

## PR1200—Title I, Part C Education of Migratory Children Report

Use this section to provide data on services to migratory children using Title I, Part C, funding. Use zeros when questions do not apply.

### Part 1: Private Nonprofit School Participation

**Note:** This section is not applicable to charter schools.

**Attention:** Data reported in this section may be included in the ICR monitoring process.

Click **Yes** or **No** to indicate whether private nonprofit schools participated in Title I, Part C, activities. If you click **No**, **Part 1** collapses. Continue with **Part 2**.

### Consultation

Complete this section as follows to report on consultation with officials of private nonprofit schools:

1. Type the number of participating private nonprofit schools that received equitable services for Title I, Part C, programs during the compliance report grant year.
2. Check the months that your organization participated in ongoing consultation with the private nonprofit schools.

### Inventory

Complete this section to report on the inventory of local educational agency (LEA) materials housed at participating private nonprofit schools:

1. Type the position of the employee who is responsible for maintaining auditable records and labeling LEA material and equipment housed at the participating private nonprofit schools.
2. Type the dates inventory was conducted at the private nonprofit schools. At least one date is required.

### Part 2: Intensive Reading and Math Instruction Offered to Priority for Service Students

Complete Part 2 as follows:

1. Type the unduplicated number of Priority for Service (PFS) students identified in your district for the school year. If no PFS students were identified, type 0.

2. Click **Yes** or **No** to indicate whether intensive reading or math instruction was offered to PFS students. If you click **No**, **Part 2** collapses. Continue with **Part 3**.
3. For each grade, type the districtwide, unduplicated number of PFS children who received intensive reading or math instruction in the regular school year by hours per week. Participation information is required for children who received instructional services funded in whole or in part with migrant education program (MEP) funds. Include children who changed grades during the reporting period in only the higher grade cell. Count only those children who were actually served; do not count children not served. Do not count the number of times an individual child received an instructional intervention.

### Part 3: Project SMART—Summer/Intersession Term

**Attention:** Data reported in this section may be included as a MEP compliance indicator.

Follow these instructions to complete Part 3:

1. Click **Yes** or **No** to indicate whether your organization offered the current Project SMART summer or intersessional term. If you click **No**, **Part 3** collapses. Continue with **Part 4**.
2. For each age and grade, type the districtwide, unduplicated number of children who were served by either a Project SMART center-based or home-based program in the summer or intersession term by hours per day. Participation information is required for children who received instructional services funded in whole or in part with Title I, Part C, funds. Include children who changed ages or grades during the reporting period in only the higher age or grade cell. Count only those children who were actually served; do not count children not served. Do not count the number of times an individual child received an instructional intervention. Do not count migrant children served through any schoolwide programs, even if they combined funds.

### Part 4: Other Migrant-Funded Summer Program Data

**Attention:** Data reported in this section may be included as a MEP compliance indicator.

Follow these instructions to complete **Part 4**:

1. Click **Yes** or **No** to indicate whether your organization offered another migrant-funded summer program. If you click **No**, **Part 4** collapses. Continue with **Part 5**.
2. If you implemented another program, type the name of the scientifically based curriculum used for the program.
3. Type the names of pre- or post-assessment instruments used to evaluate the program.
4. Describe how the summer migrant program is supplemental to other summer programs offered by the district.

5. Describe how the district evaluated the overall effectiveness of the migrant summer program.

**Part 5: Key Migrant Education Program (MEP)-Funded Personnel**

**Note:** A qualified paraprofessional must have a secondary school diploma or its recognized equivalent and must have done the following:

- Completed two years of study at an institution of higher education
- Obtained an Associate's (or higher) degree
- Met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or as appropriate, reading readiness, writing readiness, and mathematics readiness) [section 1119(c) and (d) of ESEA]

Although the Title I, Part C, guidance for paraprofessionals does not require the use of qualified paraprofessionals as defined by Title I, Part A, the U.S. Department of Education (USDE) is interested in obtaining information regarding the use of qualified paraprofessionals (as defined by section 1119(c) and (d) of the Elementary and Secondary Education Act (ESEA)) in the migrant program.

1. Click **Yes** or **No** to indicate whether your organization has key MEP-funded personnel. If you click **No**, **Part 5** collapses. Continue with **Part 6**.
2. For each job classification and type of school term, type the unduplicated number of staff (head count) whose salaries were paid wholly or in part with MEP funds. Do not count staff employed in schoolwide programs in which MEP funds were combined.

If a MEP-funded employee serves more than one of the functions listed, report the employee in the category where the majority of time is spent. If the time is split 50/50, choose one category to report the employee.

3. For each job classification and type of school term, type the number of FTEs for staff whose salaries were paid wholly or in part with MEP funds. Round the number to the nearest hundredth. For example, two full-time teachers would equal 2.0 FTEs, while three quarter-time counselors would equal 0.75 FTE. Do not count staff employed in schoolwide programs in which MEP funds were combined.

**Note:** Because the head count is an unduplicated number, it is possible to report 0 in the **Headcount** column for a section but still report partial FTEs for that category.

**Note:** No districts have been approved by the TEA to combine migrant funds in schoolwide programs.

4. From the number of **All Paraprofessionals** for each type of school term, type the unduplicated number of *qualified* paraprofessionals (head count) whose salaries were paid wholly or in part with MEP funds. This number must be equal to or less than the number of staff members listed in the **All Paraprofessionals** line. Do not count staff employed in schoolwide programs in which MEP funds were combined.
5. From the number of **All Paraprofessionals** for each type of school term, type the number of *qualified* paraprofessional FTEs whose salaries were paid wholly or in part with MEP funds. This number must be equal to or less than the number of staff members listed in the **All Paraprofessionals** line. Round the number to the nearest hundredth. For example, two full-time teachers would equal 2.0 FTEs, while three quarter-time counselors would equal 0.75 FTE. Do not count staff employed in schoolwide programs in which MEP funds were combined.

### Definitions for Key MEP-Funded Personnel

1. *Who is an administrator?* A professional staff member, including the project director or regional director
2. *Who is a teacher?* A classroom instructor who is licensed and meets any other teaching requirements in the state
3. *Who is a counselor?* A professional staff member who guides individuals, families, groups, and communities by assisting them in problem solving, decision making, discovering meaning, and articulating goals related to personal, educational, and career development
4. *Who is a paraprofessional?* An individual who (1) provides one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assists with classroom management, such as organizing instructional and other materials; (3) provides instructional assistance in a computer laboratory; (4) conducts parental involvement activities; (5) provides support in a library or media center; (6) acts as a translator; or (7) provides instructional support services under the direct supervision of a teacher (Title I, Section 1119[g][2]). A paraprofessional should not be providing planned direct instruction or introducing new skills, concepts, or academic content to students.
5. *Who is a recruiter?* A staff person responsible for identifying and recruiting children as eligible for the MEP and documenting their eligibility on the Certificate of Eligibility (COE)
6. *Who is a records transfer staff member?* An individual who is responsible for entering, retrieving, or sending student records from or to another school or student records system

### Part 6: Estimated Expenditures from Title I, Part C, Funds

If your organization is not serving one or more of the types of campuses (or providing programs or support services) listed, check all the boxes that apply. Checking a box in this section disables the corresponding subsection in **Part 6**.

**Expenditures Related to Required Program Activities**

For each required program activity listed, type the estimated amount of Title I, Part C, funds expended from MEP and other funding sources.

**Expenditures Related to Planned Supplemental Activities**

1. For each applicable activity listed in each of the following sections by range of grades (e.g., Grades 9–12), type the estimated amount of Title I, Part C, funds expended from MEP and other fund sources. To determine the estimated amount from other fund sources, consult with your business office staff.
2. For each applicable section, check one or more of the following:
  - **All Migrant** if funds were expended for all migrant students, including PFS students
  - **PFS** if funds were expended for PFS students only
  - **PNP** if the funds were expended for private nonprofit students

If you typed an expenditure greater than 0 in the previous section for an education level, you must select at least one box in the corresponding subsection.

3. If another activity for migrant, PFS, or PNP students was conducted for a specific range of grades, type a description for **Other** and check the appropriate box or boxes.
4. In the **Support Services** section, check the overall activities that were conducted, then in those sections check the appropriate boxes to show which specific services were provided to which population of students (migrant, PFS, and PNP). If you check an overall activity, you must check at least one box for a specific service.
5. If another support service for migrant, PFS, or PNP students was conducted, check **Other Support Services**, type a description, and check the appropriate box or boxes.

**Total**

This field shows the total estimated expenditures for Title I, Part C, funds from MEP and other sources.

**Part 7: Program Implementation**

Review the [Program Implementation Guide](#) available. The 2013-2014 guide is not available at this time. This document will be posted by the Federal and State Education Policy team when it becomes available.

Complete this section to indicate your compliance with the program requirements:

1. For each program requirement listed, click **Yes**, **No**, or **N/A** to indicate whether you complied with the requirement.

2. Type an explanation of your answer in the **Explanation of Compliance Status** box.
  - If you clicked **Yes**, list the sources of documentation you have readily available to document compliance with the requirement. If a date box is provided, type the date of compliance with the requirement.
  - If you clicked **No**, explain the reason for noncompliance. Do not select No if the requirement is not applicable.
  - If you clicked **N/A**, explain why the requirement is not applicable.

**Part 8: Additional LEA Data (Optional)**

If you wish to provide additional information, space is provided for your convenience.