

**CONTRACT NAME: MEMORANDUM OF EDUCATION  
BETWEEN MIGRANT EDUCATION – REGION 2 AFTER  
SCHOOL PROGRAM AND DAVIS JOINT UNIFIED SCHOOL  
DISTRICT**

**BRIEF DESCRIPTION OF CONTRACT:** This MOU between Migrant Education Region 2 and DJUSD is for the 2015-2016 Migrant Education After School Program, which will run from September 2015 through May 2016.

**2015–16 MIGRANT EDUCATION REGION -2 MOU**

**Districts that have an enrollment of fewer than 200 migrant students or an allocation of less than \$25,000 have the option of completing this Memorandum of Understanding.**

**District Name:** Davis Joint Unified School District

**District Contact:** Mary Khan- English Learners Coordinator

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SECTION I

MIGRANT EDUCATION – REGION 2

1870 Bird Street, Oroville, CA 95965  
(530) 532-5749

DISTRICT MEMORANDUM OF UNDERSTANDING

Between

MIGRANT EDUCATION - REGION 2

And

DAVIS JOINT UNIFIED SCHOOL DISTRICT

This agreement is between Migrant Education Region 2, hereinafter referred to as the region and Davis Joint Unified School District hereinafter referred to as the district.

The period covered by this agreement shall be from September 1, 2015 to May 31, 2016. There are currently 112 Migrant Students in the district as indicated in the attached District/Demographic Profile.

Based on the needs of its Migrant students, the district agrees to provide supplemental service(s) as identified in SECTION IV.

The following staff for the Region will deliver the following services:

Juanita Lupercio Ortega – Instructional Program Specialist

Yanet Aguilar – Intervention Specialist

Lourdes Garcia – Family Support Paraprofessional

Migrant Education Advisor Program Tutors

Mini-Corps Tutors

The following staff for the District will deliver the following services:

Winfred Roberson – Superintendent

Mary Khan – English Learners Coordinator

2 – Trainers and supplies

The Region certifies that the Migrant Education District Parent Advisory Council has participated in the development of the Migrant Education program as described. A minimum of six (6) meetings a year will be convened to comply with statutory requirements and provide identified parent training needs.

The District identifies and addresses the needs of migrant children in coordination with other categorical programs. The District will list the services to Migrant students in the LEA plan and in the Single Plan for Student Achievement.

In witness whereof, the following parties have executed this agreement:

\_\_\_\_\_  
Region Director

  
\_\_\_\_\_  
District Administrator

\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Date

## Section II

### DISTRICT DEMOGRAPHIC PROFILE

District: <i>(insert name of district)</i>															
Number of Migrant Students Enrolled at Each Grade Level in the District.															
	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
PFS	0	4	2	5	5	5	4	2	1	3	2	0	0	1	34
Migrant	28	7	3	5	3	6	4	5	1	5	1	4	3	3	78
All*	28	20	8	18	13	17	13	9	3	13	5	5	3	5	112

\*All includes PFS and Migrant students.

*Note: If a grade level does not have at least 10 migrant students (to comply with CDE data suppression requirements), combine this with another grade (or grades) to equal no fewer than 10 students.*

SECTION III

DISTRICT MIGRANT PARENT ADVISORY COUNCIL

District Parent Advisory Council Membership:	
PAC Member Name	Eligible Migrant Parent? Yes/No
Susana Herrera – President	No
Maria De Lourdes Sanchez – Vice President	No
Luz Serratos - Secretary	No

## MIGRANT EDUCATION PROGRAM REGION -2 2015-16

### Memorandum of Understanding Academic Service Planning/Evaluation Complete one for each Activity/Program

**DISTRICT NAME:** Davis Joint Unified School District

**PROPOSED PROJECT COST:** \$11,132

**PROPOSED AREA OF SERVICE:**

<b>School Readiness</b>	<input type="checkbox"/>	<b>English Language Arts</b>	<input checked="" type="checkbox"/>	<b>Mathematics</b>	<input checked="" type="checkbox"/>	<b>High School Graduation</b>	<input checked="" type="checkbox"/>	<b>Parent Advisory Council</b>	<input type="checkbox"/>
<b>OSY</b>	<input type="checkbox"/>	<b>Health</b>	<input type="checkbox"/>	<b>Parent Involvement</b>	<input type="checkbox"/>	<b>I&amp;R</b>	<input type="checkbox"/>		<input type="checkbox"/>

#### Description of Proposed Service

<b>Name of Service:</b>	<p><b>ELD, Speech and Debate, and Math After School and Saturday Academies.</b>  <b>In addition, to enhance real world applications, students will have the opportunity to participate in various academic activities which may include but shall not be limited to the following: Outdoor academic excursions, college visitations, Youth Leadership Conferences, and Educational Camps.</b></p>
<p><b>The Need</b> (Include data &amp; how service is supplemental to core program):</p>	<p>There is a need to provide additional support to K-12 migrant students during the regular school year, especially in Davis Unified School District, where many of the migrant students move to the migrant camps and move out of the camps during the same school year.</p> <p><b><u>ELD/ELA</u></b>          The full implementation of the Common Core State Standards and Smarter Balanced Assessment System in the 2015-16 school year may have provided challenges for some students, but in particular migrant students who may experience an inconsistent education. Some migrant students are English learners as well. These students will be challenged by the language of the assessment and its content. It may be necessary to provide after school instruction in ELD/ELA as well as technology/keyboarding to assist with learning gaps. In Addition, the students will learn how to research, read, and interpret relevant material to the real world regarding topics that affect them and humanity. They will prepare speeches, and debates, and participate in competitions with other regions and areas.</p> <p><b><u>Math</u></b>          In the event that data from the Smarter Balanced Assessment System demonstrate a need for instruction delivered in a supplemental service program specific math standards will be employed for migrant students who are struggling. In addition, local assessments will be used to monitor students' academic growth and to provide targeted instruction. In order to continue the academic support of migrant students during summer, they will be enrolled in the Math Summer School Academies, Math Workshops, or other Math Summer Programs.</p> <p><b><u>High School Graduation</u></b>          District data will be reviewed at the end of the 2015-16 school year to determine the exact percentage of high school migrant students in grades 10 and 11 who have not passed both the CAHSEE Math and English tests to graduate. Students needing supplemental support with one or both sections of the CAHSEE will be identified prior to the upcoming</p>

	test date. This ensures students will receive the necessary services prior to the exam. Of significant interest is the number of high school migrant students who are credit deficient and not meeting high school graduation requirements. In addition, students who have below 2.5 GPA will receive targeted instruction. These data will support the need for summer supplemental services. The activities will be aligned with the regular school year curriculum and will focus on providing targeted academic intervention services in specific areas of weakness in ELA, Math and Technology. The supplemental services will also be aligned with the district graduation requirements.
<b>How</b> (describe the academic focus, the service and the strategies):	<p><b><u>ELA</u></b> Provide direct instruction that focuses on vocabulary development, reading fluency, and reading comprehension. The program will have small group instruction and provide a blended model in lesson delivery.</p> <p><b><u>High School Graduation</u></b> Provide a multi-tiered approach that focuses on progress monitoring and targeted intervention. The program will have whole and small group instruction as well as individual support for those students who are struggling more than others. The pre and post assessments will be administered at the beginning and end of the program.</p> <p><b><u>Pre and Post Assessments</u></b> Pre and Post assessment will be used in ELA, Math, and High School Graduation to monitor students' academic growth and progress. In addition, assessments will also be used to evaluate the supplemental service program.</p> <p><b><u>Program Evaluation</u></b> Final student assessment results will be included in the CDE Program Evaluation Reports completed in collaboration with Migrant Education personnel. The evaluations will include instructional lesson plans which will be submitted upon completion of the program.</p>
<b>School Year or Summer School Service:</b>	(Check one) <input checked="" type="checkbox"/> Regular School Year <input type="checkbox"/> Summer School
<b>If School Year Service, when:</b>	(Check one) <input type="checkbox"/> Before School <input checked="" type="checkbox"/> After School <input checked="" type="checkbox"/> Saturday

**PART 1: PARTICIPANTS TO BE SERVED:**

Grade	# Enrolled	Projected # Participants			Actual # Participants		
		# PFS	# Non-PFS	TOTAL	PFS	Non-PFS	TOTAL
K	11	2	5	7			
1	5	1	2	3			
2	10	2	3	5			
3	8	2	2	4			
4	11	2	3	5			
5	8	1	2	3			
6	7	1	3	4			
7	2	1	0	1			
8	8	2	2	4			
9	3	1	1	2			
10	4	0	2	2			
11	3	0	1	1			
12	4	0	1	1			
<b>TOTALS</b>	<b>84</b>	<b>15</b>	<b>27</b>	<b>42</b>			

## PART 2: LOCATION, DATES, TIME OF DELIVERY

Minutes per Day	Days per Week	# of Weeks	Total Instructional Hours	Actual Total Instructional Hrs.
60	2	20	40	
Start Date	10/05/15	End Date	4/29/16	
Location of Service	The services will take place in elementary schools with the greatest population of migrant students; Marguerite Montgomery Elementary School and Cesar Chavez Elementary.			

## PART 3: RESEARCH BASED CURRICULUM:

Grade Level Cluster	Curriculum	Research Based?
K-6	Teacher Created Materials, Avenues, Open Court, and other district SBE adopted curriculum, technology and on-line tests	Yes
7-8	Targeted Math and Reading, CAHSEE, Speech and Debate, technology, and on-line tests	Yes
9-12	CAHSEE Success, ELA – Kaplan, Advantage – Kaplan, Preparing for the CAHSEE – CDE, Targeted Math and Reading, Teacher Created Materials, Speech and Debate, technology and on-line tests.	Yes

## PART 4: METHOD OF INSTRUCTION:

*Instructional Strategies to be Used*

Provide direct instruction that focuses on vocabulary development, reading fluency, and reading comprehension. The program will have small group instruction and provide a blended model in lesson delivery. The students will also be taught to use technology, and to take on-line tests. They will be taught to use technology as a resource. The pre and post assessments will be administered at the beginning and end of the program. The post assessment will be a duplication of the pre assessment in order to compare growth.

## PART 5: EXPECTED OUTCOMES (learning that will occur due to implementation of this program):

Local Quantitative Measures	Targeted Outcome		% Projected Participants to Reach Targeted Outcome		Actual % that reached targeted outcome		Target Met, Not Met, Partially Met?		Why Not/Comments:
	PF S	Other MEP	PFS	Other MEP	PF S	Other MEP	PF S	Other MEP	
Pre and Post Assessments	15	27	55%	65%					
District and local assessments/measurements	15	27	55%	65%					
Local Qualitative Measures	Description of Projected Measures						Comments on Results		
Interview and Focus Groups:	Trimester collaboration meetings between Migrant Education Coordinator, Teachers, Site								



	Counselors, and District Coordinator will be held.	
<b>Surveys:</b>	Students attending the Migrant Education After School Academy will receive pre and post surveys.	
<b>Observations:</b>	Migrant Education and the Districts will observe an increase in overall CELDT scores and growth in scores using assessments. Migrant Education and the District will observe an increase of 5 percentage points in the CAHSEE passage rates of migrant students.	

**PART 6: PERSONNEL: Speech and Debate Coach****Staffing**

<b>Title</b>	<b>Certificated</b>		<b>Classified</b>		<b>Percent Funded by DSA</b>	<b>Percent Funded by Other</b>	<b>Name of Other Program Funding Source</b>
	<b>#</b>	<b>FTE</b>	<b>#</b>	<b>FTE</b>			
<b>Credentialed Teacher</b>	<b>1</b>	<b>.5</b>			<b>100%</b>	<b>0%</b>	<b>N/A</b>

**Professional Development**

<b>Need</b>	<b>Title</b>	<b>Description</b>	<b>Dates</b>	<b>Expected Outcomes</b>
Articulation with key players is essential to ensure objectives, assessments, and effective instruction takes place.	Collaboration Meetings	Identify students based on current academic needs	3 meetings within the timeline of September 2015 - May 2016	Identify student academic need and to show growth
Professional Development in ELD modalities to ensure all teachers understands the unique needs of EL migrant students.	ELA	Instruction on Curriculum Utilized and ELD Modalities	September 2015 - May 2016	Familiarize teachers with delivery of instruction and ELD modalities utilizing selected State Board Adopted curriculum.
Familiarize Region 2 personnel on ELL trends, implement RTI, how to support struggling ELL students.	California Accountability Conference	TBD by CDE	TBD by CDE	TBD by CDE
Assessment Review	Students' Profiles	Review CAHSEE Results and Transcripts	TBD	Teacher will become familiar with students attending and their areas of concentration.

**PART 7: PARENT COMMUNICATION:**

**Describe plans to communicate with parents to support this intervention: orientation, graduation, home visits, daily phone calls for attendance, etc.**

During the district Parent Advisory Council meetings, the migrant parents will be informed of the services that will be provided for their students. In addition, the Individual Learning Plan (ILP) is shared with parents annually. Parent Contact Hours are provided for meetings to keep parents informed on student academic progress and need, build home and school connectedness, and improve the overall project. Parents will be better informed on student progress and improvement will be measured via pre and post parent survey and attendance. In addition,

#### Section IV

parents will participate in various academic conferences, workshops, and college visitations throughout the academic school year. This will assist parent to become an active participating partner in their student's/child's education academic career.

#### **Describe Other Support Services Plans (transportation, etc)**

Transportation and supplemental materials may be added to the program based on student need.

**Migrant Education  
2015-16 PROPOSED SERVICE  
BUDGET DETAIL**

Please follow regional protocol regarding object codes, making sure that they reflect the district's general ledger.

(Check one) ☒ Regular School Year      ☐ Summer School

Please identify all costs related to the proposed service. For each line item, use the Standardized Account Code Structure (SACS) object codes. (Insert additional rows as needed.)

Object Code	Description	Amount Service	Amount Admin	Total Projected Amount	Actual Amount
1100	Teachers				
		\$1,500		\$1,500	
1200	Pupil Support Services				
1300	Supervisor/Administrators				
1900	Other Certificated Salaries				
2100	Instructional Aides				
2200	Support Services Salaries				
		\$1,000		\$1,000	
2300	Supervisor/Administrators				
2400	Clerical, Technical, Office Staff				
2900	Other Classified Salaries				
3000-3900	Employee Benefits				
4100	Textbooks Curricula Materials				
		\$500		\$500	
4200	Books & Reference Materials				
4300	Materials & Supplies				
		\$300		\$300	
4400	Non Capitalized Equipment				

## Section IV

4700	Food				
		\$300		\$300	
5100	Subagreements for Services				
5200	Travel & Conferences				
		\$7532		\$7532	
5300	Dues & Memberships				
5400	Insurance				
5500	Operations & Housekeeping				
5600	Rentals, Leases, Repairs & Noncap Improvements				
5700	Transfers of Direct Costs				
5800	Prof/Cons/Serv & Operating Expenses				
5900	Communications				
TOTAL PROPOSED EXPENSES				\$11,132	
7000	INDIRECT COST			0	
TOTAL COST OF PROPOSED SERVICE				\$11,132	

**When project ends, complete the blue-shaded areas to evaluate the objective:**

1. The outputs – did we implement the program as planned?
2. The outcomes - what did students gain from the program's outputs?

**Complete and submit the final document 2 weeks after project end-date.**

**Certification of Local Educational Agency**

*I certify that (1) the costs reported are in accordance with federal and state laws and regulations and (2) the costs are aligned to the Migrant Education Program Fiscal Handbook 2015.*

## ASSURANCES

<http://www.cde.ca.gov/fq/fo/fm/generalassur2014.asp>

The assurances must be signed by both Region and District Administrators.

## 2015–16 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 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.

- General Assurances form: <http://www.cde.ca.gov/fq/fo/fm/generalassur2013.asp> (no signature required)
- Drug Free Workplace form: <http://www.cde.ca.gov/fq/fo/fm/drug.asp> (signature required)
- Lobbying Certification form: <http://www.cde.ca.gov/fq/fo/fm/lobby.asp> (signature required)
- Lobbying Disclosure form: <http://www.cde.ca.gov/fq/fo/fm/sfilll.asp> (signature required if applicable)

#### Migrant Assurances

##### Use of Funds

*Assurances  
above are  
enclosed.*

1. Funds for Migrant Education Program (MEP) will be used on:
  - a. For programs and projects, including the acquisition of equipment, ..... 20 United States Code (USC) sections 6396(b)(1) 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 Section 6321 and subsections (b) and (c) of Section 6322 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 for migrant children to help reduce the educational disruptions and other problems that result from repeated moves

- b. Ensure that migrant children who move among the State are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards
- c. Ensure that migrant children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner
- d. Ensure that migrant children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet
- e. Design programs to help migrant children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to do well in school, and to prepare them to make a successful transition to postsecondary education or employment
- f. Ensure that migrant 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 provided under other programs under Improving Basic Programs Operated by Local Educational Agencies, 20 USC 6311
- 5. Migrant children who are eligible to receive services pursuant to Improving Basic Programs Operated by Local Educational Agencies, 20 USC 6311
- 6. A school that receives MEP funds shall continue to address the identified needs described in 4, above. (20 USC 6396[b][3])

#### 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 parent advisory councils for programs of one school year in duration,
  - b. And that all such programs and projects are carried out in a manner consistent with 20 USC 6319. (20 USC 6394[c][3])
  - c. The LEA will make available to the Migrant Education Program 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 6396[b][2][i])
  - d. The transfer of school records without parental consent is if the local educational agency 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 local operating agency notifies parents annually of this policy. In addition, the notification of this exception is recorded via parent/guardian signature on the Certificate of Eligibility (COE) form

- e. The available of funds from other federal, state, and local programs must be taken into account. (NCLB 1304 [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 (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 local educational agencies under Improving Basic Programs Operated by Local Educational Agencies, 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, including such programs that use models developed under Even Start
  - d. The interaction of information technology into educational and related programs
  - e. Programs that facilitate the transition of secondary school students to postsecondary education or employment. (20 USC 6394[c][6])
11. It will assist the SEA in identifying, and recruiting eligible children, 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 sub granting activities. (20 USC 6394[c][7]) The LEA will implement a program to monitor the eligibility requirements of children and youths enrolled in the Migrant Education Program. (EC 54444.1 [d]. Will establish and implement a system of quality controls for the proper identification and recruitment of eligible migratory children. (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 State content standards and challenging State student performance standards, and whose education has been interrupted during the regular school year. (20 USC 6394[d]) Priority for Services-In providing services with funds received under this part, each LEA of such funds shall give priority to migratory children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year. (NCLB 1304 [d])



## Continuation of Services

13. Notwithstanding any other provision of 20 USC § 6394,

- 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
- 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 ESEA, 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 §200.83 and
- b. Document that these needs have been met. (34 CFR 200.29[c][1][i][ii])

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][i][ii].

## Coordination of Migrant Activities

16. The LEA will coordinate with the SEA to improve interstate and 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. 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
- b. 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
- c. Collecting and using information for accurate distribution of sub grant funds
- d. Development of a statewide needs assessment and a comprehensive State plan for MEP service delivery

- e. Supervision of instructional and support staff
- f. Establishment and implementation of a State parent advisory council
- g. Conducting an evaluation of the effectiveness of the State MEP. (34 CFR 200.82, 20 USC and Authority: 20 USC 6392, 6571)

#### 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 content and performance standards. (20 USC 6394 and 34 CFR 200.42[a])
- 19. Evaluations of program and project effectiveness shall, wherever feasible, use the same high-quality yearly student assessments or transitional assessments that the State establishes for use in meeting the requirements of 34 CFR Section 200.4. (20 USC 6394 34 CFR 200.42[b])
- 20. In a project where it is not feasible to use the same student assessments that are being used to meet the requirements of 34 CFR Section 200.4, the operating agency must carry out some other reasonable process or processes for examining the effectiveness of the project. (20 USC 6394 and 34 CFR 200.42[c])
- 21. Operating agencies shall use the results of the assessments carried out under 34 CFR Section 200.42 to improve the services provided to migratory children. (20 USC 6396 and 34 CFR 200.43)

#### Migratory Children in Private Schools

- 22. Operating agencies shall conduct programs and projects under this subpart in a manner consistent with the basic requirements of 20 USC Section 6321. (20 USC 6394[c][2])

#### 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 200.327, 200.328).
- 24. Operating agencies agree to comply with the audit requirements of 34 CFR 75.910 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 California Department of Education any amounts of Title I funds determined to be expended for non-approvable purposes or in violation of federal or state laws and regulations. (2 CFR 200.344)

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 California Department of Education.
28. Operating agencies agree to keep fiscal records and make fiscal accounting reports for the MEP using forms and procedures developed by the California Department of Education.

#### Comparability

29. The local educational agencies (LEAs) may receive funds under Title I Comparability Section 1120 (A)(c) of NCLB (Public Law 107-110), 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 Migrant Education Program funds. A LEA may determine comparability on a district wide basis or on a grade span basis if the LEA files with the state educational agency (SEA) a written assurance that it has established and implemented:
  - a. A LEA-wide salary schedule
  - b. A policy to ensure equivalence among schools in teachers, administrators, and other staff
  - c. A policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. (20 U.S.C. 6321[c] PL 103-382, PL 103-382, Title XIV, Section 14101[10] and Section 14501[a])
30. The LEA may also use other measures to determine comparability such as comparing the average number of students per instructional staff or the average staff salary per student in each school receiving Title I, Part A or MEP funds with those in schools that do not receive Title I, Part A or MEP funds. If all the schools are served by Title I, Part A or MEP, a LEA must use state and local funds to provide services that, taken as a whole, are substantially comparable in each school. (20 U.S.C. 6321[c], PL 103-382, Section 1120[A] PL 103-382, Title XIV, Section 14101 [10] and Section 14501 [a])
31. The LEA may exclude schools with fewer than 100 students from its comparability determinations. The comparability requirements do not apply to an LEA that has only one school for each grade span. (20 U.S.C. 6321[c] PL 103-382, Section 1120[A] PL 103-382, Title XIV, Section 14101[10] and Section 14501[a])
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])
33. The LEA is required by federal regulations to develop procedures and maintain records that are updated biennially to document compliance with requirements in Section 1120A(c).

34. Annual documentation of implementation should include, but not limited to, calculations, a process or procedure that demonstrates how staff were distributed or assigned
35. 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 in accordance with state and federal laws and administrative directives from the U.S. Department of Education and the California Department of Education (*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 migrant children and their families
  - d. Training for the parents and members of district, regional, and school parent advisory councils
  - e. Professional development services for migrant education staff at the school and district levels
  - f. Direct services to migrant children and their families pursuant to district service agreements. (*EC 54444.4[c]*)

#### Sub Grantee

3. It is agreed that "Operating agency" means a local educational agency operating under a sub grant of state migrant education funding pursuant to a special arrangement with the department to directly implement the State's migrant education program or projects (A regional office is a local education agency to which the State Education Agency [SEA] makes a sub grant under this part.) (*EC 54441[e]* and *20 USC 6399*)
4. The operating agency will review and recommend, in coordination with the SEA, the approval of the District Service Agreements. The operating agency's review process will be in accordance with SEA procedures to identify and address the unique needs of Migrant children and their families. (*EC 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 migrant children as established in state and federal laws, the U.S. Department of Education, and the California department of Education (EC 54444 and 54444.1)

## Summer School Services

7. Operating agencies agree to conduct summer school programs for eligible migrant 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 migrant 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 migrant 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 migrant 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 California Department of Education, professional development plans which address the needs of staff that serve migrant children and their families (EC 54444.1[e])

## Parent Advisory Councils (PACs)

12. Operating agencies agree to establish and operate parent advisory councils 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 migrant children.
  - b. Membership shall be elected by the parents of migrant children currently enrolled in the operating agencies programs.
  - c. The composition of the council shall be determined by the migrant parents at a general meeting to which all parents of migrant 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 migrant parents.

- f. All community candidates shall be nominated by the migrant 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 parent advisory council 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 parent advisory council shall be the parents of migrant children. (EC 54444.1[d] and 54444.2)
13. All other responsibilities required under other state and federal laws and regulations. (EC 54444.1 and 54444.4) Sec. 1304[c][3][A][B] NCLB)

#### Direct Funded Districts

- 14. A biennial vote (every other year) by the parent advisory council (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 migrant children. (EC 54444.4 [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 U.S. Department of Education directives (EC 54443.1[g])

#### Fiscal Procedures

- 19. Operating agencies agree to adhere to fiscal procedures and submit fiscal reports as required by the California Department of Education (EC 54444.1[A][5])

Name of Applicant: Davis Joint Unified School District  
 Region/District: Migrant Education - Region 2 / Davis  
 Printed Name of Authorized Representative: \_\_\_\_\_  
 Signature: [Signature] Date: 6/5/15

- f. All community candidates shall be nominated by the migrant 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 parent advisory council 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 parent advisory council shall be the parents of migrant children. (EC 54444.1[d] and 54444.2)
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 Region/District: Migrant Education - Region 2 / Davis  
 Printed Name of Authorized Representative: \_\_\_\_\_  
 Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Drug Free Workplace

Certification regarding state and federal drug-free workplace requirements.

**Note:** Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

### Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations (CFR)* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
  - Establishing an on-going drug-free awareness program to inform employees about:
    - The dangers of drug abuse in the workplace
    - The grantee's policy of maintaining a drug-free workplace
    - Any available drug counseling, rehabilitation, and employee assistance programs
    - The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
  - Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
  - Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
    - Abide by the terms of the statement
    - Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
  - Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
  - Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
    - Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
    - Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
  - Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code)

DAVIS Joint Unified (All Schools)  
526 B Street  
DAVIS, CA 95614

Check ☐ if there are workplaces on file that are not identified here.



## Drug Free Workplace

Certification regarding state and federal drug-free workplace requirements.

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- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code)

Davis Joint Unified (All schools)

526 B Street,

DAVIS, CA 95616

Check ☐ if there are workplaces on file that are not identified here.

## Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: DAVIS Joint Unified School District

Name of Program: Migrant Education - Region 2 Program

Printed Name and Title of Authorized Representative: Clark Bryant, Associate Superintendent

Signature:  Date: 6/5/15

CDE-100DF (May-2007) - California Department of Education

Questions: Funding Master Plan | [fmp@cde.ca.gov](mailto:fmp@cde.ca.gov) | 916-322-5285

Last Reviewed: Tuesday, January 06, 2015

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## Lobbying

Certification regarding lobbying for federal grants in excess of \$100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations (CFR)* Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," (revised Jul-1997) in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: DAVIS Joint Unified School District

Name of Program: Migrant Education Region 2 Program

Printed Name and Title of Authorized Representative: Clark Bryant, Associate Superintendent

Signature:  Date: 6/5/15

ED 80-0013 (Revised Jun-2004) - U. S. Department of Education

Questions: Funding Master Plan | [fmp@cde.ca.gov](mailto:fmp@cde.ca.gov) | 916-322-5285

Last Reviewed: Friday, May 01, 2015

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