional development services for migrant education staff at the school and district levels.
- f. Direct services to migratory children and their families pursuant to DSAs. (EC 54444.4[c])

### **Sub Grantee**

- 3. It is agreed that "Operating agency" means a LEA operating under a sub grant of state migrant education funding pursuant to a special arrangement with the department to directly implement the State's MEP or projects (A regional office is a LEA to which the SEA makes a sub grant under this part.). (EC 54441[e] and 20 USC 6399[1])
- 4. The operating agency will review and recommend, in coordination with the SEA, the approval of the DSAs. The operating agency's review process will be in accordance with SEA procedures to identify and address the unique needs of migratory children and their families. (EC sections 54444 [a] and 54444.1[a][d][e])
- 5. The SEA will review and recommend approval of the operating agency Regional (Direct Funded) Application. The operating agency's review process will be in accordance with SEA procedures. (EC 54444.1[a][d][e])

### **Service Priorities**

- 6. LEAs agree to establish service priorities for migratory children as established in state and federal laws, (EC sections 54444 and 54444.1), and the MEP State Service Delivery Plan.

### **Summer School Services**

- 7. Operating agencies agree to conduct summer school programs for eligible migratory students according to the provisions contained in this chapter. (EC 54444.3[a])

### **Articulation and Coordination**

- 8. Operating agencies agree to operate programs and services for migratory children and their families, which are articulated and coordinated with existing resources from school districts and other state and federal programs. (EC 54443.1[c][10])
- 9. Operating agencies will solicit and make provisions for the active participation of the parents and guardians of eligible migratory students, including but not limited

to, review and comment on the annual program application by the members of the appropriate advisory councils. (EC 54444.2)

### **Staff Development and Support**

10. Operating agencies agree to provide adequate professional support to staff serving migratory children and their families. Support must include, but is not limited to, training opportunities, materials, counseling, program review, and leadership. (EC 54444.4[b][3])
11. Operating agencies agree to develop and submit to the CDE, professional development plans which address the needs of staff that serve migratory children and their families. (EC 54444.1[e])

### **Parent Advisory Councils (PACs)**

12. Operating agencies agree to establish and operate PACs in accordance with federal and state laws and regulations, such that:
  - a. The membership of each regional parent advisory council shall be comprised of members who are knowledgeable of the needs of migratory children.
  - b. Membership shall be elected by the parents of migratory children currently enrolled in the operating agencies programs.
  - c. The composition of the council shall be determined by the migratory parents at a general meeting to which all parents of migratory children currently enrolled in the program shall be invited.
  - d. Parents shall be informed, in a language they understand, that the parents have the sole authority to decide on the composition of the council.
  - e. All parent candidates for the council shall be nominated by migratory parents.
  - f. All community candidates shall be nominated by the migratory parents.
  - g. All non-parent candidates shall be nominated by the groups they represent (i.e., teachers by teachers, administrators by administrators, other school personnel by other school personnel, and pupils by pupils.
  - h. Each PAC shall hold meetings on a regular basis during the operation of the regular program, but not less than six times during the year.
  - i. At least two-thirds of the members of each PAC shall be the parents of migratory children. (EC 54444.1[d] and 54444.2)
  - j. All requirement be met for the State Parent Advisory Council (Title 5 of the California *Code of Regulations* (5 CCR) sections 12030–12040).



13. All other responsibilities required under other state and federal laws and regulations. (EC 54444.1 and 54444.4) 20 USC 6394[c][3])

#### **Direct Funded Districts**

14. A biennial vote (every other year) by the PAC of a directly funded district, to approve the participation of that district in the directly funded program, including the approval of a majority of the members who are the parents of migrant children. (EC 54444.1[c])
15. Operating agencies agree to provide each member of an appropriate advisory council, upon request, with a copy of all applicable state and federal laws, regulations, guidelines, audit reports, monitoring reports, and evaluation reports. (EC 54444.2[a][3])
16. Operating agencies agree to offer training programs to members of appropriate advisory councils to enable them to carry out their responsibilities. Training programs shall be developed in consultation with the members and include as appropriate, materials and sessions in a language understandable to each member. (EC 54444.2[a][4] and 54444.4[c][4])
17. Operating agencies agree to provide information regarding the MEP to parents and guardians of migratory children. (EC 5444.4 [b][2])

#### **Evaluation Reports**

18. Operating agencies agree to submit evaluation reports, including information on pupil progress, overall program effectiveness, and quality control as required by state and federal laws and USDOE directives. (EC 54443.1[g])


#### **Fiscal Procedures**

19. Operating agencies agree to adhere to fiscal procedures and submit fiscal reports as required by the CDE. (EC 54444.1[A][5])

Name of Applicant: **Visalia Unified School District Migrant Education Program**

Region/District: **Region VIII / Visalia Unified School District**

Printed Name of Authorized Representative: **Tamara Ravalín, Ed.D.**

Signature: \_\_\_\_\_

Date: April 23, 2020