

**Kentucky Migrant Education Program Grant Application for
2018-2019 (311E)**

Consortium

SIGNATURES AND AUTHORIZATION

This page must be completed and returned with the application to be approved.

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Required activity numbers on Reading tab that have been updated since approved by SEA.	<input type="checkbox"/> 1.1(1)a <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4/1.5a <input type="checkbox"/> 1.1(1)b <input type="checkbox"/> 1.3a <input type="checkbox"/> 1.4/1.5b <input type="checkbox"/> 1.1(2)a <input type="checkbox"/> 1.3b <input type="checkbox"/> 1.4/1.5c <input type="checkbox"/> 1.1(2)b <input type="checkbox"/> 1.3c <input type="checkbox"/> Check Box 1
Required activity numbers on Math tab that have been updated since approved by SEA.	<input type="checkbox"/> 2.1a <input type="checkbox"/> 2.3a <input type="checkbox"/> 2.4a <input type="checkbox"/> 2.1b <input type="checkbox"/> 2.3b <input type="checkbox"/> 2.4b <input type="checkbox"/> 2.1c <input type="checkbox"/> 2.3c <input type="checkbox"/> 2.4c <input type="checkbox"/> 2.2
Required activity numbers on Graduation & Dropout Prevention tab that have been updated since approved by SEA.	<input type="checkbox"/> 3.1a <input type="checkbox"/> 3.3 <input type="checkbox"/> 3.5a <input type="checkbox"/> 3.1b <input type="checkbox"/> 3.4a <input type="checkbox"/> 3.5b <input type="checkbox"/> 3.1c <input type="checkbox"/> 3.4b <input type="checkbox"/> 3.6a <input type="checkbox"/> 3.2a <input type="checkbox"/> 3.4c <input type="checkbox"/> 3.6b <input type="checkbox"/> 3.2b
Required activity numbers on Preschool tab that have been updated since approved by SEA.	<input type="checkbox"/> 4.1b <input type="checkbox"/> 4.3c <input type="checkbox"/> 4.4b <input type="checkbox"/> 4.2a <input type="checkbox"/> 4.4a <input type="checkbox"/> 4.4c <input type="checkbox"/> 4.2b
Required activity numbers on OSY and PAC tabs that have been updated since approved by SEA.	<input type="checkbox"/> 5.1a <input type="checkbox"/> 5.2a <input type="checkbox"/> PAC 1 <input type="checkbox"/> 5.1b <input type="checkbox"/> 5.2b <input type="checkbox"/> PAC 2 <input type="checkbox"/> 5.1c <input type="checkbox"/> 5.2c <input type="checkbox"/> PAC 3 <input type="checkbox"/> PAC N

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Reading/Language Arts Grades K-12 Goals

State Performance Target: Increase the K-PREP Reading migrant student percent proficient to 65.6% for elementary school students and 63.9% for middle school students by SY 2018-19.

Measurable Performance Objective: Reduce the gap between migrant student K-PREP Reading proficiency and the non-duplicated GAP group by 3 percentage points each year from the 2014-2015 baseline of 12.8 points for elementary school and 6.8 points for middle school.

Service Delivery Strategy R/L.A. 1.1(1): During the school year, PFS students and those who are below grade level in reading (grades K-5/6) will receive MEP support* at least twice a week. (*Support may include: communication with educational support staff, monitoring student progress, tutoring, home visit, referral with follow up)

Required Activities R/L.A. 1.1(1)a: Identify students who are at-risk in reading and develop an instructional plan (*minimum data elements TBD) that is informed by data analysis, student need, availability of instructional supports and close monitoring of progress.

How will the local MEP address the service delivery strategy and required activities during the school year?

This cell is for school year 2016-2017. Please fill in this cell in May 2016.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

1. Students at-risk noted via MSSED reports and monitored/serviced a minimum 2X/week.
2. District assessments (Math/Reading Inventory), grades, standardized tests, personal evaluations provide summative analysis of students' individual needs.
3. Instructional plan developed from data collection to provide glimpse of student needs and plans to address those needs; this plan to be monitored monthly and updated as data changes.

Required Activities R/L.A. 1.1(1)b: MEP instructional staff should attend trainings on research-based strategies for teaching reading (6 hours that may be a combination of face-to-face and virtual sessions).

How will the local MEP address the service delivery strategy and required activities during the school year?

This cell is for school year 2016-2017. Please fill in this cell in May 2016.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

1. PD obtained via web services, local school district offerings, educational cooperatives, or state/regional MEP offerings to provide guidance in implementation of accepted strategies.
2. These strategies will be applied to enhance the reading abilities of at-risk students, and conventional students.

Service Delivery Strategy R/L.A. 1.1(2): Local projects will tailor supplemental academic instruction to student needs, use curriculum-based assessments and research-based interventions that are consistent and show progress.

Required Activities R/L.A. 1.1(2)a: During the regular school year, develop alternative learning opportunities for middle and high school students that best meet their needs (e.g. night school, online courses, GED/HEP classes, after school, before school, extracurricular activities).

How will the local MEP address the service delivery strategy and required activities during the school year?

This activity is not required in year 1. However, programs should gather resources and explore avenues to implement the activity in year 2 and beyond. If the program is currently implementing the activity, please describe current activities here.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

1. Various learning opportunities to be explored/developed based on past offerings and data from teacher surveys.
2. Assistance provided in after-school programs, in-home instruction, electronic delivery.
3. Extracurricular activities to be explored that may enhance the students' opportunities to increase and positively affect the students' overall educational experience.
4. In-home instruction will provide opportunities for modeling for parents to assist their children with their homework and to better understand the child's schooling.

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Reading/Language Arts Grades K-12 Goals

State Performance Target: Increase the K-PREP Reading migrant student percent proficient to 65.6% for elementary school students and 63.9% for middle school students by SY 2018-19.

Measurable Performance Objective: Reduce the gap between migrant student K-PREP Reading proficiency and the non-duplicated GAP group by 3 percentage points each year from the 2014-2015 baseline of 12.8 points for elementary school and 6.8 points for middle school.

Required Activities R/L.A. 1.1(2)b: During the summer provide middle and high school students with books that are assigned during the summer and/or that they will read in the fall. Include incentives for completing assigned books (e.g. field trips, book clubs, student events).

How will the local MEP address the service delivery strategy and required activities during the summer?

This cell is for school year 2016-2017. Please fill in this cell in May 2016.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

1. Students will be provided age/grade appropriate books that are required for the upcoming school-year.
2. Additionally, students will be provided books they choose according to their personal interest.
3. Books to be procured via donations and overages from local schools.
4. Incentive program based on demonstration of books successfully read to include prizes of selected school supplies procured via district initiatives such as STUFF THE BUS and other drives. Student to provide narrative of the book and discussion of key literature elements to qualify for the initiative. This procedure worked well in the previous summer instruction.

Service Delivery Strategy R/L.A. 1.2: In the summer, local projects will provide summer instruction (that includes reading/language arts) through programs that are at least three days per week for four to six weeks. [704 KAR 3:292, Section 2(2)].

Required Activities R/L.A. 1.2a: Provide individualized reading/language arts instruction during the summer for PFS students and those who are below grade level in reading.

How will the local MEP address the service delivery strategy and required activities during the summer term? Describe the design, structure, subjects and partnerships used in your summer program.

This cell is for school year 2016-2017. Please fill in this cell in May 2016.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

1. Summer instruction to begin the first day following the end of the regular school year and to proceed until the last day before the first day of the upcoming school year; routinely end of May through the first 8 - 10 days of August.
2. Students to be provided services via programs in place in the district such as KICCS, STEM Camp, school programs. KICCS is instruction provided by 6 certified teachers that must compete to participate in the program. Instruction based in all subjects and aligned with core content. KICCS is 5 days per week; 4 weeks in Christian County; one week in Trigg County. STEM Camp instruction provided by 4 certified teachers concentrating in science, technology, engineering and math but encompassing reading in all delivery. Stem Camp is 4 days per week; one week.
3. Minimum of 3 days per week; 4 to 6 weeks to be adhered to providing 80 hours or more of instruction offered/obtained.
4. Emphasis on reading during the summer to provide for continual exercise of the students' cognitive abilities for preparation of the upcoming school year.
5. In-home instruction used to supplement the structured programs via delivery by certified teachers.
6. Other

Service Delivery Strategy R/L.A. 1.3: Local projects will support all migrant students (not only the most at-risk) using these recommended practices:

- a) Tailor supplemental academic instruction to student needs;
- b) Review formative/interim assessment data as an early warning/progress monitoring process;
- c) Use research-based reading interventions that are consistent and promote student growth.

Required Activities R/L.A. 1.3a: Collect student performance data using a minimum of two grading cycles. Monitor student progress via Infinite Campus.

How will the local MEP address the service delivery strategy and required activities during the school year?

This cell is for school year 2016-2017. Please fill in this cell in May 2016.

Christian/Trigg

Reading/Language Arts Grades K-12 Goals

State Performance Target: Increase the K-PREP Reading migrant student percent proficient to 65.6% for elementary school students and 63.9% for middle school students by SY 2018-19.

Measurable Performance Objective: Reduce the gap between migrant student K-PREP Reading proficiency and the non-duplicated GAP group by 3 percentage points each year from the 2014-2015 baseline of 12.8 points for elementary school and 6.8 points for middle school.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

1. Instructional plans maintained on all students to provide individualized instruction based on data collected.
2. Mid-terms, 9 weeks, semester, and final grades to be collected on each student and maintained; uploaded into MSSED.
3. Infinite Campus data to be monitored weekly.
4. Research-based delivery as obtained via PD to address needs as indicated by grades, test scores, Persistence to Graduation data.
5. Progress monitored monthly on the instructional plan and changes made as changes occur. Trends noted and adjustments to instructional plan as needed to promote growth.

Required Activities R/L.A. 1.3b: Review other sources of data to support the urgency of need (e.g. credits earned, grades, failure rate, attendance, frequency of moves) and develop a plan to meet student needs.

How will the local MEP address the service delivery strategy and required activities during the school year?

This cell is for school year 2016-2017. Please fill in this cell in May 2016.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

1. Persistence to Graduation report reviewed quarterly to note changes in risk factors based on attendance, moves, grades, etc.
2. Credit checklist maintained on all high school students, as well as CCR checklist to track progression toward goals and needs/indicators.
3. Servicing noted in MSSED data input regarding monitoring data; weekly monitoring of Infinite Campus data and monitoring as other data is available.
4. Instructional plan revisited monthly providing adjustments to data and subsequent adjustments to instructional delivery based on that data.

Required Activities R/L.A. 1.3c: Collaborate with educational support staff (classroom teacher, ESL staff, ESS program, RTI teacher, SPED teacher, counselor, curriculum specialist) to help identify and take next steps.

How will the local MEP address the service delivery strategy and required activities during the school year?

This cell is for school year 2016-2017. Please fill in this cell in May 2016.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

1. Continual collaboration via visits, email, calls with educational providers.
2. Intensified collaboration and planning for at-risk students, and/or SPED students. Steps discussed to modify student progression toward goals.
3. Continual, intensive contact with teachers via emails, visits, parent teacher conferences to identify, address, and secure a plan for the remedial instruction of the student.
4. Collaboration with attendance clerks to assist in students' attendance issues and therefore increase academic success.
5. Guidance counselors are consulted to assure students' credits are properly recorded; MSIX checked to determine if any students have academic info that will be beneficial to the proper documentation of student records.
6. ILP data followed to assure students are on track with their educational and post-graduation plans.

Service Delivery Strategy R/L.A. 1.4: Provide home visits to parents that focus on literacy development.

Service Delivery Strategy R/L.A. 1.5: Dedicate at least one PAC/PI meeting to the theme of literacy development. Tailor the topics to the ages and reading levels of their children.

Required Activities R/L.A. 1.4a/1.5a: Supply families with materials and activities that match their children's reading and interest levels – bilingual/in their native language and English if applicable.

How will the local MEP address the service delivery strategy and required activities during the school year?

This cell is for school year 2016-2017. Please fill in this cell in May 2016.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

Christian/Trigg

Reading/Language Arts Grades K-12 Goals

State Performance Target: Increase the K-PREP Reading migrant student percent proficient to 65.6% for elementary school students and 63.9% for middle school students by SY 2018-19.

Measurable Performance Objective: Reduce the gap between migrant student K-PREP Reading proficiency and the non-duplicated GAP group by 3 percentage points each year from the 2014-2015 baseline of 12.8 points for elementary school and 6.8 points for middle school.

1. Reading material provided based on student interest/grade level/ability on a regular basis.
2. Each instructional visit will include reading from selected passages; parents coached via modeling to assist their children and to improve upon their skills.
3. Cross-curriculum used to provide reading in each subject (math/science/social studies).
4. Reading material provided in forms of farm magazines and other magazines to stimulate reading interests.
5. Activity books used for elementary/pre-school students to stimulate various skills while providing diversified interests such as puzzles, coloring, numbering, etc.

Required Activities R/L.A. 1.4b/1.5b: Prepare differentiated parent resources (graphing tools, homework dictionary, manipulatives, etc.) as appropriate that address the literacy needs of their children. (Ask teachers for suggestions). How will the local MEP address the service delivery strategy and required activities during the school year?

This activity is not required in year 1. However, programs should gather resources and explore avenues to implement the activity in year 2 and beyond. If the program is currently implementing the activity, please describe current activities here.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

1. Manipulatives used that are obtained via PD courses to assist students by stimulating their thought processes in reading.
2. Electronic delivery via STUDY BUDDIES to be implemented to enhance reading skills.
3. Demonstrate to parents the reading possibilities in every-day surroundings such as reading ingredient labels, boxes, etc.
4. Demonstrate and provide usages of flash cards to facilitate reading and English comprehension.
5. Reading Rods used additionally rods in Spanish to assist in comprehension

Required Activities R/L.A. 1.4c/1.5c: Identify and share technology resources that can be accessed in the home (e.g. Colorin Colorado).

How will the local MEP address the service delivery strategy and required activities during the school year?

This activity is not required in year 1. However, programs should gather resources and explore avenues to implement the activity in year 2 and beyond. If the program is currently implementing the activity, please describe current activities here.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

1. Provide electronic delivery methods such as STUDY BUDDIES, iPads, laptops with reading programs that can be used without internet service for most families do not have internet access.
2. Demonstrate to parents programs that can be accessed on tablets/phones that can encourage students to explore educational programs in lieu of non-academic games.
3. Demonstrate to students sites that are fun but yet instructional and in a game-type forum (ie Bookworm WordLink)

Christian/Trigg

Mathematics for Grades K-12 Goals

State Performance Target: Increase the K-PREP Mathematics migrant student percent proficient to 64.3% for elementary school students and 62.7% for middle school students by SY 2018-19.

Measurable Performance Objective: Reduce the K-PREP Mathematics proficiency gap between migrant elementary school students and the non-duplicated GAP group by 3 percentage points each year. Eliminate the K-PREP Mathematics proficiency gap between migrant middle school students and the non-duplicated GAP group by 2017-2018.

Service Delivery Strategy Math 2.1: During the school year, PFS students and those who are below grade level in math will receive MEP support* at least twice a week. (*Support may include: communication with educational support staff, monitoring student progress, tutoring, home visit, referral with follow up).

Required Activities Math 2.1a: Identify students who are at-risk in math and develop an instructional plan (*minimum data elements TBD) that is informed by data analysis, student need, availability of instructional supports and close monitoring of progress.

How will the local MEP address the service delivery strategy and required activities during the school year?

This cell is for school year 2016-2017. Please fill in this cell in May 2016.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

1. Students at-risk noted via IMSED reports and monitored/serviced a minimum 2X/week.
2. District assessments (Math/Reading Inventory), grades, standardized tests, personal evaluations provide summative analysis of students' individual needs.
3. Instructional plan developed from data collection to provide glimpse of student needs and plans to address those needs; this plan to be monitored monthly and updated as data changes.
4. Share data with students and parents.

Required Activities Math 2.1b: Identify and train teaching/tutoring staff to support the math instructional needs of migrant students.

How will the local MEP address the service delivery strategy and required activities during the school year?

This activity is not required in year 1. However, programs should gather resources and explore avenues to implement the activity in year 2 and beyond. If the program is currently implementing the activity, please describe current activities here.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

1. Professional development obtained to satisfy the 6 hour requirement in 2017.
2. Stated PD to be put to use to assist the students.
3. Manipulatives obtained in math pd to be used to supplement instruction to students.
4. Additional training provided voluntarily to enhance educator's skills in meeting instructional needs of student as based on the instructional plan maintained on each student.
5. Math instructor relationship maintained for collaboration to assist in helping deliver various processes to students.
6. KHAN Academy used for personal refreshers and to assist students.

Required Activities Math 2.1c: Establish and implement other avenues to instructional access such as: technology and internet services, online courses/tutoring (ALEKS, Khan Academy, etc.), in-home iPad/technology-based lessons, after school programs, credit recovery options, etc.

How will the local MEP address the service delivery strategy and required activities during the school year?

This cell is for school year 2016-2017. Please fill in this cell in May 2016.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

1. KHAN, Teacher tube, Youtube routinely used to assist in student instruction and understanding
2. iPads, laptops to be provided, as well as STUDY BUDDIES that do not require internet service for most families do not have access in the home.
3. Credit recovery programs offered by the two high schools will be utilized on an as-needed basis for students in need of procuring credits to graduate within the 4 year term.
4. STEM camps in the summer will additionally supplement student instruction.

Christian/Trigg

Mathematics for Grades K-12 Goals

State Performance Target: Increase the K-PREP Mathematics migrant student percent proficient to 64.3% for elementary school students and 62.7% for middle school students by SY 2018-19.

Measurable Performance Objective: Reduce the K-PREP Mathematics proficiency gap between migrant elementary school students and the non-duplicated GAP group by 3 percentage points each year. Eliminate the K-PREP Mathematics proficiency gap between migrant middle school students and the non-duplicated GAP group by 2017-2018.

Service Delivery Strategy Math 2.1: During the school year, PFS students and those who are below grade level in math will receive MEP support* at least twice a week. (*Support may include: communication with educational support staff, monitoring student progress, tutoring, home visit, referral with follow up).

Service Delivery Strategy Math 2.2: In the summer, local projects will provide summer instruction (that includes math and STEM development) through programs that are at least three days per week for four to six weeks. [704 KAR 3:292, Section 2(2)].

Required Activities Math 2.2a: Provide individualized math instruction during the summer for PFS students and those who are below grade level in math.

How will the local MEP address the service delivery strategy and required activities during the summer?

This cell is for school year 2016-2017. Please fill in this cell in May 2016.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

1. Instructional plan for summer developed for PFS and at-risk students; concentrate on these students to assure their needs are met first
2. Delivery provided via in-home instruction and KICCS/STEM Camps to enhance the instruction.
3. Monitor progress via pre/post assessment for summer school services.

Service Delivery Strategy Math 2.3: Local projects will support all migrant students (not only the most at-risk) using these recommended practices:

- a) Tailor supplemental academic instruction to student needs;
- b) Review formative/interim assessment data as an early warning/progress monitoring process;
- c) Use research-based math interventions that are consistent and promote student growth.

Required Activities Math 2.3a: Collect student math-related data using a minimum of two grading cycles.

How will the local MEP address the service delivery strategy and required activities during the school year?

This cell is for school year 2016-2017. Please fill in this cell in May 2016.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

1. Instructional plans maintained on all students to provide individualized instruction based on data collected.
2. Mid-terms, 9 weeks, semester, and final grades to be collected on each student and maintained; uploaded into MSED.
3. Infinite Campus data to be monitored weekly.
4. Research-based delivery as obtained via PD to address needs as indicated by grades, test scores, Persistence to Graduation data.
5. Progress monitored monthly on the instructional plan and changes made as changes occur. Trends noted and adjustments to instructional plan as needed to promote growth.
6. District assessment (Math Inventory) data to be collected as available and results recorded on instructional plan/MSED.

Required Activities Math 2.3b: Review other sources of data to support the urgency of need (e.g. math credits earned, grades, failure rate, attendance, frequency of moves) and develop a plan to meet student needs.

How will the local MEP address the service delivery strategy and required activities during the school year?

This cell is for school year 2016-2017. Please fill in this cell in May 2016.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

Christian/Trigg

Mathematics for Grades K-12 Goals

State Performance Target: Increase the K-PREP Mathematics migrant student percent proficient to 64.3% for elementary school students and 62.7% for middle school students by SY 2018-19.

Measurable Performance Objective: Reduce the K-PREP Mathematics proficiency gap between migrant elementary school students and the non-duplicated GAP group by 3 percentage points each year. Eliminate the K-PREP Mathematics proficiency gap between migrant middle school students and the non-duplicated GAP group by 2017-2018.

Service Delivery Strategy Math 2.1: During the school year, PFS students and those who are below grade level in math will receive MEP support* at least twice a week. (*Support may include: communication with educational support staff, monitoring student progress, tutoring, home visit, referral with follow up).

1. Persistence to Graduation report reviewed quarterly to note changes in risk factors based on attendance, moves, grades, etc.
2. Credit checklist maintained on all high school students, as well as CCR checklist to track progression toward goals and needs/indicators.
3. Servicing noted in MSSED data input regarding monitoring data; weekly monitoring of Infinite Campus data and monitoring as other data is available.
4. Instructional plan revisited monthly providing adjustments to data and subsequent adjustments to instructional delivery based on that data.

Required Activities Math 2.3c: Collaborate with educational support staff (classroom teacher, ESL staff, ESS program, RTI teacher, SPED teacher, counselor, curriculum specialist) to help identify and take next steps.

How will the local MEP address the service delivery strategy and required activities during the school year?

This cell is for school year 2016-2017. Please fill in this cell in May 2016.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

1. Continual collaboration via visits, email, calls with educational providers.
2. Intensified collaboration and planning for at-risk students, and/or SPED students. Steps discussed to modify student progression toward goals.
3. Continual, intensive contact with teachers (including EL/RTI/SPED) via emails, visits, parent teacher conferences to identify, address, and secure a plan for the remedial instruction of the student.
4. Collaboration with attendance clerks to assist in students' attendance issues and therefore increase academic success.
5. Guidance counselors are consulted to assure students' credits are properly recorded; MSIX checked to determine if any students have academic info that will be beneficial to the proper documentation of student records.
6. ILP data followed to assure students are on track with their educational and post-graduation plans.

Service Delivery Strategy Math 2.4: Provide home visits to parents that focus on math literacy development.

Required Activities Math 2.4a: Supply families with materials and activities that match their children's math level – bilingual/in their native language and English if applicable.

How will the local MEP address the service delivery strategy and required activities during the school year?

This cell is for school year 2016-2017. Please fill in this cell in May 2016.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

1. Use of fun resources to persuade students that math is fun and not to be feared, such as use of computer games, fun activity sheets, recognizing common household items that indicate math usage such as ingredient labels, corners of walls
2. Modeling for parents, and second-hand learning by parents in math instruction.
3. Common manipulatives such as flash cards provided and materials to make their own flashcards.
4. Instructional books and activity books provided from MEP cache of books that are grade/level appropriate that incorporate student interests; use of manipulatives.
5. Urge use of CoolMath, Discovery Education, KHAN, TeacherTube, Youtube and other programs available online and via the CCPS website and launchpad while doing in-home instruction. Demonstrate the usefulness.
6. Demonstrate to parents the educational opportunities available in math in the every-day surroundings in the house, in games the students play (soccer, etc), reading food labels, pricing at stores.

Christian/Trigg

Mathematics for Grades K-12 Goals

State Performance Target: Increase the K-PREP Mathematics migrant student percent proficient to 64.3% for elementary school students and 62.7% for middle school students by SY 2018-19.

Measurable Performance Objective: Reduce the K-PREP Mathematics proficiency gap between migrant elementary school students and the non-duplicated GAP group by 3 percentage points each year. Eliminate the K-PREP Mathematics proficiency gap between migrant middle school students and the non-duplicated GAP group by 2017-2018.

Service Delivery Strategy Math 2.1: During the school year, PFS students and those who are below grade level in math will receive MEP support* at least twice a week. (*Support may include: communication with educational support staff, monitoring student progress, tutoring, home visit, referral with follow up).

Required Activities Math 2.4b: Prepare differentiated parent resources (graphing tools, homework dictionary, manipulatives, etc.) as appropriate that address the math needs of their children. (Ask teachers for suggestions) How will the local MEP address the service delivery strategy and required activities during the school year?

This activity is not required in year 1. However, programs should gather resources and explore avenues to implement the activity in year 2 and beyond. If the program is currently implementing the activity, please describe current activities here.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

1. Manipulatives demonstrated and provided to parents to enhance students' math comprehension, and the parents' comprehension of their school work.

2.

Demonstrate the formation of manipulatives from common objects, such as cups of water, etc. to demonstrate math concepts

3. Demonstrate educational aspect in other opportunities such as shopping, ordering food, medicine dosages as all pertain to math and the necessity to approach math positively.

Required Activities Math 2.4c: Identify and share technology resources that can be accessed in the home (e.g. iColorín Colorado!).

How will the local MEP address the service delivery strategy and required activities during the school year?

This activity is not required in year 1. However, programs should gather resources and explore avenues to implement the activity in year 2 and beyond. If the program is currently implementing the activity, please describe current activities here.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

1. Provide electronic delivery methods such as STUDY BUDDIES, iPads, laptops with programs that can be used without internet service for most families do not have internet access.

2.

Demonstrate to parents programs that can be accessed on tablets/phones that can encourage students to explore educational programs in lieu of non-academic games.

3.

Demonstrate to students sites that are fun, but yet instructional and in a game-type forum such as CoolMath., FunMath.

Christian/Trigg

Graduation and Dropout Prevention Goals

State Performance Target: Increase the average four-year graduation rate for migrant students to 86.7% by 2019.

Measurable Performance Objective: Increase the four-year graduation rate for migrant students by 2 percentage points each year from the 2014 baseline of 75.3%.

Service Delivery Strategy Grad/DOP 3.1: Ensure that migrant secondary students receive essential information and resources about career choices and continuing education.

Required Activities Grad/DOP 3.1a: Train MEP staff to use the MEP College and Career Ready (CCR) checklist and how it is designed to supplement the district CCR. (*Form a committee to develop guidance on how to utilize the MEP CCR/ILP as a supplement to district efforts.)

How will the local MEP address the service delivery strategy and required activities during the school year?

This cell is for school year 2016-2017. Please fill in this cell in May 2016 based upon the current High School Checklist.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

1. Committee formation and collaboration between MEP, FRYSC, EL, SPED and guidance office to assure students are on track for graduation and career goals; CCR checklist shared; credit checklist utilized to assure students graduation plan is aligned with classes/credits; collaborate with guidance to assure credits match district requirements and all credits accurately reflect the students' previous work. Share CCR and instructional plan with other interested parties.

2. Re-visit CCR routinely to identify changes in goals and thus changes necessary for class selection

3. Document servicing in MSDD

4.

Review CCHS and HHS curriculum guides to remain abreast of course selection which is critical to assist students in pathway to career goals

Required Activities Grad/DOP 3.1b: Monitor courses for each student (in grades 8-12) every grading period to confirm that course selection is aligned with his/her goals.

How will the local MEP address the service delivery strategy and required activities during the school year?

This cell is for school year 2016-2017. Please fill in this cell in May 2016.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

1. Credit checklist I developed is maintained on all high school students to track graduation path.

2.

Reviw MSIX to determine any records available to assist LEA and guidance to record credits.

3. Infinite

Campus is monitored weekly; quartely grades documented on instructional plan.

4.

Monitor ILP progress and assure alignment with students' goals.

5. Run

Persistence to Graduation Tool quarterly to note variances in risks and note the risk factors noted on PTG.

6. Share with

family the current grades during instructional visits at homes; note individual assignments, tests, bellringers, etc to pinpoint issues.

Required Activities Grad/DOP 3.1c: Assist migrant students to develop personalized learning plans focused on college or career ready pathways. Introduce migrant students to "career ready" options that may be of interest to them.

How will the local MEP address the service delivery strategy and required activities during the school year?

This cell is for school year 2016-2017. Please fill in this cell in May 2016.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

Christian/Trigg	
Graduation and Dropout Prevention Goals	
State Performance Target: Increase the average four-year graduation rate for migrant students to 86.7% by 2019.	
1. Students assisted to align courses with college-readiness or dual-credit courses to jump-start college enrollment.	2. Vocational school courses to prepare students for non-college goals after graduation; assure CCR is aligned with college/vocational post-graduation plan.
3. Provide students with local options regarding information on scholarships, job opportunities.	4. Assistance in scholarship apps; referrals to technical schools.
5. Assistance to introduce students to tradesmen that student has expressed interests in.	6. Monitor CCR checklist for adherence; note any changes that may arise or need to change based on students' requests.
7. ILP monitored to note matching students' interests.	
Service Delivery Strategy Grad/DOP 3.2: Collaborate with school-based programs to ensure equal access to college and career resources. Partner with counselors, CCR counselors (available in some districts), CCR resource labs, etc.	
Required Activities Grad/DOP 3.2a: Check student progress monthly/quarterly based on student tier (College Ready, Career Ready, College and Career Ready).	
How will the local MEP address the service delivery strategy and required activities during the school year?	
This cell is for school year 2016-2017. Please fill in this cell in May 2016.	
This cell is for school year 2017-2018. Please fill in this cell in May 2017.	
1. CCR checklist monitored monthly; updates made based on data received.	2. Assure any changes in student plans to be reflected on CCR checklist and the courses are aligned with the post-graduation plan.
3. Ensure understanding that post-graduation plans are based on courses taken.	4. Share CCR with parents and compare with credit checklist to assure parents have an understanding as a stakeholder.
Required Activities Grad/DOP 3.2b: Collaborate with school/district personnel to ensure timely completion of a college and career readiness plan.	
How will the local MEP address the service delivery strategy and required activities during the school year?	
This cell is for school year 2016-2017. Please fill in this cell in May 2016.	
This cell is for school year 2017-2018. Please fill in this cell in May 2017.	
1. Other school personnel involved in the students' college/career planning are advised of student needs/wants regarding courses.	3. Plan is developed immediately upon enrollment of student in the district, along with credit checklist.
Collaboration with guidance/EL/SPED in course selection each year to assure alignment with the CCR checklist.	
Service Delivery Strategy Grad/DOP 3.3: Review Persistence to Graduation tool information (K-12 report in Infinite Campus) to identify early indicators of "at risk" migrant students.	
Required Activities Grad/DOP 3.3a: Attend district/state professional development on the use of the Persistence to Graduation tool.	
How will the local MEP address the service delivery strategy and required activities during the school year?	
This cell is for school year 2016-2017. Please fill in this cell in May 2016.	
This cell is for school year 2017-2018. Please fill in this cell in May 2017.	
1. Individual instruction was obtained within the district with the systems support manger to process and interpret data from the PTG tool.	2. Additional instruction obtained/will be obtained at Fall Academy offerings.
3. Listserv subscription and attendance in webinars offered by KDE on the PTG tool.	
Service Delivery Strategy Grad/DOP 3.4: Migrant students will have improved access to involvement in co-/extra-curricular activities.	

Christian/Trigg
Graduation and Dropout Prevention Goals
State Performance Target: <i>Increase the average four-year graduation rate for migrant students to 86.7% by 2019.</i>
<p>Required Activities Grad/DOP 3.4a: Educate migrant students on the full range of co-/extra-curricular activities and the benefits of participating.</p> <p>How will the local MEP address the service delivery strategy and required activities during the school year?</p>
This cell is for school year 2016-2017. Please fill in this cell in May 2016.
This cell is for school year 2017-2018. Please fill in this cell in May 2017.
<p>1. Students/parents are informed of all extra curricular activities available.</p> <p>2. Coordinate with school personnel to assure MEP students have equal access to participation.</p> <p>Assistance provided to arrange transportation through other resources or referrals to other sources.</p> <p>Discussion at PACs to inform parents of offerings.</p> <p>handbooks will be reviewed to note extra curricular offerings.</p> <p>3.</p> <p>4.</p> <p>5. Student</p>
<p>Required Activities Grad/DOP 3.4b: Cultivate opportunities/options that address co-/extra-curricular needs of migrant students (e.g. Heritage/Migrant clubs, church groups, volunteering, virtual communities).</p> <p>How will the local MEP address the service delivery strategy and required activities during the school year?</p>
This cell is for school year 2016-2017. Please fill in this cell in May 2016.
This cell is for school year 2017-2018. Please fill in this cell in May 2017.
<p>1. Collaborate with Genesis Express/Cadiz Baptist/ Boys/Girls Club//Second Baptist/WNKJ regarding opportunities for students to participate.</p> <p>2. Use this topic to inform parents/entertain questions from parents during PACs.</p> <p>3. Inform parents of opportunity for transportation provided by the Hopkinsville Transit for students 12 and up to ride alone and for students under that age to be accompanied by an adult http://www.hopkinsvilleky.us/residents/hopkinsville_transit/index.php</p> <p>4. Explore opportunities at churches that provide Hispanic services such as Sts. Peter and Paul, Second Baptist, Sinking Fork.</p>
<p>Required Activities Grad/DOP 3.4c: Educate potential service providers/district staff on unique barriers to participation faced by migrant students and families.</p> <p>How will the local MEP address the service delivery strategy and required activities during the school year?</p>
This cell is for school year 2016-2017. Please fill in this cell in May 2016.
This cell is for school year 2017-2018. Please fill in this cell in May 2017.
<p>1. Participation in monthly FRYSCs meetings, Drug Coalition Meetings, informational sheet to guidance staff, share file on Google Docs regarding MEP information and uniqueness of MEP students' needs.</p> <p>2. Collaboration with information officer to develop information video/PowerPoint to be placed on the CCPS and Trigg County School District site</p> <p>3. As students indicate interest in an activity, discussion will be held with provider to note the barriers/hardships the student may have in participation</p> <p>4. Maintain an identified presence in the district/ community to assure providers there is assistance when needed; remain accessible outside of regular school hours.</p>
Service Delivery Strategy Grad/DOP 3.5: <i>Develop informational packets with graduation requirements for families that address the specific needs of students who are moving/highly mobile.</i>
<p>Required Activities Grad/DOP 3.5a: MEP staff will explore and document district-specific procedures to obtain student records and share with key stakeholders to ensure students are on track for graduation (e.g. credit history, EL status, health conditions, other unique needs).</p> <p>How will the local MEP address the service delivery strategy and required activities during the school year?</p>

Christian/Trigg

Graduation and Dropout Prevention Goals

State Performance Target: Increase the average four-year graduation rate for migrant students to 86.7% by 2019.

This activity is not required in year 1. However, programs should gather resources and explore avenues to implement the activity in year 2 and beyond. If the program is currently implementing the activity, please describe current activities here.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

1. IC records request is basic record requesting system; for out of country requests, must be manual.
2. Assistance provided where difficulties arise in obtaining records vital for proper grade level/course placement; collaboration with EL staff and other sources to obtain records.
3. Collaborate with EL staff to determine eligibility for program; conversations when new students enroll to assist with placements
4. Relationships established with school nurses to assist in obtaining health records, immunizations, etc.
5. Nursing coordinator is mindful of MEP assistance available
6. Inform parents of need to safeguard the provided packet of information regarding their children's school history, health conditions, SPED or OHI services, medications to streamline enrollment at another district
7. Monitor MSIX records available on student history.
8. Inform parents of changes in immunizations needs as they arise.

Required Activities Grad/DOP 3.5b: Differentiate and disseminate informational materials by grade levels (e.g. required courses, grading systems and what they mean, school expectations, testing requirements and interpretation of results).

How will the local MEP address the service delivery strategy and required activities during the school year?

This activity is not required in year 1. However, programs should gather resources and explore avenues to implement the activity in year 2 and beyond. If the program is currently implementing the activity, please describe current activities here.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

1. Coordinate informational material from DAC which provides assessment interpretation or from guidance offices (Spanish/English)
2. Code of Acceptable Behavior distributed (Spanish/English) to each family; reminders as needed.
3. School handbooks assured for each student or agendas that obtain basic expectations, grading systems
4. Credit checklist notes required courses and compares to those student is enrolling in
5. Discuss grading scales when report cards are provided to parents and as grades are accessed in home visits via iPad access
6. Discussion/education at PACs regarding COAB and attendance policies.

Service Delivery Strategy Grad/DOP 3.6: Educate migrant parents with children in grades 8-12 on high school graduation requirements.

Required Activities Grad/DOP 3.6a: Collaborate with guidance counselors and/or appropriate school personnel to provide parents with training on how to access the parent portal of Infinite Campus and student Individual Learning Plans.

How will the local MEP address the service delivery strategy and required activities during the school year?

This activity is not required in year 1. However, programs should gather resources and explore avenues to implement the activity in year 2 and beyond. If the program is currently implementing the activity, please describe current activities here.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

Christian/Trigg	
Graduation and Dropout Prevention Goals	
State Performance Target: <i>Increase the average four-year graduation rate for migrant students to 86.7% by 2019.</i>	
<p>1. Refreshment of parent portal access during first PAC of 2018-2019 school year, reviews during home visits</p> <p>2. Assistance provided at office or in home for online registration and accessing ILP; username and passwords obtained from keepers at each of the 9 schools migrant students may be enrolled</p> <p>3. Assistance provided at open houses, new registrations; home visits to provide online registration assistance.</p> <p>4. Parent Portal instruction sheet developed in Spanish/English to assist parents</p> <p>5. Training to be offered for Hispanic parents on accessing Parent Portal and ILP; coordination initiated with information officer as a district-wide process (to collaborate with Migrant Audubon Head Start)</p> <p>6. PowerPoint in process and possibility of a video to be placed on the district website to assist parents; collaboration with information officer and EL staff on this</p>	
<p>Required Activities Grad/DOP 3.6b: Include in PAC/PI meetings practical information on how to access the parent portal.</p> <p>How will the local MEP address the service delivery strategy and required activities during the school year?</p>	
<p>This activity is not required in year 1. However, programs should gather resources and explore avenues to implement the activity in year 2 and beyond. If the program is currently implementing the activity, please describe current activities here.</p>	
<p>This cell is for school year 2017-2018. Please fill in this cell in May 2017.</p>	
<p>1. PAC in early part of school year will address parent portal, OLR.</p> <p>2. Informational sheet has been developed in English/Spanish and provided to parents for assistance in accessing Parent Portal.</p> <p>3. Collaboration with systems support manger in providing user names/passwords to parents.</p> <p>4. Routinely access parent portal during home visits.</p>	

Christian/Trigg

Preschool Goal

State Performance Target: Increase the overall percent of Kentucky kindergarten students demonstrating kindergarten readiness (KSCREEN) to 74.5% in 2018-2019.

Measurable Performance Objective: Reduce the kindergarten readiness (KSCREEN) gap between migrant students who received migrant funded pre-kindergarten services and state funded childcare recipients by 5 percentage points each year from the 2013-2014 baseline gap of 24 percentage points.

Service Delivery Strategy 4.1: Train MEP service providers on how to promote school readiness and model activities for migrant parents.

Required Activities Pre 4.1a: Use MEP staff and/or hire trainers to conduct statewide training.

This is a state activity underway in 2016-17. Districts will be asked to volunteer for piloting the screener.

Required Activities Pre 4.1b: Familiarize district MEP staff about the skills required in their district screener and/or Brigance.

How will the local MEP address the service delivery strategy and required activities during the school year?

This activity is not required in year 1. However, programs should gather resources and explore avenues to implement the activity in year 2 and beyond. If the program is currently implementing the activity, please describe current activities here.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

1. Attendance in training on screen/Brigance offered by LEA/MEP; review with any new MEP staff
2. Screener available in Spanish/English
3. LEA staff to use screener in servicing with students to build skills; practice using box of manipulatives obtained from Fall Academy 2017 and other manipulatives obtained from other trainings and other sources.
4. Collaborate with Audubon Headstart and LEA staff regarding screeners and use; compare what they use.
5. Utilize KDE site to access training: <http://www.curriculumassociates.com/products/Brig-EC-training-KY.aspx>
6. LISTSERV for information to enrich personal growth in the utilization of the screener.

Service Delivery Strategy 4.2: Assist parents with enrolling their children in preschool programs and Kindergarten.

Required Activities Pre 4.2a: Inform parents of all available preschool programs/Kindergarten before their children are eligible or at least by the end of the school year prior to entry.

How will the local MEP address the service delivery strategy and required activities during the school year?

This cell is for school year 2016-2017. Please fill in this cell in May 2016.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

1. Relationship established with LEA ps/kg staff
2. Attendance and assistance at events of LEA
3. Continual contact with Audubon Migrant HS/PS program coordinator (Nitizia)
4. Attendance of panel discussions and other events regarding ps/kg programs (League of Women Voters)
5. New families provided information regarding eligibility criteria in both LEA and Audubon programs upon arrival in Christian county
6. Encourage present families to network with others to spread information about programs.

Required Activities Pre 4.2b: Educate parents about logistics (e.g. Open House, registration, screening dates, etc.), basic requirements and what documents they need to produce.

How will the local MEP address the service delivery strategy and required activities during the school year?

This cell is for school year 2016-2017. Please fill in this cell in May 2016.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

Christian/Trigg

Preschool Goal

State Performance Target: Increase the overall percent of Kentucky kindergarten students demonstrating kindergarten readiness (KSCREEN) to 74.5% in 2018-2019.

Measurable Performance Objective: Reduce the kindergarten readiness (KSCREEN) gap between migrant students who received migrant funded pre-kindergarten services and state funded childcare recipients by 5 percentage points each year from the 2013-2014 baseline gap of 24 percentage points.

1. Contact maintained with educational providers that schedule registrations, screening and open houses. Relationship is maintained with Audubon Head Start to obtain and subsequently forward information to the parents as opportunities arise.
2. Attendance at the district-wide kindergarten registration in April and the school-by-school pre-school registration in April to assist parents AND to identify any recruits to the MEP.
3. Closely work with parents with students new to the schools facilitating online registration newly implemented in our district this year; assisting in obtaining documents needed for registration. Assist parents in obtaining and presenting documents regarding residency in the correct school district and explaining this has nothing to do with immigration.
4. Information provided to parents via weekly visits, text messages, translating newsletters for parents.
5. Collaboration between MEP, LEA and Audubon programs to ensure all eligible students are enrolled (2016-2017 enrollment has been down from previous years in Christian County as revealed from LOWV panel discussion February 13, 2017; explored methods to increase enrollment)

Service Delivery Strategy 4.3: Develop a statewide preschool screener for MEP service providers to use with migrant families.

Required Activities Pre 4.3c: Provide (SEA)/Attend (LEA) training on the use of the preschool screener for all beginning in 2017 and at least once on the regional level every year.

How will the local MEP address the service delivery strategy and required activities during the school year?

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

- | | |
|--|------------|
| 1. Attended regional training on use and implementation of the MEP pre-school screener | |
| 2. Screener available in Spanish/English | 3. |
| Utilization of the LISTSERV for information and training regarding screeners/Brigance | 4. Utilize |
| KDE site for guidance: http://www.curriculumassociates.com/products/Brig-EC-training-KY.aspx | 5. Request |
| assistance from LEA colleagues in MEP office area (down the hallway in same building) | 6. |
| Personal refreshers on screeners obtained via web services. | |

Service Delivery Strategy 4.4: Provide home-based services for those who do not attend a preschool program.

Required Activities Pre 4.4a: Use the MEP screener (in development) as a guide for developmentally appropriate preschool activities.

How will the local MEP address the service delivery strategy and required activities during the school year?

This is a state activity underway in 2016-17. Districts will be asked to volunteer for piloting the screener.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

1. Use skill sets from screeners to work with students at home to expound upon their progress in readiness.
2. Use manipulatives to increase skills in working with students at homes and during summer services; engage parents in these activities to encourage them to practice with their children.
3. Assure students not enrolled in programs are receiving services and encourage parents to enroll their kids in LEA or Audubon structured programs; NOTE: this has never been an issue in Christian County for all students have always been enrolled in a preschool program. If students are identified in Trigg, must investigate the availability of programs and the parents' willingness to send their children to the programs.
4. Compare the MEP screener to other screeners and utilize a comprehensive blend of screeners to assure thorough screen along with the MEP screener.

Christian/Trigg

Preschool Goal

State Performance Target: Increase the overall percent of Kentucky kindergarten students demonstrating kindergarten readiness (KSCREEN) to 74.5% in 2018-2019.

Measurable Performance Objective: Reduce the kindergarten readiness (KSCREEN) gap between migrant students who received migrant funded pre-kindergarten services and state funded childcare recipients by 5 percentage points each year from the 2013-2014 baseline gap of 24 percentage points.

Required Activities Pre 4.4b: Migrant staff will make a home visit at least monthly to provide services to young learners and their families that are based on district school readiness requirements.

How will the local MEP address the service delivery strategy and required activities during the school year?

This cell is for school year 2016-2017. Please fill in this cell in May 2016.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

1. At home services are provided to students on a weekly basis that are not enrolled in a program; all students are enrolled in a preschool program.
2. Services are provided to students that ARE enrolled in programs through LEA or Audubon on bi-weekly basis,
- 3 Demonstrate processes to parents to enable them to assist their children and to monopolize on educational opportunities in every-day life; provide material/manipulatives to parents to help with the students' needs.
4. Utilize this site for resources/trainings/advice on early childhood development; this center serves Christian county and is located in Calloway (Murray) county: <http://callowayrtc.wixsite.com/calloway-rtc>.

Required Activities Pre 4.4c: Provide parents with a bag of developmentally appropriate preschool materials and model how to use them.

How will the local MEP address the service delivery strategy and required activities during the school year?

This cell is for school year 2016-2017. Please fill in this cell in May 2016.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

1. Parents are provided manipulatives that can be used to help their children in their skills.
2. Modeling utilized in addition to utilizing every educational opportunity to provide a lesson (at meal-time, shopping, meal prep, recognizing letters, colors, shapes on labels)
3. Collaboration with Audubon Migrant Head Start in resources we can jointly use and instructional meetings.

Christian/Trigg

Out of School Youth (OSY) Goals

State Performance Target: Provide and coordinate support services that meet the needs of all students.

Measurable Program Outcome 1: Increase the percent of OSY who demonstrate improved language proficiency on the GOSOSY English Language Screener after receiving 20 or more hours of English instruction to 75%.

Measurable Program Outcome 2: Increase the percentage of OSY who are participating in structured education programs (GED or HS Diploma/Credit Recovery) to 4%.

Service Delivery Strategy OSY 5.1: Regional and local programs will provide opportunities for development of basic English and life skills through mini-lessons and resources for independent learning using instructional and assessment resources from the GOSOSY consortium and website.

Required Activities OSY 5.1a: Provide at least one Life Skills lesson along with the appropriate pre- and post-tests within 30 days after completing the COE and the OSY Profile. In addition, one instructional service must be provided monthly for districts and quarterly for regions.

How will the local MEP address the service delivery strategy and required activities during the school year?

This cell is for school year 2016-2017. Please fill in this cell in May 2016.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

1. Life skill lesson is provided within one month of OSY enrollment.

Pre/post tests are used on the majority of all tests; tests are given with each lesson.

provided more than monthly and are based on the number of OSYs at the farm; all receive more than one per month.

4. Homework is provided to students while in Trigg/Christian and will be provided to complete upon their return to Mexico.

2.

3. Lessons

Required Activities OSY 5.1b: Use the GOSOSY consortium resources to assess needs (OSY profile), use an education/career plan (*OSY Personal Learning Plan-TBD), and coordinate with schools and community agencies.

How will the local MEP address the service delivery strategy and required activities during the school year?

This cell is for school year 2016-2017. Please fill in this cell in May 2016.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

1. OSY profile is completed on all OSYs during the summer and regular terms.

Training received on the OSY Personal Learning Plan was to be implemented this year.

3. Local resources to be tapped to assist OSYs in completion of education/career plan, such as Murray State University, Hopkinsville Community College.

2.

Required Activities OSY 5.1c: Contact OSY at least monthly about needs (using OSY's preferred method of communication).

How will the local MEP address the service delivery strategy and required activities during the school year?

This cell is for school year 2016-2017. Please fill in this cell in May 2016.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

1. OSYs are contacted at least monthly to determine needs and to deliver services to the OSYs.

OSY employers are contacted to determine their needs.

profile revisited routinely to determine if they MEP is meeting their individual needs.

2.

3. OSY

Service Delivery Strategy OSY 5.2: Local projects will support recovery youth in articulating personal educational goals and accessing educational opportunities.

Christian/Trigg

Out of School Youth (OSY) Goals

State Performance Target: *Provide and coordinate support services that meet the needs of all students.*

Measurable Program Outcome 1: *Increase the percent of OSY who demonstrate improved language proficiency on the GOSOSY English Language Screener after receiving 20 or more hours of English instruction to 75%.*

Required Activities OSY 5.2a: Develop a need-based education plan for identified recovery youth upon completion of OSY Profile (within two weeks of recruitment). Potential support may include assisting youth with: credit accrual, mentoring, alternative education, GED, etc.

How will the local MEP address the service delivery strategy and required activities during the school year?

This activity is not required in year 1. However, programs should gather resources and explore avenues to implement the activity in year 2 and beyond. If the program is currently implementing the activity, please describe current activities here.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

1. Instructional plan to be developed on recovery youth as they are identified based on the training received in April 2018.
2. As part of the OSY profile, the recovery youth may be identified at the time of the completion of that document.
3. Collaboration with others based on referrals to those agencies that may assist in delivering educational services beyond what MEP can provide.
4. Assistance will be provided to OSYs to obtain necessary documentaion of their prior education/credits to enroll in educational programs.
5. As funds provide, assistance can be provided to assist OSYs to secure the desired level of education or training indicated.

Required Activities OSY 5.2b: Assist recovery youth with formulating short-term and long-term education goals. (*GOSOSY OSY Personal Learning Plan-TBD).

How will the local MEP address the service delivery strategy and required activities during the school year?

This cell is for school year 2016-2017. Please fill in this cell in May 2016.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

1. Personal Learning Plan to be implemented when unveiled; training in April was obtained as an introduction to this.
2. OSYs will be assisted in completing this plan, and referrals will be made to assist in the delivery of the education.
3. Stakeholders will be informed of the OSYs desires to extend their education or training.
4. A list of referrals for services will be provided to the students with the requirements of such services.

Required Activities OSY 5.2c: Train MEP staff at the regional level in strategies for providing job training advice and skill building.

Although this is a regional level activity, please list job training resources in your community that may be of interest to recovery OSY.

This cell is for school year 2016-2017. Please fill in this cell in May 2016.

This cell is for school year 2017-2018. Please fill in this cell in May 2017.

1. Training will be obtained regarding job training advice and skill building via other migrant resources, or outside resources.
2. Stated training will be utilized to assist OSYs in the pursuit of stated job/skill enhancements.
3. Workforce Development (HCC), Economic Development Council, Hopkinsville Office of Employment (for Trigg/Christian), Youth Workforce Connections (Trigg/Christian), United Way of the Pennyrile

Christian/Trigg

Out of School Youth (OSY) Goals

State Performance Target: *Provide and coordinate support services that meet the needs of all students.*

Measurable Program Outcome 1: *Increase the percent of OSY who demonstrate improved language proficiency on the GOSOSY English Language Screener after receiving 20 or more hours of English instruction to 75%.*

Christian/Trigg	
Parent Advisory Council Meetings	
Describe the last three Parent Advisory Council meetings the program held and plans for the next one to be held.	
Most recent PAC (PAC 1)	
Date	6-Jan-18
Total number of participants: 5	
Parents: 3	
Children: 6	
OSY:	
Time	2:00 PM
Location	Hopkinsville Christian Co. Library
Topics discussed	Assistance needed, attendance issues
What changes did the program make?	Not specifically a change in the program, but a change in the mindset of the parents regarding attendance issues. They did agree poor attendance often equates to poor academics.
Second most recent PAC (PAC 2)	
Date	11-Dec-17
Total number of participants: 6	
Parents: 4	
Children: 2	
OSY:	
Time	10:00 AM
Location	MEP Office
Topics discussed	MSIX, attendance, code of acceptable behavior
What changes did the program make?	Review of MSIX and acceptance of data; agreed to provide all relevant school data that would be helpful in case of a move.
Third most recent PAC (PAC 3)	
Date	21-Jul-17
Total number of participants: 25	
Parents: 10	
Children: 15	
OSY:	
Time	1:00 PM
Location	HCC lunchroom
Topics discussed	Online registration, assistance needed in completing forms and translations
What changes did the program make?	Parents to contact me before providing any forms to schools regarding residency, I will check with all schools regarding documents that may be lacking
The information below is regarding the next planned PAC meeting. (PAC N)	
Date	20-Jul-18
Time	1:00 PM
Location	HCC lunchroom

Christian/Trigg

Parent Advisory Council Meetings

Describe the last three Parent Advisory Council meetings the program held **and plans for the next one to be held.**

Most recent PAC (PAC 1)

What topic(s) will be discussed?

Registration, immunization updates, attendance excuses

(additionally there was an OSY meeting
held in November 2017)

**Kentucky Migrant Education Program Grant Applications for
2018-2019 (311E)**

Standalone

Christian/Trigg

311E Budget Review and Summary

MUNIS Code <i>(with Allowable Expenditure)</i>	Activity	Regular	Summer	Parent Advisory Council	Totals
Codes identified as "YES" from the non-competitive funding matrix <i>(select from dropdown menu)</i>	For 100 codes, list name of regular school year staff, Full Time Equivalency (FTE), if split funded list the other funding source. For 300-800 codes, provide description of activity.	Line item amount	Line item amount <i>(25% of allocation recommended)</i>	Line item amount <i>(Minimum 1% of allocation)</i>	Line total
Total allocation					\$104,514.00
110 - Certified Services (Contract)	Lisa Champion Advocate/Recruiter 1.0 FTE 60% recruiter/40% advocate	\$57,226.00	\$14,000.00	\$900.00	\$72,126.00
222 - Employer Medicare Contributions	Lisa Champion 1.0 FTE Advocate/Recruiter 60% recruiter 40% advocate 1.45% Fringe benefit paid by local MEP	\$829.78	\$203.00	\$13.05	\$1,045.83
231 - KY Teacher's Retirement System (KTRS) Employer Contribution	Lisa Champion 1.0 FTE Advocate Recruiter 60% recruiter 40% advocate 16.105% Fringe benefit paid by local MEP	\$9,216.25	\$2,254.70	\$144.95	\$11,615.90
294 - Federally Funded Health Care Benefits	Lisa Champion 1.0 FTE Advocate/Recruiter 60% recruiter 40% advocate Fringe benefit paid by local MEP	\$7,809.00			\$7,809.00
295 - Federally Funded Life Insurance Benefits	Lisa Champion 1.0 FTE Advocate/Recruiter 60% Recruiter 40% Advocate Fringe benefit paid by local MEP	\$12.00			\$12.00
296 - Federally Funded State Administration Fee	Lisa Champion 1.0 FTE Advocate/Recruiter 60% Recruiter 40% Advocate .05828 x \$104514 Expense paid by local MEP for adminstration of grant	\$60.00			\$60.00
581 - Travel: Mileage	Lisa Champion 1.0 FTE Advocate/Recruiter 60% Recruiter 40% Advocate Travel to schools, homes, farms to provide services and for recruiting, to meetings, regional PACs	\$3,000.00	\$3,000.00	\$200.00	\$6,200.00
610 - General Supplies Regular + Summer cannot exceed 5% of total allocation	Operating supplies including paper, cartridges, general office supplies	\$400.00	\$600.00		\$1,000.00
626 - Gasoline - Data required for Federal reporting (May be used to purchase gasoline for PAC attendees)	Fuel for useage of district van to transport students and parents to activities and summer school	\$100.00	\$800.00	\$45.27	\$945.27

**Kentucky Migrant Education Program Grant Applications for
2018-2019 (311E)**

Standalone

Christian/Trigg

311E Budget Review and Summary

MUNIS Code (with Allowable Expenditure)	Activity	Regular	Summer	Parent Advisory Council	Totals
Codes identified as "YES" from the non- competitive funding matrix <i>(select from dropdown menu)</i>	For 100 codes, list name of regular school year staff, Full Time Equivalency (FTE), if split funded list the other funding source. For 300-800 codes, provide description of activity.	Line item amount	Line item amount <i>(25% of allocation recommended)</i>	Line item amount <i>(Minimum 1% of allocation)</i>	Line total
643 - Supplemental Books, Study Guides and Curriculum	English/Spanish books for ISYs and OSYs		\$700.00		\$700.00
673 - Fees and Registrations (Student fees)	Summer school registration fees for KICCS, STEM Camp		\$3,000.00		\$3,000.00
	Totals	\$78,653.03	\$24,557.70	\$1,303.27	\$0.00
		75.26%	23.50%	1.25%	Total
		Regular	Summer	PAC	

Please address the following questions in the sections designated and return to me. - Cindy

Preschool

- 4.1b Complete the 2018-2019 cell for this required activity.
- 4.2a Complete the 2018-2019 cell for this required activity.
- 4.4a Complete the 2018-2019 cell for this required activity.

PAC

Finishing completing all blank blue cells with information pertaining to each PAC meeting, as well as information on your next scheduled meeting.