



Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year:

SAS#: NCLBAAXX

Name of Grant Program

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Part 1: Consultation

Provide the date of the most recent consultation with local parent advisory committee (PAC). **Help**

Part 2: Private Nonprofit Schools

Are any private nonprofit schools located within boundaries?	<input type="radio"/> Yes <input type="radio"/> No	Date of Initial Contact	
Are any private nonprofit schools located within boundaries?	<input type="radio"/> Yes <input type="radio"/> No		
Does the LEA have any Title I eligible students attending private nonprofit schools outside the boundaries?	<input type="radio"/> Yes <input type="radio"/> No		
		Date of Initial Contact	

Initial Contact with Private Nonprofit School Officials to Determine Participation

Initial Contact Methods

<input type="checkbox"/> Certified Letters	<input type="checkbox"/> Documented Phone Calls	<input type="checkbox"/> Meetings	<input type="checkbox"/> Fax Documents	<input type="checkbox"/> Email Communications
<input type="checkbox"/> Other Method:				
Are private nonprofit schools participating?	<input type="radio"/> Yes <input type="radio"/> No	Date of Consultation		

Participant Consultation and Equitable Services

Indicate the number of private nonprofit schools participating in the program.

Development and Design Phase Consultation Methods

Indicate the methods in which the LEA consulted with private nonprofit school officials regarding participating and receiving Equitable Services.

<input type="checkbox"/> Documented Phone Calls	<input type="checkbox"/> Meetings	<input type="checkbox"/> Email Communications
<input type="checkbox"/> Other Method:		

Indicate the position of the LEA person responsible for maintaining auditable records and labeling of the LEA material and equipment housed at the participating private nonprofit schools.

Consultation Requirements Discussed

#	Indicate that each consultation requirement was discussed with private nonprofit school officials regarding participating and receiving Equitable Services.	<Fund Source>
1.	How Children's (Teachers') Needs Will Be Identified	<input type="checkbox"/>
2.	What Services Will Be Offered	<input type="checkbox"/>
3.	How, Where, and by Whom the Services Will Be Provided	<input type="checkbox"/>
4.	How the Services Will Be Academically Assessed (Evaluated) and How the Results of That Assessment Will Be Used to Improve Those Services	<input type="checkbox"/>
5.	The Size and Scope of the Equitable Services to be Provided to the Eligible Private Nonprofit School Children or Teachers, and the Proportion of Funds That is Allocated for Such Services	<input type="checkbox"/>
6.	The Method of Sources of Data That Are Used to Determine the Number of Children from Low-income Families and Participating School Attendance Areas Who Attend Private Nonprofit Schools	<input type="checkbox"/>
7.	How and When the Organization will make Decisions about the Delivery of Services to such Children (or Teachers), Including a Thorough Consideration and Analysis of the Views of the Private Nonprofit School Officials on the Provision of Services through a Contract with Potential Third-Party Providers	<input type="checkbox"/>
8.	How, if the Organization Disagrees with the Views of the Private Nonprofit School Officials on the Provision of Services through a Contract, the Organization Will Provide in Writing to Such Officials an Analysis of the Reasons Why the Organization Has Chosen Not to Use a Contractor	<input type="checkbox"/>
9.	What Professional Development Activities the Organization Will Offer to the Private School Teachers	<input type="checkbox"/>
10.	How the Organization Will Involve Families in the Title I, Part A Program	<input type="checkbox"/>
11.	Other (Specify):	<input type="checkbox"/>



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Part 3: Required Program Activities	Help
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Only select the corresponding box if the LEA does not have the campus type.

- Select this box if you have no secondary high school (grades 9-12).
- Select this box if you have no middle school (grades 6-8)/junior high (grades 7-8).
- Select this box if you have no elementary school (grades 1-6).
- Select this box if you have no Early Childhood/School Readiness Program (EE-Kindergarten).

The LEA is responsible for incorporating all Migrant Education Program (MEP) activities/services/plans and guidelines into a migrant-specific section of the District Improvement Plan (DIP) and updating it on a yearly basis. The activities listed in this section *are required for all Title I, Part C programs in Texas*. **You must maintain documentation of these activities for auditing and monitoring purposes.**

- a. **ID&R:** Identify and recruit migrant children and youth, including conducting annual residency verification and other Identification and Recruitment (ID&R) activities according to specific timelines, as outlined in the *Texas Manual for the Identification and Recruitment of Migrant Children*.
- b. **ID&R:** Conduct ID&R activities as outlined in the ID&R plan in the *Texas Manual for the Identification and Recruitment of Migrant Children*.
- c. **NGS:** Beginning July 1 through June 30, encode all required data into the New Generation System (NGS) and conduct all required activities, as outlined in the *Manual for New Generation System (NGS) Data Management Requirements*.
- d. **Migrant Services Coordination:** Within the first grading period of the school year that the child who is eligible for migrant services is in the district, (1) determine individual needs for instructional and support services, (2) identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress.
- e. **Migrant Services Coordination:** Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation.
- f. **Secondary Students:** (1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/or early withdrawal. Student participation must not interfere with core classes. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from NGS.
- g. **Middle School Students:** Coordinate with available mentoring programs or support organizations to develop students' learning and study skills and follow up to monitor and document progress.
- h. **Middle School Students:** Provide coordination of resources by (1) contacting each student or family to establish the extent of student needs for homework assistance and tools, (2) collaborating with existing programs and organizations to coordinate student access to resources, and (3) providing students and parents with up-to-date and easy-to-understand information on how to access homework assistance when needed.
- i. **Middle School Students:** Provide a presentation or information to school staff to increase their awareness of migrant middle school students' need for timely attention and appropriate interventions (according to local procedures in place) for academic and nonacademic problems or concerns. The presentation or information must include directions for non-MEP staff to notify MEP staff of referrals and interventions.
- j. **Middle School Students:** Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their middle school children.
- k. **Students in Grades 3-11:** Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation.
- l. **Early Childhood/School Readiness:** Within the first 60 days of the school year that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example, Head Start, Even Start, Teaching and Mentoring Communities (TMC), or other early childhood programs.)



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- m. **District Procedures:** Develop and implement a set of procedures that outline (1) a variety of strategies for partial and full credit accrual for migrant students with late entry and/or early withdrawal, and (2) saved course slots in elective and core subject areas, based on the district's history of student migration.
- n. **Interstate Coordination:** Utilize the Migrant Student Information Exchange System (MSIX) to promote interstate coordination and timely records exchange. Coordinate with the Texas Migrant Interstate Program (TMIP) during the summer months in order to serve students from Texas who may attend out-of-state summer migrant programs.
- o. **Intrastate and Interstate Coordination:** Designate and enter into NGS a district summer contact person who will be available throughout the summer months and will have access to migrant student records, such as course grades and immunizations.
- p. **Migrant Parent Advisory Council:** Establish a district-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents, which provides meaningful consultation in the planning, implementation, and evaluation of local MEP activities and services. The members should follow PAC by-laws established by the district. (A region-wide Migrant PAC may be established where districts are members of a shared services arrangement (SSA) for the MEP.)
- q. **Program Evaluation:** By June 30, conduct an evaluation of your Migrant Education Program.
- r. **PEIMS Migrant Indicator Code:** The Title I Migrant Coordinator will provide a list of migrant students or copies of Certificates of Eligibility (COEs) to be encoded into PEIMS with the Migrant Indicator Code.

Part 4: Priority for Service Action Plan	Help
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- a. On a monthly basis, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.
- b. Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.
- c. The PFS Action Plan **must** include the following:
 - (1) when, in your school year calendar, the Title I Migrant Coordinator will provide campus principals, appropriate campus staff, and parents the Priority for Service criteria and updated NGS Priority for Service reports
 - (2) when, in your school year calendar, the district's Title I Migrant Coordinator, MEP staff, and migrant school staff will make home and/or community visits to update parents on the academic progress of their children
 - (3) how the district's Title I Migrant Coordinator will use NGS Priority for Service reports to give priority placements to these students in Migrant Education Program activities
 - (4) how the district's Title I Migrant Coordinator will ensure that Priority for Service students receive priority access to instructional services, as well as social workers and community social services/agencies
 - (5) what federal, state, and local programs serve Priority for Service students
- d. The Title I Migrant Coordinator will include the PFS Action Plan in the District's Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).

Part 5: Planned Supplemental Activities	Help
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Secondary High School (grades 9-12)	Funding Source		Population Served		
	MEP Funds	Other Funds	All Migrant	PFS	PNP

Graduation Plan Support					
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1. Employ migrant counselor or qualified specialized staff to provide graduation plan support above and beyond what is provided by regular school counselors, including to (1) develop individualized migrant student action plans, (2) provide leadership for coordination of services, (3) monitor course completion for PFS students with late entry and/or early withdrawal, (4) review district policies and procedures concerning students with late entry and/or early withdrawal, (5) intervene on behalf of students whose concerns put their academic success at risk, and (6) ensure that migrant students and parents are receiving timely information and assistance regarding the college application process, including scholarship opportunities and financial aid.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Credit Accrual					
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2. Offer a variety of alternative methods for credit accrual and recovery by providing (1) opportunities for earning credit by exam or distance learning coursework, such as that available through the Portable Assisted Study Sequence (PASS) courses or the University of Texas at Austin's Migrant Student Graduation Enhancement Program; and (2) use of equipment, space, and support staff necessary for successful completion of coursework. MEP funding is allowable only where migrant students cannot be served by other available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Other Computer-Assisted Instruction (Specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Tuition or Fees for Evening Classes, Summer School, or Credit-by-Exam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Part 5: Planned Supplemental Activities (continued)

Help

Secondary High School (grades 9-12)	Funding Source		Population Served		
	MEP Funds	Other Funds	All Migrant	PFS	PNP

Supplemental Instruction

5.	Extended-Day Tutoring in Core Content Areas (before school, after school, or on Saturdays)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Tutoring in Core Content Areas during the Regular School Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Extended-Day Statewide Student Assessment Tutorials (before school, after school, or on Saturdays)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Statewide Student Assessment Tutorials during the Regular School Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Reading Instruction by a Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Math Instruction by a Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Summer Programs

11.	Project SMART (including current or past programs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Other Instructional Migrant Summer Program (Specify): Note: Must be supplemental to the district's summer program offerings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School and Social Engagement

13.	Create a migrant extracurricular club or leadership organization specific to migrant secondary students which meets regularly and is designed to (1) help students resolve issues and problems related to late entry and/or early withdrawal, (2) provide leadership opportunities, and (3) facilitate social engagement with school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Other

14.	Other (Specify): Note: The activity must address a documented, unmet migrant-specific need and be aligned to one of the seven areas of concern as outlined by the Office of Migrant Education (OME).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Middle School (grades 6-8)/Junior High (grades 7-8)	Funding Source		Population Served		
	MEP Funds	Other Funds	All Migrant	PFS	PNP

Supplemental Instruction

1.	Extended-Day Tutoring in Core Content Areas (before school, after school, or on Saturdays)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Tutoring in Core Content Areas during the Regular School Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Extended-Day Statewide Student Assessment Tutorials (before school, after school, or on Saturdays)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Statewide Student Assessment Tutorials during the Regular School Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Reading Instruction by a Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Math Instruction by a Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Summer Programs

7.	Project SMART (including current or past programs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Other Instructional Migrant Summer Program (Specify): Note: Must be supplemental to the district's summer program offerings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Middle School (grades 6-8)/Junior High (grades 7-8)	Funding Source		Population Served		
	MEP Funds	Other Funds	All Migrant	PFS	PNP

School and Social Engagement

9.	Create an extracurricular club or leadership organization specific to migrant students which meets regularly and is designed to (1) help students develop effective learning and study skills; (2) help students seek and receive help from parents, peers, and teachers with academically related and nonacademically related problems or concerns; (3) provide leadership opportunities; and (4) facilitate social engagement with school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Conduct a full-day retreat or half-day workshop for migrant middle school students aimed at developing students' ability to seek and secure timely attention and appropriate interventions regarding academically related and nonacademically related issues they may face.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other

11.	Other (Specify): Note: The activity must address a documented, unmet migrant-specific need and be aligned to one of the seven areas of concern as outlined by the Office of Migrant Education (OME).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Elementary School (grades 1-6)	Funding Source		Population Served		
	MEP Funds	Other Funds	All Migrant	PFS	PNP

Supplemental Instruction

1.	Extended-Day Tutoring in Core Content Areas (before school, after school, or on Saturdays)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Tutoring in Core Content Areas during the Regular School Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Extended-Day Statewide Student Assessment Tutorials (before school, after school, or on Saturdays)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Statewide Student Assessment Tutorials during the Regular School Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Reading Instruction by a Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Math Instruction by a Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Supplemental Instructional Support by a Teacher for Migrant First Grade Students Who Are Performing below the Expected Level of Development, and Collaborate with Parents on Ways to Support Students' Skill Development at Home. Instructional support must be provided outside of regular instructional time, individually or in small groups at least 1-2 times per week and must include engaging, age-appropriate activities to target school readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Summer Programs

8.	Project SMART (including current or past programs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Other Instructional Migrant Summer Program (Specify): Note: Must be supplemental to the district's summer program offerings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other

10.	Other (Specify): Note: The activity must address a documented, unmet migrant-specific need and be aligned to one of the seven areas of concern as outlined by the OME.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Early Childhood/School Readiness Program (EE-Kindergarten)	Funding Source		Population Served		
	MEP Funds	Other Funds	All Migrant	PFS	PNP

Supplemental Instruction

1.	Center-Based Program for 3- and 4-Year-Olds: Provide a lead teacher to train support staff and administer center-based implementation of the early childhood program to migrant 3- and 4-year-olds if children cannot be served by other available resources. Name of Program(s) (Specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Home-Based Program for 3- and 4-Year-Olds: Provide a lead teacher to train support staff and administer home-based implementation of the early childhood program to migrant 3- and 4-year-olds if children cannot be served by other available resources. Name of Program(s) (Specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Supplemental Instructional Support by a Teacher for Migrant Pre-Kindergarten or Kindergarten Students who are Performing below the Expected Level of Development, and Collaborate with Parents on Ways to Support Students' Skill Development at Home. Instructional support must be provided outside of regular instructional time, individually or in small groups at least 1-2 times per week and must include engaging, age-appropriate activities to target school readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Summer Programs

4.	Project SMART (including current or past programs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Other Instructional Migrant Summer Program (Specify): Note: Must be supplemental to district's summer program offerings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other

6.	Other (Specify): Note: The activity must address a documented, unmet migrant-specific need and be aligned to one of the seven areas of concern as outlined by the OME.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Schedule Status:

<Selection_Process>

Application ID:



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Support Services MEP funding is allowable only where migrant students cannot be served by other available resources. Support services provided must address a documented need.	Funding Source		Population Served		
	MEP Funds	Other Funds	All Migrant	PFS	PNP

Identified Needs for Academic and Nonacademic Support Services

1. Clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. School Supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Vision Screening When Not Provided as Part of Foundation Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Hearing Screening When Not Provided as Part of Foundation Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Other Health Support Services (Specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Support Services to Facilitate Involvement of Migrant Parents in School Activities, the Local MEP, or Their Child's Education

6. Childcare During Parent Involvement and PAC Meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Transportation to and from Parent Involvement and PAC Meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Light Snack to Encourage Participation or Attendance by Parents at Parent Involvement and PAC Meetings (See Appendix 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Registration for State and/or National Workshops and Conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Outreach Activities to Inform Out-of-School Youth and Their Parents about Available Educational Options, Including Dropout Recovery Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other

11. Other (Specify): Note: The activity must address a documented, unmet migrant-specific need and be aligned to one of the seven areas of concern as outlined by the OME.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Part 6: Additional Information (optional)

(750 max characters)

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