

Idaho Migrant Education Program Manual

Sarah Seamount, Coordinator
Migrant Education Program
Idaho State Department of Education
650 West State Street
Boise, ID 83720-0027

(208) 332-6958
sseamount@sde.idaho.gov

November 2012

Contacts for the State of Idaho Migrant Education Program

▶ **Mary Lou Wells**

Coordinator, Migrant Education Program
Idaho State Department of Education
650 West State Street
Boise, ID 83720
Phone: (208) 332-6958
Fax: (208) 334-2228
mlwells@sde.idaho.gov



▶ **Kelly Wheeler**

Administrative Assistant
Idaho State Department of Education
(208) 332-6907
kwheeler@sde.idaho.gov

▶ **Christina Álvarez**

Migrant Records Clerk
(208) 785-8835
alvac@d55.k12.id.us

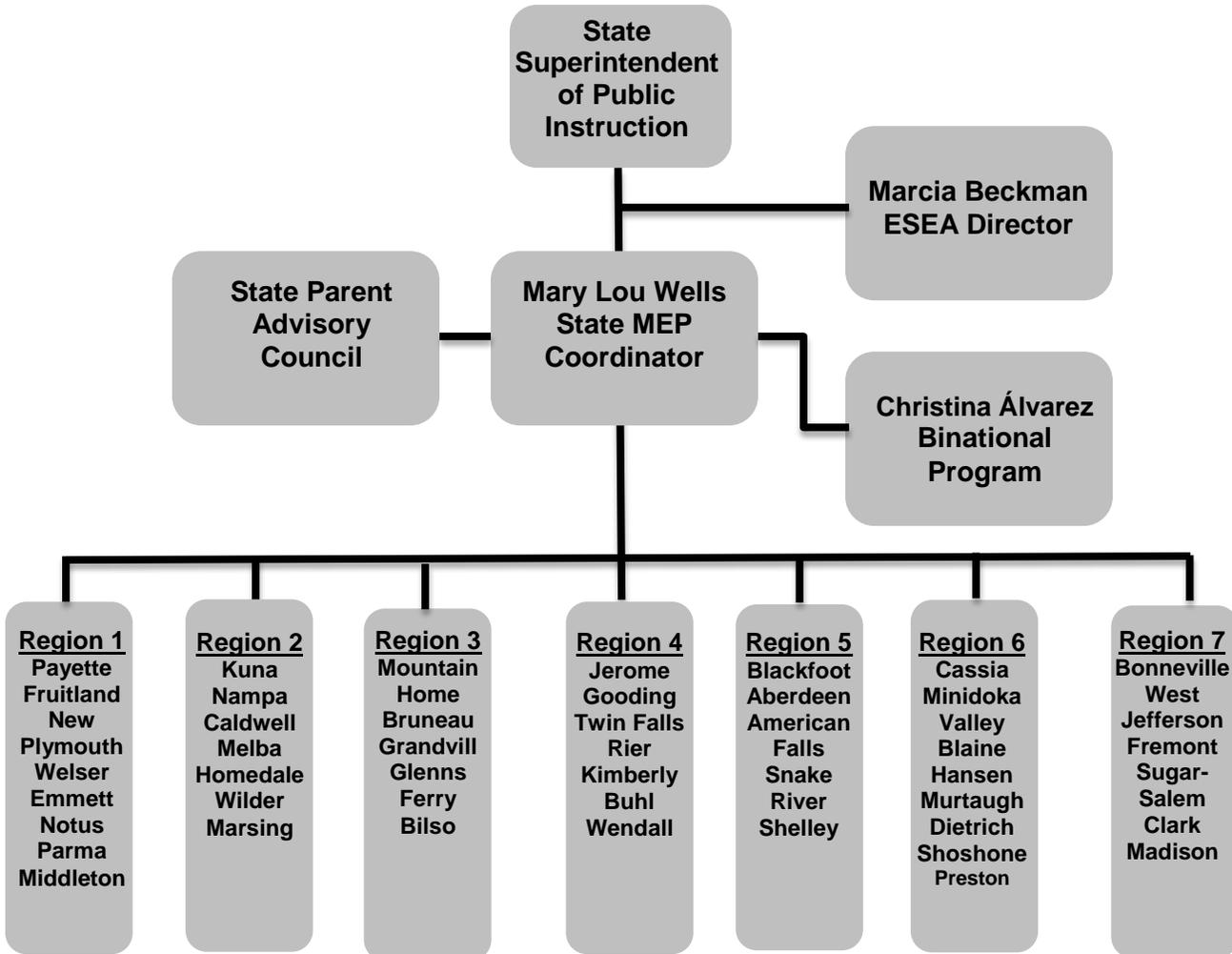
▶ **Christina Álvarez**

Binational Migrant Education Initiative Coordinator
(208) 785-8835
alvac@d55.k12.id.us

▶ **Christina Álvarez**

State Parent Advisory Council Coordinator
(208) 785-8835
alvac@d55.k12.id.us

**Idaho State Department of Education
Title I Part C Migrant Education Program
Organizational Chart**



Regional ID&R Coordinators

- Region 1 – Aracely Cornejo
- Region 2 – Teresa Valero
- Region 3 – Maricela Mesillas
- Region 4 – Peggy Pickett
- Region 5 – Christina Alvarez
- Region 6 – Roberto Gómez
- Region 7 – Lance Robertson

Idaho Migrant Education Program (MEP) Manual

Table of Contents

Contacts for the State of Idaho Migrant Education Program

Title I Part C Organizational Chart

Glossary of Acronyms and Abbreviations

I. Introduction and Overview	1
Purpose and Audience for the Manual	1
How the Manual is Organized	1
Overview of the Law, Statutes, and Guidance Governing the Migrant Education Program (MEP)	2
II. Migrant Child Identification and Recruitment (ID&R) and Eligibility	4
Identifying and Recruiting Migrant Children.....	4
Basic Concepts for Managing ID&R	5
ID&R Plan: Quality Controls for an ID&R System.....	6
III. Comprehensive Needs Assessment	9
Purpose for Conducting a Comprehensive Needs Assessment	9
How and When to Conduct a Local Needs Assessment.....	10
Seven Areas of Concern for Migrant Students	11
Needs Assessment Data Collection Tools	12
IV. Idaho Subgranting Procedures	13
Requirements and Procedures for Funding as a Subgrantee of ISDE.....	13
Flexibility Provisions.....	15
How to Apply for Migrant Funds as a Subgrantee	16
V. Planning and Delivering Services	17
Service Delivery Plan (SDP) Process Overview	17
Priority for Services.....	19
Idaho MEP Service Delivery Plan	20
VI. Administering and Monitoring MEPs	30
Use of MEP funds for Program Services and Activities	30
Size, Scope, and Quality Requirements.....	31
Staffing	32
Fiscal Management.....	34
Federal Guidance on Monitoring	37
Monitoring by the Idaho State Department of Education	38

VII. Program Implementation	41
School Readiness Through Early Childhood Education	41
Reading/Writing/Language and Mathematics.....	42
High School Graduation	43
Out-of-School Youth (OSY).....	45
Support Services	46
Professional Development and Technical Assistance	47
Parent Involvement.....	49
State Structures to Support Migrant Parents	50
VIII. Program Coordination.....	51
Interstate, Intrastate, and Interagency Coordination.....	51
Coordination with Title I, Title III, and Other Federal Programs	51
IX. Program Evaluation.....	53
Data Collection and Tracking Tools	54
Electronic Record Keeping.....	56
Using Evaluation Results for Program Improvement and Student Achievement....	57

Glossary of Acronyms and Abbreviations

ABE	Adult Basic Education
ADI	Academic Development Institute
AMAO	Annual Measurable Achievement Objectives
AYP	Adequate Yearly Progress
CAMP	College Assistance Migrant Program
CFSGA	Consolidated Federal & State Grant Application
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
ECE	Early Childhood Education
EDGAR	Education Department General Administrative Regulations
ELL/EL	English Language Learner (also EL, acronym for English Learner)
EOE	End of Eligibility
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
FAFSA	Free Application for Federal Student Aid
FY	Fiscal Year
GED	General Education Development Test
GEPA	General Education Provisions Act
GRASP	Giving Rural Adults a Study Program
H.S.	High School
HEP	High School Equivalency Program
IDLA	Idaho Digital Learning Academy
ID&R	Identification and Recruitment
IELA	Idaho English Language Assessment
IMEC	Interstate Migrant Education Council
InET	MEP Consortium (2012-2014): Innovative Educational Technologies for Binational Students
ISDE	Idaho State Department of Education
ISAT	Idaho State Achievement Test
LEA	Local Education Agency
LEP	Limited English Proficiency

MEP	Migrant Education Program
MPAC	Migrant Parent Advisory Council
MPO	Measureable Program Outcome(s)
MSHS	Migrant and Seasonal Head Start
MSIS	Migrant Student Information System
MSIX	Migrant Student Records Exchange
NASDME	National Association of State Directors of Migrant Education
NCLB	No Child Left Behind
NCTM	National Council of Teachers of Mathematics
NRG	Non-Regulatory Guidance (U.S. Department of Education, 2011)
OMB	Office of Management and Budget
OME	Office of Migrant Education
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PASS	Portable Assisted Study Sequence
PD	Professional Development
PFS	Priority for Services
PK	Pre-school/Pre-kindergarten
PPE	Per Pupil Expenditure
RC	Records Clerks
RDE	Required Data Elements
RTI	Response to Intervention
SBR	Scientificallly-based Research
SDE	Idaho State Department of Education
SDP	Service Delivery Plan
SEA	State Education Agency (refers to the Idaho State Dept. of Education)
SOSOSY	MEP Consortium (2012-2014): <u>S</u> trategies, <u>O</u> pportunities, and <u>S</u> ervices for <u>O</u> ut-of-School Youth
SOSY	MEP Consortium (2010-2012): <u>S</u> olutions for <u>O</u> ut-of-School Youth
SWP	School wide program
SY	School Year
TA	Technical Assistance



I. Introduction and Overview

Purpose and Audience for the Manual

The Idaho State Department of Education (ISDE) Migrant Education Program (MEP) Manual was developed to help district administrators, program directors, and staff to understand the MEP and how to effectively meet the unique needs of migrant children. It should be used in conjunction with other program materials including State and Federal laws, regulations and guidance, supplemental documents, and other relevant information that governs and supports the education of children of migratory workers.

Services to migrant students in Idaho are governed by the State Migrant Education Program Service Delivery Plan (SDP). The Manual is a tool for local MEP directors, coordinators, and staff responsible for designing and implementing programs and for collecting and reporting data on the effectiveness of programs and services designed to meet the needs of migrant students. It contains guidance on websites and program resources to help facilitate further exploration of these topics.

How the Manual is Organized

In addition to this brief introduction, the Manual contains sections on Identification and Recruitment (ID&R); Comprehensive Needs Assessment (CNA); Subgranting Procedures; Planning and Delivering MEP Services; Administering and Monitoring MEPs; Program Implementation; Special Initiatives; Program Coordination; and Program Evaluation. The Federal website at <http://www2.ed.gov/programs/mep/legislation.html#legislation> contains the Title I-C Authorizing Statute and the Non-Regulatory Guidance (October 2010).

The Idaho State Department of Education (ISDE) will update the Manual as substantial changes come up to provide directors with the most recent materials and resources needed to implement MEPs in Idaho. The SDE will distribute an electronic version of the Manual to its local MEP subgrantees and provide technical assistance to support its use.

For further information on the Idaho Migrant Education Program or the Manual, contact:

Mary Lou Wells
Migrant Education Programs
650 W. State
P.O. Box 83720
Boise, ID 83720
(208) 332-69058
mlwells@sde.idaho.gov

Overview of the Law, Statutes, and Guidance Governing the MEP

The Migrant Education Program is a Federally-funded, supplemental educational program for the children of migratory agricultural workers and fishers who are determined eligible on Certificates of Eligibility (COEs). According to the No Child Left Behind Act of 2001 (NCLB), the purpose of Migrant Education is to:

- ▶ Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruption and other problems that result from repeated moves;
- ▶ Ensure that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and state academic content and student academic achievement standards;
- ▶ Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
- ▶ Ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic content and achievement standards that all children are expected to meet;
- ▶ Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to make a successful transition to postsecondary education or employment; and
- ▶ Ensure that migratory children benefit from state and local systemic reforms.

Through local education agencies (LEAs), the MEP helps children and youth by providing supplementary services beyond those provided in schools (e.g., develop oral and written language, and communication skills; reading and mathematics; and provides support for migrant students to accrue high school credit toward graduation or attain a GED).

The MEP is authorized by Part C of Title I of the Elementary and Secondary Education Act (ESEA). It provides formula grants to State educational agencies (SEAs) to establish or improve education programs for migrant children. The State subgrant assists Idaho in improving educational opportunities for migrant children to help them succeed in the regular school program, meet the challenging State academic content and student academic achievement standards that all children are expected to meet, and graduate from high school.

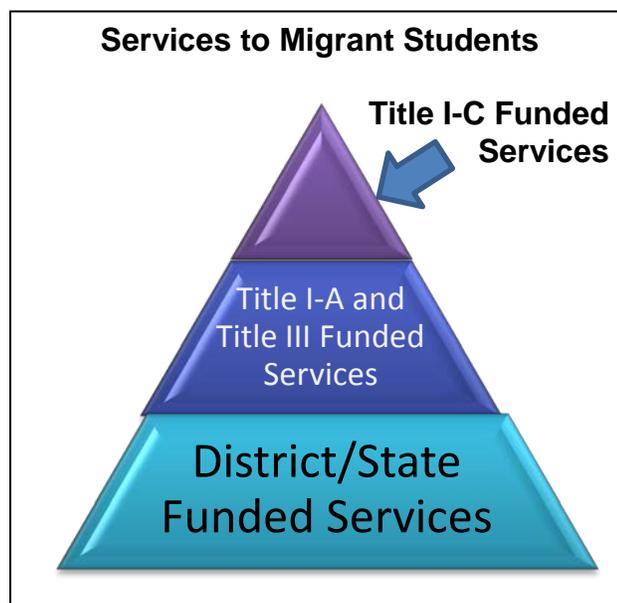
The Office of Migrant Education published non-regulatory guidance (NRG) to aid states and programs in interpreting how the MEP should be operated. These documents are found at <http://www2.ed.gov/programs/mep/legislation.html#legislation>. The NRG follows a question-and-answer format written in plain language that is easy to follow and can be used for

training and learning about the program. It is recommended that all local migrant directors become familiar with the NRG.

Upon reauthorization of the statute, it is expected that new guidance will be published. Directors should watch for changes to the statute and the publication of new guidance. Training and technical assistance in the future will include revisions to this Manual pursuant to changes in legislation and guidance.

Migrant funds are the “funds of last resort” and should never be used to provide services to all students. Services provided by the LEA or a migrant funded staff should be in alignment with the activities outlined in the State Migrant Education Program Service Delivery Plan.

As illustrated below, Title I-C funds are to provide supplementary services for migrant students. They cannot be used to supplant programs or services provided to all other students (migrant students included) funded by state, district, and other Federal funds.





II. Migrant Child Identification and Recruitment (ID&R) and Eligibility

Identifying and Recruiting Migrant Children

FEDERAL DEFINITION

Very specific conditions define an eligible migrant child. This definition is extracted directly from the Migrant Education Program Non-Regulatory Guidance – October 2010.

A child is a “**migratory child**” and is eligible for MEP services if all of the following conditions are met:

- ▶ The child is not older than 21 years of age; *and*
- ▶ The child is entitled to a free public education (through grade 12) under State law or is below the age of compulsory school attendance; *and*
- ▶ The child is a migratory agricultural worker or a migratory fisher, or the child has a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher; *and*
- ▶ The child moved within the preceding 36 months in order to seek or obtain qualifying work, or to accompany or join the migratory agricultural worker or migratory fisher identified in paragraph 3, above, in order to seek or obtain qualifying work; *and*
- ▶ With regard to the move identified in paragraph 4, above, the child:
 - A. Has moved from one school district to another; *or*
 - B. In a State that is comprised of a single school district, has moved from one administrative area to another within such district; *or*
 - C. Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in or to accompany or join a parent, spouse, or guardian who engages in a fishing activity. (This provision currently applies only to Alaska.)

Migratory agricultural worker means a person who, in the preceding 36 months, has moved from one school district to another school district, or from one administrative area to another within a State that is comprised of a single school district, in order to obtain temporary employment or seasonal employment in agricultural work, including dairy work.

ELIGIBILITY RULINGS

Federal and State definitions of migrant student eligibility are clearly presented. However, some cases have so many variables that eligibility may not seem so obvious. The Idaho website at www.sde.idaho.gov/site/migrant_edu/idRecruit.htm contains basic migrant child eligibility factors, new MEP program definition, information on quality control, and numerous ID&R resources. The U.S. Department of Education, Office of Migrant Education, provides rulings on eligibility. The most recent version of the Idaho ID&R Manual is found on the abovementioned

website; and the revised national ID&R curriculum is available on the RESULTS website at http://RESULTS.ed.gov/National_IDR_Curriculum. Module 4, Determining ID&R Eligibility, provides eligibility scenarios and rulings by the Office of Migrant Education.

NOTE: As defined in the Federal Register, reference to a “qualifying worker” also includes: parents, spouse, guardian(s), the child or a member of the immediate family as the “qualifying worker.” A guardian is a “person standing in place of a parent.” A member of the immediate family includes mother, father, child’s brother, sister, aunt, uncle, cousin, or grandparent.

Basic Concepts for Managing ID&R

The Office of Migrant Education has identified the need for special initiatives to help attain the goal of assisting migrant children to achieve challenging academic and performance standards and graduate from high school. A key initiative is in the function of targeting, which includes the proper and timely identification and recruitment of eligible students, especially those who are the most mobile.

Identifying and recruiting eligible migrant children is a cornerstone of the MEP. Identification means determining the presence and location of migratory children within the State.

Recruitment means obtaining the necessary information to document the child’s eligibility in order to enroll the child in the program. Identification and recruitment of migrant children is critical because:

- ▶ The children who are most in need of program services are often those who are the most difficult to find.
- ▶ Many migrant children would not fully benefit from school, and in some cases, would not attend school at all, if the State educational agencies (SEAs) failed to identify and recruit them into the MEP.
- ▶ Children cannot receive MEP services without documentation of eligibility.

As each SEA is responsible for the identification and recruitment of all eligible migrant children in the State, Idaho must develop and implement policies and procedures that efficiently and effectively meet their responsibility to correctly identify and recruit all eligible migrant children residing in the State. State MEP funding is based, in part, on the annual count of eligible migratory children. For further details on ID&R, see the Idaho Migrant Education Program Identification and Recruitment Manual (2011) available for download at the State website: http://www.sde.idaho.gov/site/migrant_edu/docs/Final%20Idaho%20IDandR%20Manual.pdf.

ROLES AND RESPONSIBILITIES OF RECRUITERS

Recruiters obtain the data by interviewing the person responsible for the child, or the youth, in cases where he/she moves on their own.

A recruiter’s primary responsibilities are to:

- ▶ obtain information provided by parents, guardians, and others regarding the child's eligibility for the MEP;
- ▶ make determinations of eligibility;
- ▶ accurately and clearly record information that establishes a child is eligible for the MEP on a COE; and
- ▶ determine the child's eligibility.

An effective recruiter is one who works to understand the process of recruiting a migrant child and participates in training, planning, and interviewing of migrant parents or guardians. It requires cultural sensitivity, knowledge of the Idaho MEP, understanding of the MEP requirements, knowledge of community resources, and strong communication skills. In order to be effective, recruiters should have an adequate understanding of:

- ▶ MEP eligibility requirements;
- ▶ languages spoken by migrant workers;
- ▶ local growers/employers of migrant farmworkers;
- ▶ local agricultural and processing activities;
- ▶ cycles of seasonal employment and temporary employment;
- ▶ the local school system, the services available for migrant children and their families, and the most effective strategies for recruiting within each school;
- ▶ local roads and the locations of migrant labor camps and other migrant housing;
- ▶ MEP services offered by the local education agency; and
- ▶ other agencies that can provide services to migrant workers and their families (e.g., Migrant Health, Migrant Head Start).

Recruiters in Idaho have participated in training offered by the State and may participate, as well, in training provided during such events as the National Migrant Education Conference and the OME Conference.

The Idaho State MEP follows the guidance available in the National ID&R Curriculum for implementation by recruiters and all MEP staff. A copy of materials included in this curriculum is available on the RESULTS website at <http://results.ed.gov/node/143>. The SEA provides training on ID&R throughout the year.

ID&R Plan: Quality Controls for an ID&R System

Quality control is a **process** used to ensure acceptable levels of quality in a product or service at the lowest possible cost. There are two types of Quality Control Activities: (1) Process-oriented in which the recruiter looks to see if mistakes happen *during* the process; and (2) product-oriented in which the recruiter looks at the final product to see if it meets standards. Quality control in the MEP determines whether *eligible* migrant children are in the program, finds children incorrectly determined to be eligible, and identifies problem areas to be addressed.

An ID&R quality control system must have two kinds of activities: 1) process-oriented activities which involve an inspection of the process of determining child eligibility; and product-oriented activities which involve an inspection of the child eligibility determination itself.

Process-Oriented Quality Control looks at every action a recruiter makes to determine a child's eligibility for the MEP; and attempts to identify where errors are most likely to occur. Some possible process-oriented errors made by recruiters include:

- ▶ Gathering incorrect information during the interview
- ▶ Not asking enough questions
- ▶ Forgetting to ask key questions
- ▶ Ignoring pertinent facts
- ▶ Misunderstanding the law, regulations, non-regulatory guidance

Product-Oriented Quality Control looks at the final product when an administrator “inspects” the final product. The administrator checks eligibility determinations after they are made and re-interviews migrant families to see if proper determinations were made. Some possible product-oriented errors by recruiters include:

- ▶ Inaccuracy on COEs
- ▶ Not correcting errors on State forms

An efficient quality control process consists of training the recruiter, monitoring eligibility through peer reviews of ID&R activities, reviewing face validity of COEs, and validating child eligibility determination. A final important piece is evaluating quality control results and using them to improve the ID&R process. The Idaho MEP is responsible for implementing an **ID&R plan** with procedures to ensure the accuracy of eligibility information received from recruiters and others identifying or recruiting potential migrant students. The Certificate of Eligibility (COE) is the form the State uses to document MEP eligibility determinations.

In order to receive an MEP allocation from the U.S. Department of Education, Office of Migrant Education, the Idaho MEP must submit accurate child counts of eligible children to the Secretary of Education. Furthermore, it must:

- ▶ keep records of these eligibility determinations in order to verify that the counts are correct;
- ▶ maintain documentation of eligibility determinations to demonstrate that only children who met the definition of “migratory child” were served (**NOTE:** Maintain records for 10 years from QAD); and
- ▶ monitor the operations of subgrantees effectively by reviewing records of eligibility determinations to verify that they are administering the MEP in accordance with the law.

Preventing errors that occur is a focus of professional development and individualized technical assistance provided by the State to local recruiters. Quality control also takes place through

Careful reviews of COEs by the recruiter, the regional ID&R coordinator, and the State MEP personnel. At each of these levels, reviews for accuracy are undertaken which include verification of the completeness of the information, determination whether or not the instructions to the COE have been followed, and verification that the parent/guardian have signed the form. Also, the interviewer signature must be in place.

Once the recruiter has signed the COE, the regional ID&R coordinator verifies that the information is correct and the COE is forwarded to the Idaho State Department of Education, where it is reviewed by State MEP staff. If corrections or revisions need to be made, the COE is returned to the regional ID&R coordinator, who then reviews the errors with the migrant recruiter. Services cannot be provided to migrant students until final approval has been obtained. This review process is done in a timely manner.

As described in the Idaho MEP Quality Control Policies and Procedures guide (June 2010) the State process ensures that only eligible migrant children are recruited for the MEP and that all eligibility decisions are supported by appropriate documentation. The ID&R Plan reflects the statutory requirements of 34 CFR Part 200 Sec. 200.89. All local projects that receive MEP funding from ISDE must develop and follow an approved local quality control plan that describes how the LEA intends to follow the guidelines and procedures delineated in the Idaho MEP State plan. Specifically, Idaho's MEP Quality Control goals are:

- ▶ To identify and recruit all eligible migrant children residing in Idaho.
- ▶ To ensure that proper MEP eligibility determinations are made in a collaborative manner by MEP personnel.
- ▶ To ensure that proper MEP eligibility determinations are supported by accurate documentation.



These goals are accomplished through three interactive components: 1) Recruiter Quality Controls; 2) Proper Eligibility Determinations and Documentation Submission Quality Controls; and 3) Prospective Re-Interviewing with each component being of equal importance and each being implemented with fidelity to achieve high quality ID&R in the State of Idaho. For additional information on Idaho's Quality Control Process, visit the State website at:

http://www.sde.idaho.gov/site/migrant_edu/idRecruit.htm.



III. Comprehensive Needs Assessment

Purpose for Conducting a Comprehensive Needs Assessment

A Migrant Education Program Comprehensive Needs Assessment (CNA) is required by the Office of Migrant Education of the U.S. Department of Education under Section 1306 of the Elementary and Secondary Education Act, reauthorized as the *No Child Left Behind Act of 2001 (NCLB), Title I Part C, Section 1304(1) and 2(2)*. States must address the special educational needs of migratory children in accordance with a comprehensive State plan that:

- ▶ is integrated with other programs under the NCLB and may be submitted as part of the State consolidated application;
- ▶ provides that migratory children will have an opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children are expected to meet;
- ▶ specifies measurable program goals and outcomes;
- ▶ encompasses the full range of services that are available for migrant children from appropriate local, State, and Federal educational programs;
- ▶ represents joint planning among local, State, and Federal programs, including programs under Part A, early childhood programs, and language instruction programs; and
- ▶ provides for the integration of available MEP services with other Federal-, State-, and locally-operated programs.

The CNA must be periodically reviewed and revised, as necessary, to reflect changes in the State's strategies and programs provided under NCLB. The State MEP has flexibility in implementing the CNA through its local education agencies, except that funds must be used to meet the identified needs of migrant children that result from their *migratory lifestyle*. The purpose of the CNA is to: 1) focus on ways to permit migrant children with *priority for services* to participate effectively in school; and 2) meet migrant student needs not addressed by services available from other Federal or non-Federal programs.

Policy guidance issued by OME states that needs assessments must be conducted annually and must use the most recent and relevant information available. The needs assessment serves as the blueprint for establishing statewide priorities for local procedures and provides a basis for the State to allocate funds to local education agencies. The CNA should take a systematic approach that progresses through a defined series of phases, involving key stakeholders such as migrant parents and students as appropriate, educators and administrators of programs that serve migrant students, content area experts, and other individuals that are critical to ensuring commitment and follow-up.

How and When to Conduct a Local Needs Assessment

The needs assessment forms the basis of the comprehensive state plan for service delivery which describes how gaps in the education and academic progress of migrant children will be addressed and how the services in the plan will be evaluated. It is the first step in planning and implementing an MEP. Programs will use parent, student, and staff surveys and focus group protocols for gathering data on perceived needs.

Local MEPs conduct individual needs assessments to:

- ▶ determine the needs of migrant students and how those needs relate to the priorities established by the State as listed in the Idaho MEP Service Delivery Plan;
- ▶ design local services; and
- ▶ select students to receive those services.

Tools for conducting local needs assessment (surveys and focus group questions) are included in the Idaho LEA MEP Comprehensive Needs Assessment Toolkit (Fall 2012). Identified needs indicated on surveys, through evaluation results, assessment results, and interviews with stakeholders (e.g. parents, MEP staff) should be reviewed regularly to determine the nature and extent of changes.

The following chart lists needs assessment forms and data that each program is responsible for collecting.

Needs Assessment Form/ Data Needed	Location of Information	Timeline
Staff Needs Assessment Survey	Idaho MEP Toolkit	When CNA updated
Parent Needs Assessment Survey	Idaho MEP Toolkit	When CNA updated
Student Demographics	Collected in MSIS	When COE is completed
Last Qualifying Move	Collected in MSIS	When COE is completed
Students Served by Grade	Collected in MSIS	When COE is completed
Priority for Service (PFS)	Collected in MSIS	Fall of each school year
Instructional Services	Collected in MSIS	When service is provided
Support Services	Collected in MSIS	When service is provided
Credit Accrual	Collected in MSIS	When service is provided
Most Recent and Available State Assessment Results	Collected in ISEE/CORE; CSPR; State website	Collected when the results are finalized by ISDE

The Idaho SDE makes decisions about how services are delivered by assigning PFS to those eligible migrant students who have been determined to have the greatest needs. As previously discussed, students are designated PFS based on a two-part process of educational interruption and failing or at-risk of failing. The criteria categories are described later in this chapter.

Seven Areas of Concern for Migrant Students

What makes migrant students “migrant” is the eligibility determination certifying that they move from one country, place, or locality to another with migrant worker parents who move regularly in order to find temporary or seasonal work in agriculture or fishing. Their mobile lifestyle characteristics pose substantial challenges to students’ being successful in school among which are educational disruption, cultural adjustments, and discontinuity in curriculum, instruction, and assessment.

Seven Areas of Concern were identified by the Office of Migrant Education. It was determined that migrant children are at high risk of school failure due to the following seven concern areas that arise out of the educational problems associated with the migrant lifestyle.

- ▶ **1) Educational Continuity** – High mobility may result in migrant students making numerous changes in schools (and therefore curriculum, instruction, and assessment) during the school year.
- ▶ **2) Instructional Time** – When migrant students miss school due to educational disruption caused by their migrant lifestyle, students are not exposed to good, consistent curriculum and instruction. Missing school due to mobility and delays in school enrollment results in lower achievement.
- ▶ **3) School Engagement** – Involvement in academic, social, or extracurricular activities is important to achieve a positive academic experience and preventing school dropout.
- ▶ **4) English Language Development** – For many migrant students, a language other than English is spoken at home and/or the student speaks a language other than English. Acquiring the English proficiency needed to be successful in school is necessary for many migrant students.
- ▶ **5) Education Support in the Home** – Long working hours (especially during the summer months), limited English proficiency, low socioeconomic status, poor living conditions, and low educational attainment are factors associated with many migrant parents. These factors limit the support migrant students receive in the home and negatively impact student achievement and success in school.
- ▶ **6) Health** – There is extensive documentation on migrant families’ poor living conditions, poor health, lack of insurance to cover illness/injury, and lack of access to preventative health services. These factors affect migrant students’ educational performance.
- ▶ **7) Access to Services** – Awareness of school and community services affects access when migrant families are highly mobile, speak little English, and/or are not comfortable with interacting. These needed support services have an impact on migrant students’ well-being and school performance.

On the whole, the Seven Areas of Concern provide a foundation on which a comprehensive assessment of needs is conducted. Data in each of these areas was examined by Idaho's CNA Committee and the data summarized to look at the State's overall need indicators at three levels: a) migrant students, b) migrant staff (and school staff that work with migrant students, as appropriate), and c) program systems which include policies, school environment, and availability and use of resources (e.g., availability of funds and resources from other Federal programs, State programs, and local sources).

Needs Assessment Data Collection Tools

The results of the **needs assessment surveys** for staff and parents provide a snapshot of perceived needs from the stakeholders most directly involved in the education of migrant children. They are administered in preparation for an update to the CNA to determine the unique needs of migrant students at the local project sites. The Idaho needs assessment surveys, suggestions for conducting a local CNA, and strategies for collecting and reporting needs data are found in the Idaho LEA MEP Comprehensive Needs Assessment Toolkit (ISDE, Fall 2012).





IV. Idaho Subgranting Procedures

Requirements and Procedures for Funding as a Subgrantee of ISDE

The U.S. Department of Education allocates Title I, Part C Migrant Education Program funds to States through a statutory formula based primarily on the State's migrant student count, the number of migrant children who receive summer or intersession services, and the cost of education in each State. State education agencies are authorized to make subgrants to local education agencies that serve migrant students.

In the State of Idaho, the total MEP funds available to LEAs is divided by the Statewide Count, determined by the factors and weights in the chart below, to produce the Per Pupil Expenditure (PPE). The PPE is multiplied by each LEA's count to produce their allocation for the given fiscal year. Prior to determining the total amount available to distribute to LEAs through this formula, the State first subtracts the funds needed to administer the program, as well as funds for other requirements (e.g., ID&R, program evaluation), then the rest of the allocation is divided by the Statewide Count.

	Factor	Weight
✓	PK/UG Count	.25
✓	Regular Term K-6 Count	1.00
✓	Regular Term 7-12 Count	1.00
✓	Move in Regular School Year Count	.30
✓	Move in 0-12 Month Count	.30
✓	LEP Count	.30
✓	Summer Count	1.00
✓	Priority for Services Count	1.00
✓	Title I Count	.30

In determining the amount of a subgrant, ISDE must distribute funds based on the requirements in section 1304(b)(5) of NCLB. Factors SDE must take into account are:

- (a) the number of migrant children;
- (b) the needs of migrant children;
- (c) the statutory priority to FIRST serve children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards; AND whose education has been interrupted during the regular school year; and
- (d) the availability of funds from other Federal, State, and local programs.

There are several factors that are used in determining "most in need" (this also refers to Idaho's Priority for Services [PFS] definition). To receive priority for services, migrant students must meet at least one area in A **and** B as discussed in the PFS section, pages 19 to 20.

Migrant Education Program funds are provided to assist schools in meeting the unique needs of migrant eligible students in achieving state content and performance standards that all children are expected to meet. Because frequent moves disrupt a child's educational program, MEP resources are available to provide additional resources *beyond* what a school ordinarily provides to all students. They are supplemental funds to provide extra and/or intensive assistance to help migrant learners meet State expectations for achievement because of the negative impact of frequent moves.

MEP services are the educational/educationally-related activities that:

1. Directly benefit a migrant child;
2. Address a need of a migrant child consistent with the State's comprehensive needs assessment and service delivery plan
3. Are grounded in scientifically-based research. Or, in the case of support services, are a generally accepted practice; and
4. Are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the state's performance targets.

Strategies for providing services to meet the needs of the migrant student population vary throughout the state depending on the availability of other programs and services and on the fiscal resources of the MEP. Based on the number of migratory students in a district, programs are either offered year-round and/or during the summer. Supplemental services may include but are not limited to: English as a second language instruction; tutoring, computer literacy instruction; family literacy; general education diploma (GED) preparation; and outreach/advocacy work to increase the quality of nutritional, health, and dental care.



Migrant funds should be used to address MEP priorities determined through a CNA as discussed previously. The Idaho MEP has identified the following program priorities:

1. School Readiness
2. Instruction in reading/writing/language arts
3. Instruction in mathematics
4. High School Graduation

LEAs are required to provide the following activities using MEP funds (or other funds) to address the unique needs of migrant children:

- ▶ Identification and recruitment
- ▶ Reporting student data
- ▶ Parent involvement and a local Migrant Parent Advisory Council (PAC).
- ▶ Program administration:
 - Comprehensive needs assessment
 - Application
 - Services implementation, monitoring, and supervision
 - Evaluation

The following are allowable activities: Supplemental instructional and support services, and Professional development.

Use of Resources – In preparing local applications, it is required to consult with members of the school MEP Parent Advisory Council for input on use of these funds. Again, these resources should be used to *supplement* regular instructional programs to enable migrant students to perform better in school and on State assessments.

Consideration should be given to instructional programs, materials, and equipment that challenge student learners who may have difficulty learning in standard educational environments. The statewide activities for migrant students are included in the Idaho MEP Service Delivery Plan found on the ISDE website at the Migrant Education Program page at: http://www.sde.idaho.gov/site/migrant_edu/docs/compdocs/SDP%20REPORT%20final%20Revised%20-%20032311.pdf

Funds may be used for additional personnel to support student learning, strengthening home and school relations, parent involvement activities, extended learning opportunities for students, professional development for staff working with migrant students and student transportation where none is available. Applicants may apply for both regular term projects, and/or summer or intersession projects.

Flexibility Provisions

As the MEP grantee, the State of Idaho has great flexibility in determining the best way to distribute MEP funds among subgrantees. However, in exercising this flexibility, the State is responsible for ensuring that the subgrant procedures take into account the numbers and needs of migrant children, the priority for services, and the availability of other State, local, and Federal funds. The Idaho State Department of Education follows the same regulation as Title I-Part A in regards to carryover. Districts can only carry over 15% of the previous year's allocation. They can request a waiver only once every three years.

In accordance with the MEP Non-Regulatory Guidance (October 2010), the amount of funds that local education agencies have received in the previous year is not a factor in subgranting MEP funds the next year.

How to Apply for Migrant Funds as a Subgrantee

To apply for MEP funds, an LEA needs to complete the Consolidated Federal and State Grant Application. The Migrant Program Information Page specifies that through the Comprehensive Plan, Idaho's Measurable Program Outcomes (MPOs) and statewide service delivery strategies in the four areas of school readiness, reading/writing/language arts, mathematics, and graduation were designed and put into place to guide the planning, implementation, and evaluation of the migrant education program in the state. Applicants are asked to choose from the strategies/activities in the application (from the State MEP SDP) those that the site will use to meet the various measurable objectives.

When applying for MEP funds, it is helpful to consider questions such as those below in preparing to complete the application.

- ✓ Have you completed a local needs assessment? Do you have data that includes student achievement data for migrant and non-migrant students, surveys (staff, parents, and students as applicable)? Do you have other outcome data (e.g., graduation rate and dropout rate for migrant vs. non-migrant students)?
- ✓ Are you able to make a clear connection between the needs identified through the local CNA and the strategies that you have identified for delivering MEP services?
- ✓ Have migrant parents been involved in the application planning meetings to obtain their input on the design of the MEP?
- ✓ Have you identified other resources and sources of funding (local, regional, State and Federal) that could be used to provide appropriate services to migrant students?
- ✓ Do you have a plan for collecting data and evaluating the effectiveness of the MEP services that you will be providing?

For technical assistance in completing the subgrant application, applicants may contact Mary Lou Wells (contact information is found on the cover of this Manual). This is especially recommended for new grantees and new MEP directors/coordinators. Technical assistance can be scheduled at any time.



V. Planning and Delivering MEP Services

Service Delivery Plan (SDP) Process Overview

After identifying the needs of migrant children through the CNA, completing the application process, and receiving notification from the State that LEA has received a Title I-C sub-allocation, services can be implemented. Planning and delivering services requires knowledge of the strategies and resources that the State has defined in the SDP. This includes the statewide measureable program outcomes (MPOs) that were designed to determine student progress.

The Idaho MEP SDP describes how gaps in the education and academic progress of migrant children and youth will be addressed and how the services in the plan will be evaluated. The specific components required by the Office of Migrant Education for the SDP are listed below.

- ▶ **Performance Targets.** The plan must specify the performance targets that the State has adopted for all migrant children for: reading; mathematics; high school graduation/the number of school dropouts; school readiness; and any other performance target that the State has identified for migrant children. [34 CFR 200.83(a)(1)].
- ▶ **Needs Assessment.** The plan must include identification and an assessment of: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle; and (2) other needs of migrant students that must be met in order for them to participate effectively in school. [34 CFR 200.83(a)(2)].
- ▶ **Measurable Program Outcomes.** The plan must include the measurable outcomes that the MEP will produce statewide through specific educational or educationally-related services. (Section 1306(a)(1)(D) of the statute.) Measurable outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the comprehensive needs assessment. The measurable outcomes should also help achieve the State's performance targets.
- ▶ **Service Delivery.** The plan must describe the SEA's strategies for achieving the performance targets and measurable objectives described above. The State's service delivery strategy must address: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle, and (2) other needs of migrant students that must be met in order for them to participate effectively in school. [34 CFR 200.83(a)(3)].
- ▶ **Evaluation.** The plan must describe how the State will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes. [34 CFR 200.83(a)(4)].

Optional information that *may* be contained in the SDP includes the policies and procedures it will implement to address other administrative activities and program functions, such as:

- ▶ **Priority for Services.** A description of how, on a statewide basis, the State will give priority to migrant children who: (1) are failing, or most at risk of failing, to meet the state's challenging academic content and student achievement standards, and 2) whose education has been interrupted during the regular school year.
- ▶ **Parent Involvement.** A description of the SEA's consultation with parents (or with the State parent advisory council, if the program is of one school year in duration) and whether the consultation occurred in a format and language that the parents understand.
- ▶ **Identification and Recruitment.** A description of the State's plan for identification and recruitment activities and its quality control procedures.
- ▶ **Student Records.** A description of the State's plan for requesting and using migrant student records and transferring migrant student records to schools and projects in which migrant students enroll.

The Idaho MEP Service Delivery Plan resulted from a systematic process that involved a broad-based representation of stakeholders whose experience lent authenticity and whose expertise directed the strategies that are presented in the SDP report. In accordance with OME's guidance, Idaho updates the SDP whenever it: 1) updates the statewide CNA; 2) changes the performance targets and/or measurable outcomes; 3) significantly changes the services that the MEP will provide statewide; or 4) significantly changes the evaluation design.

Local services are planned during the application process (discussed in *Section IV*). The State has identified strategies consistent with the needs of migrant students in the statewide SDP. After reviewing local needs (discussed in *Section III*), programs identify the strategies that fit the local population, integrate with available services without supplanting existing or available services, and meet the needs of students with PFS.

Local MEPs are responsible for identifying strategies to be implemented locally and for documenting them in the CFSGA under the goal/MPO areas of the SDP:

- ▶ School Readiness
- ▶ Reading
- ▶ Mathematics
- ▶ Graduation



Local education agencies have used a variety of service delivery designs to provide targeted supplemental services to migrant students. Some examples include:

- ▶ Extended day programs (before/after school)
- ▶ Summer programs.
- ▶ In-class programs
- ▶ Pre-kindergarten programs.
- ▶ Services to secondary-aged students.
- ▶ Services to out-of-school youth.

Priority for Services

As part of the NCLB requirements for Title I, Part C, every State must set its priorities for services; likewise, every MEP in every State is required to maintain a list of eligible migrant students as well as a listing of the students actually receiving migrant services to clarify whether or not a student is designated as Priority for Services (PFS).

Determining which migrant students receive priority for services is put into place through the SDP as part of the State activity in which Idaho sets its performance goals, targets, and benchmarks to ensure the appropriate delivery of migrant student services.

State MEP staff, local migrant directors, contractors, and others with expertise in the design, operation, and evaluation of migrant education programs provide technical assistance to MEP staff to help them most efficiently determine the students who are PFS. The Idaho PFS criteria have been distributed to project staff.

Priority for Services children are those who (1) are failing, or most at risk of failing, to meet the State's challenging State academic content and student achievement, and (2) whose education has been interrupted. According to the instructions outlined by the Idaho MEP, Migrant children coded as PFS should be given priority as to services. The definition of PFS is operationalized in Idaho through the meeting at least one criterion in Area A **and** Area B as illustrated below:

Area A

1. Migrant students whose English proficiency is at the following levels as indicated by the Idaho English Language Assessment (IELA) are at risk of failing to meet the State's academic content standards:

- Level 1 Beginning
- Level 2 Advanced Beginning
- Level 3 Intermediate

2. Migrant Out-of-School Youth.

3. Migrant students receiving the indicated scores on at least one of the State content assessments below are failing or “at-risk” of failing to meet the State’s academic content standards:

State Assessment	Grade Level Administered	Failing or “at-risk” score
Idaho Reading Indicator (IRI)	Grades K, 1, 2, 3	2-Strategic 1-Intensive
Idaho Standard Achievement Test (ISAT)	Grades 3 – 10	Basic or Below Basic in Reading, Math, or Language Usage

Note: If no test scores are available, the following are acceptable:

- ▶ Failing grades in core academic subjects (Evidence: progress reports/report cards)
- ▶ Teacher recommendations
- ▶ Failing or “at risk” scores from other State’s assessment (Can be viewed in MSIX)

Area B

Migrant students who meet at least one criteria in Section A AND had at least one of the following interruptions in education should receive MEP services FIRST:

1. A move during the regular school year defined as the period from the first day of the academic calendar to the last day of the academic calendar of a specified academic year
2. Excessive absence (10 or more days) from school due to a migratory lifestyle.

Depending on the purpose of the program, the prioritization of “priority for services” factors may vary. The use of the funds should be consistent with the findings of the Comprehensive Needs Assessment. Each LEA provides supplemental instructional and support services, health, etc., to migrant children to enable them to participate effectively in school. MEP-funded LEAs must adhere to guidance and regulations as set forth governing the eligibility of migrant families.

Idaho MEP Service Delivery Plan

The Idaho MEP SDP was developed by a broad-based Committee representing migrant programs and families throughout the State. It was designed to address the needs that are described in the State’s Comprehensive needs assessment.

The SDP can be viewed at http://www.sde.idaho.gov/site/migrant_edu/compNeeds.htm. Major decisions contained in the SDP are found in the MEP SDP Strategic Planning Chart starting on page 23. This chart was designed to provide a snapshot of the SDP decisions with respect to the MPOs aligned with the identified needs of migrant children and youth, the strategies to

accomplish the MPOs, the resources needed to implement the strategies, and the evaluation of the progress made toward meeting the MPOs.

The star rating performance targets for reading, mathematics, and high school graduation and the expectations for school readiness are directly related to the needs identified in the Idaho CNA report. Additional information is included in the CNA report; however, a brief summary of the needs in each of the four focus areas illustrates how the performance targets directly address the **needs** identified in the Idaho CNA report as described below.

School Readiness – The percentage of migrant parents who read to their pre-school students in their native language needs to be raised, and migrant preschool-aged children need to develop the affective, cognitive, and psycho-motor skills necessary for academic success.

Reading – Growth to achievement gaps (Student Growth Percentiles or Adequate Student Growth Percentiles) relative to like peers calls for more migrant students to score proficient or above on the Reading ISAT to meet the State Target.

Mathematics – Growth to achievement gaps (Student Growth Percentiles or Adequate Student Growth Percentiles) relative to like peers calls for more migrant students to score proficient or above on the Mathematics ISAT to meet the State Target.

Graduation – Migrant students need to have opportunities to accrue adequate credits toward graduation and to have equal access to extra and co-curricular activities. Also, Migrant parents need to be able to participate as equal and effective partners with schools and communities in the academic preparation of their secondary school-aged children.

Idaho's MPOs and statewide service delivery strategies in the four areas of school readiness, reading and language, mathematics, and graduation were designed to guide the planning, implementation, and evaluation of the migrant education program in the State. The MPOs and key strategies in all four areas are listed below. Note that for each area, key strategies that are **bolded** are high priority and required for implementation by all funded local MEPs.



Goal 1.0 – SCHOOL READINESS

Need/Concern: Migrant preschool aged children need to develop the affective, cognitive, and psycho-motor skills necessary for school readiness.					
Solution identified in the CNA ¹	Performance Target ² (Goal)	MEP Measurable Program Outcome ³ (Objective)	Strategy ⁵	Resources ³ Needed (TA, PD)	Evaluation Tool/Monitoring Tool
<p>Ensure migrant homes have literacy enriched environments by participating in programs that provide free books for families.</p> <p>Initiate collaboration among Head Start, Migrant Seasonal Head Start, and Migrant LEA staff (family liaisons, family advocates, and MSHS teachers) to share child and family records (developmental screening, immunizations, family partnership agreements).</p> <p>Develop memoranda of understanding between Migrant Education Program, Migrant/ Seasonal Head Start, and Head Start to recruit eligible families.</p> <p>Provide PD opportunities to family liaisons to enable them to support parents in providing school readiness</p>	<p>100% of young migrant children will demonstrate readiness for school on a reading indicator assessment that includes letter naming fluency and letter sound fluency.</p>	<p>1a By the end of the 2012-13 school year, 3-4 year old pre-kindergarten children enrolled in a migrant-funded PK program will show a 20% gain between pre- and post-assessment on a pre-reading skills measure of school readiness.</p> <p>1b By the end of the 2012-13 school year, 80% of parents of migrant pre-K children surveyed who participate in one or more school events/training will report a gain in their ability to help their young children achieve early literacy skills.</p>	<p>1-1 Identify performance targets for children entering kindergarten</p>	<p>State-developed screener in Spanish and English; “field trips” to school for parents of children entering kdg</p>	<p>See Section 9 of the SDP</p>
			<p>1-2 Adopt evidence-based curriculum and assessments addressing the unique needs of PK migrant children</p>	<p>Curriculum based on kdg readiness indicators, team to identify/adapt screening tools</p>	
			<p>1-3 Establish collaborations (i.e., written agreements) between MSHS and LEAs serving migrant children to communicate performance targets, recruitment/referrals, parent and staff training, and the sharing of curriculum and instructional strategies</p>	<p>Time for staff to attend quarterly meetings</p>	
			<p>1-4 Provide extended service time targeting the unique needs of migrant children</p>	<p>Additional time/opportunity for staff during the summer or during the extended day</p>	
			<p>1-5 Provide supplemental school readiness materials to migrant families of PK children (e.g., books, crayons, math manipulatives, alphabet magnets)</p>	<p>PAC-sponsored activities; resources to purchase materials</p>	
			<p>1-6 Provide professional development to PK-funded teachers/aides on the unique needs of migrant students</p>	<p>Hands-on examples; webinars; NAEYC website</p>	
			<p>1-7 Explore the feasibility of implementing migrant-funded PK programs for 3 and 4 year old children</p>	<p>Time and funds for district collaborations for PK grant development</p>	

opportunities to their children (CDA Program, Parents as Teachers, Creative Curriculum).			1-8 Provide training to PK migrant parents to help them support their children's early literacy skills (e.g., Parents as Teachers, LEA migrant PAC meetings)	Parent strands at State/ regional/local conferences; ESL classes for parents; provide babysitting for the children	
			1-9 Support PK school readiness through parent/child field trips (e.g., riding the school bus, meeting their kindergarten teacher, eating lunch at school [all-day kindergarten], using the library, using computers, registering for school)	Structured activities for children while adults are attending ESL; transportation to activities; pre-selected calendar days for events; field trips	
			1-10 Provide supports for MEP family liaisons to complete a State-funded CDA program that prepares them to support parents to help their children be ready for school.	Funds for participating in the CDA program; mentoring; staff time	

NOTE: **Bolded** items are high priority and therefore required for all funded migrant education programs.

¹ *As identified by the CNA Committee*

² *As identified by the State Education Agency in the CFSGA*

³ *As identified by the SDP Committee*

GOAL 2.0 – PROFICIENCY IN READING AND LANGUAGE

Need/Concern: 30% more Migrant-LEP students need to score proficient or above on the Reading ISAT to meet the State Target.					
Solution identified in the CNA ¹	Performance Target ² (Goal)	MEP Measurable Program Outcome ³ (Objective)	Strategy ³	Resources ³ Needed (TA, PD)	Evaluation Tool/Monitoring Tool
<p>Hold Bilingual Family Literacy Nights and provide free materials (books, paper, writing materials, crayons, etc.).</p> <p>Hold a migrant summer school addressing literacy needs of migrant students.</p> <p>Provide elective Spanish classes for native Spanish speakers at middle/high school level to support their Spanish language development.</p>	<p>For school year 2012-2013, students will demonstrate proficient or advanced in reading on the ISAT (Idaho State Achievement Test).</p>	<p>2a By the end of the 2012-13 school year, the percentage of migrant students attaining proficiency on the ISAT in reading will increase by 3%.</p> <p>2b By the end of the 2012-13 school year, the percentage of migrant students who are English learners attaining proficiency on the IELA will increase by 3%.</p> <p>2c By the end of the 2012-13 school year, the percentage of K-3 migrant students attaining proficiency on the IRI will increase by 3%.</p>	<p>2-1 Provide intensive evidence-based reading and language instruction during summer school</p>	<p>Supplies, curriculum, State-adopted list for curriculum, qualified staff, transportation; culturally-relevant books</p>	<p>See Section 9 of the SDP</p>
			<p>2-2 Offer extended day literacy opportunities for migrant children</p>		
			<p>2-3 Provide parents with literacy materials and appropriate training</p>	<p>Culturally-relevant books; RIF; writing materials; books on CD; transportation; child care</p>	
			<p>2-4 Increase access to community literacy resources (e.g., school library, public library)</p>	<p>Transportation; media staff; ID Com-mission on Libraries</p>	
			<p>2-5 Prepare and provide a grade-appropriate literacy packets for migrant students on extended leaves/absences</p>	<p>Supplies; teacher support to prepare packets</p>	
			<p>2-6 Provide access to supplemental research-based English language development for migrant families</p>	<p>Rosetta Stone; adult ESL classes; child care; transportation</p>	
			<p>2-7 Develop an ELP for all migrant students who also are ELs</p>	<p>ESL standards and strategies; ELP Team computer access</p>	
			<p>2-8 Implement support systems at the secondary level to assist migrant students with reading/literacy homework, test-taking skills, special projects, and monitoring of academic progress</p>	<p>Staffing; transportation; supplies; staff development</p>	
			<p>2-9 Provide transportation options to migrant parents to attend meetings, parent programs, and reading-related activities</p>	<p>Staff resources for a carpooling system coordinator</p>	

			<p>2-10 Utilize PAC meetings to inform parents of skills tested on State and other assessments to measure the educational progress of their child in reading</p>	<p>Testing coordinator; migrant liaison; LEP coordinator; district admin; interpreters</p>
			<p>2-11 Provide professional development to all staff on the unique needs of migrant students that affect academic success.</p>	<p>Training on the 7 Areas of Concern; Federal programs director; migrant director; PD coordinator</p>
			<p>2-12 Conduct home visits for sharing information on supporting reading in the home.</p>	<p><i>Colorín, Colorado</i> materials; Reading Rockets; professional development for family liaison on literacy skills; flexible scheduling; materials; supplies</p>

NOTE: **Bolded** items are high priority and therefore required for all funded migrant education programs.

GOAL 3.0 – PROFICIENCY IN MATHEMATICS

NEED/CONCERN: 28% more Migrant-LEP students need to score proficient or above on the Mathematics ISAT to meet the State Target.					
<u>Solution</u> identified in the CNA ¹	<u>Performance Target</u> ² (Goal)	<u>MEP Measurable Program Outcome</u> ³ (Objective)	<u>Strategy</u> ³	<u>Resources</u> ³ Needed (TA, PD)	<u>Evaluation Tool/Monitoring Tool</u>
<p>Hold a Bilingual Math Family Night providing free math manipulatives and research supported Math kits that provide the “tools” to do math at home.</p> <p>Provide an after school tutoring program for migrant students (peer to peer; support Senior project and other community service opportunities).</p>	<p>For school year 2012-2013, students will demonstrate proficient or advanced in mathematics on the ISAT (Idaho State Achievement Test).</p>	<p>3a By the end of the 2012-13 school year, the percentage of <u>migrant students</u> attaining proficiency on the ISAT in mathematics will increase by 3%.</p>	<p>3-1 Provide intensive math instruction during summer school</p>	<p>Supplies, curriculum, State-adopted list for curriculum, qualified staff, transportation; culturally-relevant books</p>	<p>See Section 9 of the SDP</p>
			<p>3-2 Offer extended day math opportunities for migrant children</p>	<p>Culturally-relevant books; computation materials; math books on CD; child care; transportation; math manipulatives</p>	
			<p>3-3 Provide evidence-based math materials and appropriate training for migrant parents to help their children in math</p>	<p>Supplies; teacher support to prepare packets</p>	
			<p>3-4 Prepare and provide grade-appropriate math packets for migrant students on extended leaves/absences</p>	<p>Staffing; transportation; supplies; staff development</p>	
			<p>3-5 Implement support systems at the secondary level to assist migrant students with math homework, test-taking skills, special projects, and monitoring progress in math</p>	<p>Staff resources for a carpooling system coordinator</p>	
			<p>3-6 Provide transportation options to migrant parents to attend meetings, parent programs, and math-related activities</p>	<p>Testing coordination; migrant liaison; LEP coordinator; district admin; interpreters</p>	
			<p>3-7 Utilize PAC meetings to inform parents of skills tested on math ISAT and other assessments to measure the educational progress of their children in math</p>		

			3-8 Provide professional development to all staff on the unique needs of migrant students that affect academic success.	Training on the 7 Areas of Concern; Federal programs director; migrant director; prof. dev. coordinator	
			3-9 Provide supplementary math tools for home use and information to assist families in supporting math	Rulers, calculators, graph paper; math manipulatives; MEP director; State Math Coordinator	
			3-10 Conduct home visits for sharing information on supporting math in the home.	Staff development for family liaison on math skills; flexible scheduling; materials; supplies; NCTM website and other math organizations	

NOTE: **Bolded** items are high priority and therefore required for all funded migrant education programs.

GOAL 4.0 – GRADUATION FROM HIGH SCHOOL

NEED/CONCERN: *Migrant students need to have opportunities to accrue adequate credits toward graduation and to have equal access to extra and co-curricular activities. Also, Migrant parents need to be able to participate as equal and effective partners with schools and communities in the academic preparation of their secondary school-aged children.*

<u>Solution identified in the CNA¹</u>	<u>Performance Target² (Goal)</u>	<u>MEP Measurable Program Outcome³ (Objective)</u>	<u>Strategy³</u>	<u>Resources³ Needed (TA, PD)</u>	<u>Evaluation Tool/Monitoring Tool</u>
<p>Provide year-round access and support to a variety of flexible credit accrual options, including PASS programs, online credit recovery, extended day/year, and more flexible attendance policies.</p> <p>Provide migrant student individualized graduation plans that may allow some flexibility in number of elective credits needed for graduation.</p> <p>Eliminate language barriers by providing signage and verbal communication in the native language for non-English speaking families being served by the schools.</p> <p>Provide training to Migrant parents to</p>	<p>All high school seniors must demonstrate proficiency on the 10th grade reading, math, and language arts ISAT to graduate from high school.</p>	<p>4a By the end of the 2012-13 school year, 60% of <u>migrant students</u> enrolled in high school will accrue sufficient credits to graduate on time.</p> <p>4b By the end of the 2012-13 school year, 90% of <u>migrant students</u> enrolled as seniors with graduate or will continue enrollment toward graduation.</p> <p>4c By the end of the 2012-13 school year, 80% of <u>staff</u> who serve migrant students and who received MEP-sponsored professional development will report having a better understanding of</p>	<p>4-1 Hold a meeting with the parents of 8th grade migrant students to facilitate H.S. registration</p>	<p>Computer labs; graduation requirements; sites/ staff for mtgs; child care; bilingual course descriptions refreshments; transporta.</p>	<p>See Section 9 of the SDP</p>
			<p>4-2 Facilitate meetings between migrant secondary students and school counselors at least three times each year</p>	<p>Parent invitations; checklists; transcripts; liaisons or other staff to contact parents</p>	
			<p>4-3 Hold school team mtgs each year with students' migrant teacher, general classroom teacher, home/school liaison and/or interpreter, and others needed to determine students needing graduation plans</p>	<p>Migrant graduation plans; parent invitations; meeting sites; interpreters</p>	
			<p>4-4a Notify parent(s) about child progress toward being on track to graduate</p>	<p>Interpreters/translators; graduation plans; transportation/gas cards; staff; meeting sites; refreshments and other incentives for attendance; child care during the meeting</p>	
			<p>4-4b Invite parents of students not on track for graduation to a meeting to develop a graduation plan</p>		
			<p>4-4c With parent input, prepare individual graduation plans for students identified by the school team as at risk of not graduating on time</p>		
			<p>4-5 Facilitate migrant student participation in classes with fees and extracurricular activities by removing barriers (e.g., lack of transportation; fees, information, or opportunity)</p>	<p>Scholarship program for fees; funding for scholarships for special events; gas cards; transportation</p>	
<p>4-6 Provide tutorial support and guidance to students enrolled in PASS, IDLA, and other credit accrual programs</p>	<p>Staff; meeting sites; designated time/program; transportation</p>				
<p>4-7 Remove barriers through facilitating flexible scheduling for out-of-school youth and working migrant high school students who are attending classes</p>	<p>Gas voucher program; amended school policy on attendance; 1-on-1 tutoring</p>				

<p>better understand the academic system.</p> <p>Provide leadership training to Migrant parents to provide them the tools necessary to be actively involved in their child's education.</p> <p>Actively recruit and retain secondary school-aged migrant youth in extracurricular activities to develop supportive peer relationships, explore talents, build interpersonal skills, and provide the monetary support for them to do so, such as utilizing migrant funds for extracurricular activity scholarships which help pay for activity fees/materials.</p>		<p>the unique needs of migrant students.</p> <p>4d By the end of the 2012-13 school year, 80% of migrant parents participating in one or more school events/training will report having a better understanding of the unique needs of migrant students.</p>	<p>4-8 Coordinate with local agencies to enroll migrant students and out-of-school youth in online courses, GED programs, career education, vocational training</p>	<p>Migrant staff; release time for coordination; information/ guidelines on services</p>		
			<p>4-9 Provide training to all MEP staff on the Migrant Student Information Exchange (MSIX)</p>	<p>Staff time; lab for training; training materials; trainers</p>		
			<p>4-10 Offer PD to all staff (e.g., support staff) and administrators working with migrant students on educational and cultural aspects of migrancy/mobility and impact on the unique educational needs of migrant students</p>	<p>Staff to prepare and present inservices; time for preparation and meetings; meeting materials</p>		
				<p>4e By the end of the 2012-13 school year, 75% of migrant OSY receiving MEP services will report being better prepared for success in school and/or in the workplace.</p>	<p>4-11 Provide leadership training for migrant parents</p>	<p>Staff to prepare/present inservices; time for preparation/mtg materials</p>
				<p>4-12 Utilize speakers and role models to inform and motivate migrant children, youth, and parents</p>	<p>Stipends for presenters; meeting materials; meeting site</p>	
				<p>4-13 Utilize PAC meetings to provide relevant information to migrant parents on secondary education issues (e.g., postsecondary education, testing/assessment, graduation requirements), school system requirements, and parent training</p>	<p>Meeting site; staff to prepare and present at the PAC meeting; time for preparation; meeting materials; transportation; child care</p>	
				<p>4-14 Offer supportive services to identified OSY (e.g., health referrals, ESL classes, community resources)</p>	<p>Resource manual; materials; bilingual staff; interpreters; staff time; resource bags</p>	
				<p>4-15 Participate in the activities sponsored by the SOSOSY and InET Consortia</p>	<p>Funds for travel to steering team mtgs; consortium fees for materials</p>	
				<p>4-16 Conduct home visits for sharing information and supporting migrant students' high school graduation</p>	<p>Staff; mileage reimbursement; interpreters</p>	
		<p>4-17 Hold an annual parent meeting to explain post-secondary education and funding options</p>	<p>Computer lab; flyers on FAFSA, assessments, admissions, scholarships</p>			

NOTE: **Bolded** items are high priority and therefore required for all funded migrant education programs.



V. Administering and Monitoring MEPs

Use of MEP funds for Program Services and Activities

Funds for MEPs are used only for programs and projects, including the acquisition of equipment, in accordance with Federal regulations (Section 1306 of Title I-C of the No Child Left Behind Act of 2001). Funds can also be used to coordinate such programs and projects with similar programs and projects within the State and in other States, as well as with other Federal programs that can benefit migratory children and their families [Section 1304(c)(1)(A)].

Programs and projects funded under the MEP are carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 1120A, and part I and must be used to provide a continuum of services that address the needs of migratory children that are not met by services available from other Federal and non-Federal programs.

Program Purpose

Migrant funds are to be used for programs that result in high-quality and comprehensive education programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves. Programs are to ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards.

Migrant programs should be designed to help eligible migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the students' ability to do well in school, and to prepare them to make successful transition to postsecondary education or employment.

Consultation with Migrant Parents

In the planning and operation for programs and projects at the State, school, and district, there must be consultation with migrant parent advisory councils (PACs) for programs of one school year in duration. This requirement is to ensure that programs are carried out in a manner that provides for the same parental involvement as is required under Title I-A and other Federal programs unless extraordinary circumstances make this provision impractical in a format and language understandable to the parents.

Continuation of Services

For migrant children who complete their eligibility during a school term, there are provisions so that they remain eligible for services until the end of the school term. A migrant child who is no longer eligible may continue to receive services one additional school year, but only if comparable services are not available through other programs. Secondary school students who are eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

Size, Scope, and Quality Requirements

School districts seeking to be a subgrantee of Title I-C and receive funds to operate an MEP to serve eligible migrant students must ensure the following:

- ▶ migratory students will have access to the same basic educational services available to non-migratory students in the district
- ▶ MEP funds will be used to provide supplemental services, and not supplant other funding sources
- ▶ MEP funds will address the special educational needs of migratory students that result from the effects of their migratory lifestyle or are needed to permit migratory children to participate effectively in school
- ▶ MEP funds will not be used for services that are provided using funds from other programs including those under Title I, Part A.
- ▶ Title I-C funded programs will be of sufficient size, scope, and quality that will help migrant students achieve the challenging standards set by the State of Idaho for all children.

In designing a supplemental program to comply with this requirement, a district needs to consider and describe how it will respond to the problems migratory students are encountering, as identified in the local needs assessment and how the delivery system available in the district will be coordinated to provide the indicated services or the additional services needed and not currently available, including the educational needs of preschool migratory children.

- a) Size of program – The size of the MEP designed by a local district must be commensurate with the number of participating students and resources available.
- b) Scope of Program – School districts must describe how they will give priority to provision of special services for migrant students most in need through Title I-C funds as a supplement to the district’s basic educational program. All services provided to eligible migrant students must be designed to help those students achieve in educational programs in English, mathematics, science, the social sciences, second languages, the arts, health and physical education as outlined in Idaho’s Standards. Decisions about what courses to teach and what curriculum to include in those courses are local decisions.

Districts must describe how the effectiveness of Title I Part C programs will be determined, using the same approaches and standards that will be used to assess the performance of students, schools and LEAs under Title I Part A. To the extent feasible, MEPs should also provide for advocacy and outreach activities for migratory children and their families, including informing migrant children and families, or helping them gain access to other education, health, nutrition, and social services.

In addition, MEPs should provide for **professional development** programs, specifically for meeting the unique needs of migratory children including mentoring for teachers and all school administrators. Based on the availability of resources, programs may also consider providing for **family literacy programs**. Whenever possible, the integration of **information technology** into educational and related programs should occur. Programs and projects serving **secondary school migratory students** should also closely coordinate with School to Work efforts and with coursework toward meeting benchmarks and graduation.

- c) Quality of Program – Districts must describe how eligible migrant students will have access to core knowledge and skills required for achieving the State’s challenging standards and how students will be assessed based on the State’s content standards.

Staffing

In recruiting personnel for Title I-C MEPs, the same consideration must be given to State and Federal affirmative action and equal employment opportunities as applies in recruiting personnel funded from other sources. In addition, consideration should be given to selecting staff members who are qualified to serve the specific needs of Title I Part C students with respect to skills development and linguistic and cultural competence.

In schools not designated as schoolwide under Title I, Part A, there may be times when projects have Title I-C staff providing program services in classrooms with non-eligible students present. Following are some special considerations when this occurs:

- ▶ If services are provided in the regular classroom or in other settings in which children other than those certified as eligible to participate are present, these services must be directed to the eligible migrant children so that the effectiveness of the services is not impaired by the presence of non-eligible children.
- ▶ Services must be provided first to migrant students with Priority for Service.
- ▶ Any staff member who is fully or partially funded through Title I-C MEP funds can only provide supplementary services to migrant students which should be in alignment with the activities the district has selected in the CFSGA.

Salaries Funded by More Than One Funding Source - As stated in the Non-Regulatory Guidance (October 2010), “A grantee must maintain appropriate time distribution records. Actual costs charged to each program must be based on the employee’s time distribution records. For instructional staff, including teachers and instructional aides, class schedules that

specify the time that such staff members devote to MEP activities may be used to demonstrate compliance with the requirement for time distribution records so long as there is corroborating evidence that the staff members actually carried out the schedules.”

Funds awarded to an LEA to provide services under Title I-C should be clearly viewed as supplemental to the basic educational services regularly provided to students. General education assistant positions cannot be supported by a Title I-C project unless the services are in alignment with the MEP Service Delivery Plan and approved in the CFSGA. Title I Part C funds are not to be used to support general school activities, these must clearly be above and beyond the activities regularly provided by local funds. In addition, Title I Part C funds cannot be used for activities previously provided by local funds.

Title I-C funded teachers or education assistants should not be called upon to substitute when regular staff is absent. Not only is this a clear violation of the intent of the law, but students eligible for services under Title I-C are deprived of the continuity of the special services they need.

Local Education Agencies must not use Title I-C staff to maintain records, write IEPs, or perform other duties related to students with disabilities under IDEA. These activities should be funded by the LEA through the resources available for those responsibilities, not by Title I Part C funds. Any time a Title I Part C funded staff performs duties not called for in the project application, the LEA is open to a charge of supplanting.

Personnel paid entirely with Title I-C funds may be assigned to certain “*limited, rotating, supervisory duties not related to classroom instruction, the benefits of which are not limited to Title I Part C eligible children.*” Such duties may include only those to which similarly situated personnel, not paid with Title IC funds are assigned at the same school site and for which those similarly situated personnel are paid. Examples of the types of duties that may qualify include hall duty, lunchroom supervision, playground supervision and other tasks commonly shared among the staff at the school.

Under Section 1119(g) of Title I-A, personnel paid with funds received under this part may participate in general professional development and school planning activities; and assume limited duties that are assigned to similar personnel who are not so paid, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same.

There is nothing in Section 1115 of NCLB that should be construed to prohibit a school from serving students served under this section simultaneously with students with similar educational needs, in the same educational settings where appropriate. This applies whether or not the school has been designated as schoolwide or a targeted assistance school.

Education assistants play an important role in the success of Title I-C programs. Local education agencies should be aware of the regulations concerning the employment and use of these positions. As previously indicated, salaries for these positions should be comparable with the LEA salary schedule. In the absence of such a schedule, LEAs should be guided by the State average pay for education assistant positions.

Education assistants should not be seen as the sole source for translation or instruction for students for whom English is a second language because they are bilingual, unless an assessment of their language proficiency and training and preparation indicates competence in this area consistent with the “highly qualified” standards of NCLB. Local education agencies should be guided by the requirements of the Civil Rights Act in these matters. Staff of ISDE can provide assistance in this area.

Fiscal Management

Supplement vs. Supplant, Parallel, and Duplicate Programs – Title I-C funds are provided to administer programs that will *supplement* the programs supported by general funds. Title I-C funds cannot be used to supplant or duplicate programs or activities funded with State, local, or Title I-A funds. Any services provided by the district funded by State, local, or Title I-A funds must also be provided without cost to the Title I-C students.

Budget Amendments - Migrant project areas are expected to expend funds according to the categories proposed in the application. Occasionally, it may be necessary to shift line item budget amounts due to higher costs or inability to hire the anticipated staff. The State Title I-C office has authorized two methods by which budget amendments may be made.

- ▶ Amounts of less than 20 percent may be moved from one line item (function, object) to another by the area fiscal office without state coordinator approval. All budget changes must be documented and authorized by the project coordinator.
- ▶ For moving amounts equal to or greater than 20 percent from, or to, any program line item, the program must seek prior approval from the state migrant coordinator’s office.

Requests for transfer can be initiated by calling the State migrant coordinator’s office with the request to make changes on the transfer pages (i.e., transfer funds **from** any item **to** an item not previously contained in the approved budget). If approved, the State MEP coordinator will open the locked CFSGA and make the necessary changes.

Use of Funds for Parent and Teacher Involvement – An LEA may use Title I-C funds to pay costs that are reasonable and necessary for the effective implementation of its plan for consultation with parents and teachers, including costs associated with meetings and other

appropriate activities (See the Non-Regulatory Guidance [October 2010] on parent involvement available at <http://www2.ed.gov/programs/mep/legislation.html>).

Accountability for Equipment – Equipment with an acquisition cost of \$5,000 or more will remain on inventory until the project has received permission and instructions from the State MEP coordinator to dispose of the equipment and refund the Federal share of the proceeds to ISDE. Projects are accountable for equipment with an acquisition cost of under \$5,000 consistent with SDE policies on depreciation of equipment. Equipment with an acquisition cost of under \$5,000 may be removed from inventory and the project will no longer be accountable to SDE for those items. The following steps are outlined to assist in taking a physical inventory:

- (a) Locate item.
- (b) If an item is missing, report description (i.e., serial number, date of purchase, purchase price).
- (c) If equipment has been transferred to another school, print new location.
- (d) Minimum information required on new equipment is as follows: 1) description; 2) purchase date; and 3) purchase price.

For additional information on equipment, see OME's Non-Regulatory Guidance (October 2010) website, Chapter X, found at <http://www2.ed.gov/programs/mep/legislation.html>.

Allowable Costs – An LEA may use Title I-C funds only to meet the costs of project activities that are designed to meet the special education needs of educationally deprived children and which are stated in the application. With the exception of the “indirect costs” provision, allowable costs are those that relate directly to the Title I-C program and its students, and may not pay for expenses of other programs or non-migrant students. For example, district-wide tests are not allowable costs.

- ▶ Supply purchases should be limited to no more than 10% of the total project budget and must be purchased for Title I Part C students and equipment purchases should be limited to no more than 10% of the legal project budget.
- ▶ The purchase of equipment in itself does not constitute a valid Title I-C project. Equipment must be purchased only for Title I-C identified students.
- ▶ Equipment purchases must relate directly to the program proposed in the project application. Title I-C funds may be used to pay the usual employee costs for which the district assumes responsibility, such as health and dental insurance, life insurance, retirement and unemployment insurance. Payments from Federal funds should be in the form of premiums into a policy or reserve, and in no case should funds be used for direct unemployment compensation. The fact that a district does not use a reserve or pre-funding plan makes no difference in the use of Federal funds for unemployment compensation.
- ▶ The cost of legal expenses required in the administration of grant programs is allowable. However, if it is found that under the agency's procedures, those fees were not within the scope of the approved application, then the fees would be unallowable. Expenditures

of the grantee may be charged to this grant only if they: (1) are in payment of an obligation incurred during the grant period, and (2) conform to the approved project proposal. In the case of a personnel controversy, it should be determined whether the controversy arose out of the personnel procedures that are generally applied to all the agency's employees or only to those involved in the Title I-C project. If the controversy could have arisen in connection with non-federally reimbursed activities and just happened to involve personnel connected with the I-C program that would be another reason for questioning this expenditure.

- ▶ Rent for Public Buildings – In general, Title I-C funds are not allocated or disbursed for rent for public buildings that are to be used in implementing any component of the Title I-C projects. An exception may be made by the State coordinator after having first received a statement signed by the project's official representative assuring that: 1) no facilities, or funds to rent facilities, are available from any other source; 2) without the facilities, the project activities could not be satisfactorily implemented nor the objectives achieved; and 3) the facility to be rented is appropriate for the activity and is the least expensive acceptable facility available.

Unallowable Expenditures – Expenses incurred *prior to* project approval by SDE cannot be charged to Title I-C. Migrant Title I-C funds may not be used to construct school facilities; although Title I-C regulations do allow for limited construction or renovation of educational facilities but only when absolutely necessary for purposes of carrying out the intent of a Title I-C project. The imbalance of the migrant/non-migrant composition of the student enrollment at a school and the fact that migrant students are dispersed among the various grade levels at the school would not constitute justification of the use of Title I-C program funds for construction or renovation of the facilities for Title I-C purposes only.

Responsible Agency – The State educational agency is considered to be the responsible agency under all Title I programs and, hence, is accountable to the Federal government for any misspending of funds. In the MEP, the SEA is not only the administering agency, as it is for all Title I programs, but also the “recipient” of the Federal funds. Although a subcontract arrangement was entered into with the local educational agency based on the conditions established by the SEA, the State is responsible for the return of funds based on any State MEP exception.

Carryover - Under section 421(b) of the General Education Provisions Act (GEPA), LEAs and SEAs must obligate funds during the 27 months extending from July 1 of the fiscal year for which the funds were appropriated through September 30 of the second succeeding fiscal year. This maximum period includes a 15-month period of initial availability plus a 12-month period for carryover. However, section 1127(a) of Title I of the ESEA limits the amount of Title I, Part A funds an LEA may carry over from one fiscal year's allocation to not more than 15% of the total Title I-A funds allocated to the LEA for that fiscal year. The State of Idaho Title I-C MEP follows the same carryover procedures as the State's Title I-A program. Districts can request a waiver

once every three years for a carryover exceeding the allowable 15%. This is done through the CFSGA.



Federal Guidance on Monitoring

Federal and State Monitoring – Taken from the *Title I-C Migrant Education Program Non-Regulatory Guidance (October 2010)*

D1. What areas may a Federal program review cover?

The Department usually conducts its review of the MEP at the SEA and local level. The review typically covers three areas:

- compliance with applicable Federal laws and regulations, and with the approved State plan;
- identification of exemplary programs and projects; and
- potential need for technical assistance.

D2. May the Department cite an SEA for non-compliance with MEP requirements or the consolidated State application?

Yes. The SEA, as the grantee, is responsible for implementing its program in accordance with the MEP requirements and the consolidated State application. Any failure to adhere to these requirements may expose the SEA to a finding of noncompliance. This could result in the need for either corrective action or a refund of MEP funds. (See section 452(a) of GEPA.)

D3. Must an SEA monitor all grant and subgrant activities?

Yes. Section 80.40(a) of the regulations requires SEAs to "...monitor grant and subgrant supported activities to assure compliance with applicable Federal requirements and that performance goals are being achieved." This provision also requires the SEA to manage the day-to-day operations of subgrant activities and to monitor each program, function, or activity of the grant. Therefore, the SEA should monitor its subgrantees for compliance with Federal statutes and regulations, applicable State rules and policy, needs assessment findings, the consolidated State application, and the SEA-approved operating agency agreement. To do so, SEAs are encouraged to conduct a systematic review of all MEP activities on a periodic basis to determine whether local education agencies have made progress toward meeting all approved project objectives.

D4. How often should an SEA monitor a local education agency project on site?

An SEA should monitor local education agencies as often as it deems necessary to ensure that the local education agencies comply with MEP requirements. Thus, if the SEA has reason to believe that one or more local education agencies are not adequately implementing their projects, it should monitor them more frequently. It is reasonable and appropriate for an SEA to schedule monitoring reviews of these agencies prior to awarding new subgrants.

Monitoring by the Idaho State Department of Education

Section 80.40(a) of the Title I-C regulations requires SEAs to "...monitor grant and subgrant supported activities to assure compliance with applicable Federal requirements and that performance goals are being achieved." This provision also requires the SEA to manage the day-to-day operations of subgrant activities and to monitor each program, function, or activity of the grant.

Monitoring of local MEPs is the responsibility of the Idaho State Department of Education. This includes both the compliance monitoring process as well as the follow-up and ongoing technical assistance that supports project implementation and migrant student achievement. Monitoring is done through the Consolidated Application process. Further, monitoring helps ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education. Compliance monitoring is intended to be a collaborative partnership between the State and local education agencies to ensure compliance with NCLB. Specifics on monitoring are found at the State website at http://www.sde.idaho.gov/site/nclb/program_monitoring.htm.

In the spring of the current year, districts scheduled to be monitored the following year are notified. All Federal program directors from districts scheduled to be monitored are provided training in the fall. Monitoring staff, including State Department of Education staff and monitoring contractors identify dates and finalize the schedule in the early fall. An official notification letter is mailed to the superintendent and Federal programs director of each district identified for

monitoring for the upcoming school year. This letter includes information on how to prepare for the visit. At least two weeks prior to the monitoring visit, the LEA submits specific documentation. This information assists the monitoring team members by providing background and context.

Monitoring teams, consisting of SDE staff and Monitoring Contractors, conduct the onsite reviews. Although it is the district that is monitored, the team visits the schools with applicable programs and interviews building staff. The size of the monitoring team varies depending on the size of the LEA and the number of federal programs monitored.

Activities during the Onsite Monitoring: Entrance Conference

(Revised October 2012)

The Entrance Conference is usually attended by the superintendent, the federal programs director, the business manager, and anyone else the superintendent would like present.

1. Introductions and monitoring preparation recognition
2. Review schedule and determine if any changes are needed
3. Review the purpose of monitoring and the monitoring process:
 - A. Purpose of Performance-Based Monitoring (risk factors based on data)
 - i. to ensure compliance with federal requirements under ESEA
 - ii. to offer technical assistance
 - iii. to build relationships between the district and SDE
 - iv. to support district system changes (turning around low performing schools – i.e. Idaho Building Capacity, Superintendents' Network, PALs)
 - B. Monitoring Process (*Title IA monitoring may be arranged/scheduled differently than Title IC and Title III*)
 - i. Review district data – fiscal, policy, and procedure documents and interview federal programs director, business manager, homeless education liaison, Title IIA/ curriculum director, Migrant liaison, LEP director
 - ii. Visit schools – observe classrooms; interview principals, teachers, paraprofessionals, and parents
 - C. Final Report is delivered during the Exit Conference and includes commendations, recommendations, and findings. The findings include the required correction actions needed to come into compliance.
4. Superintendent is given an opportunity to discuss the district's demographics, successes and challenges.

Exit Conference*

1. The monitoring team meets with the superintendent, federal programs director, business manager and any other designated personnel to review the Final Report. Commendations, recommendations, and findings are discussed during the Exit Conference and the superintendent and Federal Programs Director are left with a copy of the Final Report. Findings include required Corrective Actions. The LEA has approximately 30 business days to respond to the Findings in the LEA's Response Report.

2. The district is invited to give their feedback about the onsite monitoring review process.

* The district is encouraged to request a technical assistance visit in any of the program areas where additional support is determined to be beneficial. This request will become part of the Exit Report and be provided prior to the First Response Report due date.

To monitor local MEPs, the Idaho State Department of Education uses a tool that is based on OME's *Guidance for Monitoring Title I, Part C—Migrant Education*. The State has taken this document and expanded it to contain the MPOs contained in this SDP report and a rubric that contains quality indicators on which the State can observe and gather evidence to go beyond determination of "in compliance" and "out-of-compliance". The Idaho MEP Monitoring tool is found on the State website at http://www.sde.idaho.gov/site/nclb/program_monitoring.htm.





VII. Program Implementation

Migrant education programs should be implemented in accordance with the State Service Delivery Plan and the provisions described in the previous section. Idaho operates supplemental school readiness and family literacy services as well as programs for school-aged children, out-of-school youth, and supportive services such as health/nutrition, counseling, and referrals to community services. The programs and services described below are important resources for the implementation of MEPs in Idaho.

School Readiness through Early Childhood (PreK)

Staff may work with families of preschool children ages 3 to 5 to place migrant children in early childhood programs such as Head Start, Early Intervention, day care facilities, family literacy programs, or pre-K programs. If a preschool migrant child is not able to attend a program, school readiness learning programs can be provided in the home to parent and child. School readiness has been identified in Idaho's SDP as one of the four main components.

The Idaho MEP is committed to supporting ECE opportunities for migrant families. Helping young migrant children be ready for school is accomplished through parent involvement and coordination with service agencies whose mission is to provide high quality early childhood education, parenting, parent literacy, and/or parent and child interactive literacy. Examples of coordination activities to promote school readiness include:

- ▶ **Early Childhood Information Clearinghouse (ECIC)** – The ECIE provides information about young children with a focus on birth through age eight, including links to Idaho programs, worldwide information, current practice and research, and child development information. The scope of the ECIC includes issues related to skills needed and resources available for parents, caregiver, and early childhood professionals. Visit the ECIC at <http://www.healthandwelfare.idaho.gov/Default.aspx?TabId=80>
- ▶ **Idaho Association for the Education of Young Children** – The Idaho AEYC is a non-profit organization, Idaho affiliate of the National Association for the Education of Young Children (NAEYC). Idaho AEYC supports quality early care and education for all children, from birth through age eight, and promotes excellence in early childhood education wherever children grow and learn. For information and resources visit: <http://idahoaeyc.org/>
- ▶ **Idaho Association for Infant and Early Childhood Mental Health** – The Idaho Association for Infant and Early Childhood Mental Health was organized to operate for scientific, charitable, professional, and educational purposes to promote and support nurturing relationships for women who are pregnant and children birth through age five, or until they enter school, to provide the essential formative context in which every child has

the opportunity to acquire basic emotional, cognitive and social capacities and attitudes which, in turn, influence all later development. For more information visit:

<http://www.aimearlyidaho.org/>

- ▶ **Migrant and Seasonal Head Start (Community Council of Idaho)** – With several locations in Idaho, this agency provides early childhood education programs for migrant and seasonal farmworkers’ children and families. It promotes the success of children in school and later in life by providing comprehensive services in early childhood education, nutrition, health/wellness, social services, and parent involvement. For more information, visit http://www.communitycouncilofidaho.org/head_start.

Reading/Writing/Language and Mathematics

In order to help migrant students meet State reading and mathematics standards, certified staff or academic paraprofessionals provide reading/writing/language and mathematics instruction or tutoring beyond that which is provided through the general school program.

Supplementary instruction may include carrying out individualized literacy, English language development, or math concepts/problem solving activities in small groups or one-on-one during the regular school day, during the summer, or in before and after school programs. For examples of supplementary instructional services in reading, writing, language, and mathematics, see the Idaho Migrant Education Service Delivery Plan on the State website at: http://www.sde.idaho.gov/site/migrant_edu/docs/compdocs/SDP%20REPORT%20final%20Revised%20-%2020032311.pdf.

Resources

The programs and services listed below for the goal areas of Reading/Language and Mathematics are important resources for the implementation of MEPs in Idaho.

- ▶ **Idaho Council of the International Reading Association (ICIRA)** – ICIRA is a professional educational organization dedicated to promoting literacy throughout the Gem State. The ICIRA provides, professional development, service projects, networking, and a unified voice for literacy. For more information visit the ICIRA website at: <http://www.readidaho.org/>
- ▶ **Boise State Writing Project (BSWP)** – The BSWP offers programming throughout the year, including two annual conferences, a variety of courses and institutes, in-service series for schools, workshops and workshop series, retreats, programs for student writers, and sponsored speeches and workshops with literacy experts. The centerpiece of BSWP programming is the Invitational Summer Institute, which brings approximately 25 Idaho teacher leaders to campus for an institute aimed at improving the teaching of writing and literacy in schools, K-12. Visit <http://www.bswproject.com/Pages/default.aspx>.

- ▶ **Idaho Math Initiative** – The goal of the mathematics initiative is to provide assistance to parents, educators, administrators, students, and the community in issues pertaining to mathematics and promote opportunities for students to gain a deep understanding of mathematics concepts. The Idaho Math Initiative seeks to improve math education in all grades to ensure every student is prepared for higher levels of math in the middle grades, high school, post-secondary, and work-force setting. For more information, visit the ISDE website at http://www.sde.idaho.gov/site/math/math_initiative.htm.
- ▶ **Inside Mathematics** – This program is a professional resource for educators seeking information about improving students' math learning and performance. Featured on Inside Mathematics are classroom examples of innovative teaching methods and insights into student learning, tools for mathematics instruction that teachers can use immediately, and video tours of the ideas and materials on the site. For more information, visit <http://insidemathematics.org/>
- ▶ **Khan Academy** – The Khan Academy is a not-for-profit organization with the goal of changing education for the better by providing a free world-class education to anyone anywhere. All of the site's resources are available to anyone. It doesn't matter if you are a student, teacher, home-schooler, principal, adult returning to the classroom after 20 years, or a friendly alien just trying to get a leg up in earthly biology. The Khan Academy's materials and resources are available to you completely free of charge. Visit the Khan Academy website at: <http://www.khanacademy.org/>
- ▶ **MEP Consortium Incentive Grants (CIGs)** – The OME provides CIGs to states through an application process. These projects run for two years and are focused in the areas of reading/literacy, mathematics, and services to out-of-school youth. For more information about the CIGs, visit www.results.ed.gov.
- ▶ **Mathematical Thinking for Instruction (MTI)** – MTI courses focus on how students successfully learn math. These courses are designed to support teachers by educating them about the latest research on how children learn mathematics and how to effectively teach mathematics. For more information, visit <http://www.sde.idaho.gov/site/math/>.

High School Graduation

Schools that serve migrant students need to obtain records and educational data from other schools in which migrant students have previously been enrolled in order to obtain school information and data on credits accrued. All migrant students in grades 9-12 should be contacted by migrant personnel to discuss deficiencies in coursework toward graduation that are listed on the educational record. This meeting is to discuss the requirements and encourage high school aged youth to enroll in coursework to correct any deficiencies. Eligible out-of-school

youth are served through resource coordination, dropout recovery, and graduation/career planning and services.

Migrant youth need strong and supportive graduation advocates within the school community to guide, mentor and support their efforts to graduate. Positive, supportive, and ongoing relationships between students and migrant staff are important to establish a productive and healthy support system. Migrant personnel provide an important link between student and families with schools and community agencies.

Idaho MEPs should provide a range of instructional and support services for secondary services through a variety of service delivery models based on the state's CNA and SDP. In addition, consortium incentive grants provide resources and promising practices that programs can use to improve services. Recommended components for a well-rounded program for secondary-aged students include:

In-school Tutoring and Instructional Services

- ▶ Provide access to **bilingual resources** that are supplemental to those provided through the Title III program to help facilitate understanding of the content. Migrant students who are literate in their primary language will readily transfer content area skills to English with appropriate instruction under the State LEP or Title III programs.
- ▶ Provide students the **opportunity to earn credit**. Make sure that at least one teacher in every content area per grade level has either an ESL endorsement or appropriate training. If concerns arise, work with your school RTI team to take appropriate steps.
- ▶ Provide access to supplemental **content-area classes** and additional support through **individualized tutoring** instruction that is supplemental to the general education, Title I-A, and other services provided. Migrant support programs should provide additional support for students who manifest academic difficulties or signs of falling behind in English development.

Services in the Accrual of Credits Toward Graduation

- ▶ Help the student develop a continuous relationship with school counselors
- ▶ Counselors need to create a graduation plan for proper placement into classes
- ▶ Create an individual Educational Plan
- ▶ Organize the master schedule around what is best for migrant students.
- ▶ Create the master schedule with special populations in mind first.
- ▶ Enroll students in an alternative credit accrual/credit recovery program
- ▶ Provide access to a Graduation Advocate
- ▶ Provide access to alternative credit accrual options such as PASS courses

Inter-and Intrastate Agency Coordination

- ▶ Ensure **educational continuity** between districts and states. Provide both adult and peer support to help them navigate the new school and new schedules. For migrant students who have moved through many districts and programs, conduct thorough assessments at intake to identify student needs and design their program accordingly. Contact previous districts and programs for educational information.
- ▶ Refer students to and assist participation in community and school resources such as:
 - English Language Development (ELD) Classes
 - Alternative/Adult Options
 - Native Language Content Classes
 - Newcomer Centers

Access to Postsecondary Education and Funding Opportunities

- ▶ Design and implement supplemental educational services that prepare migrant students postsecondary education through university visits, counseling on postsecondary options, and paths to scholarships.
- ▶ Provide postsecondary information to parents. Educate parents on college admissions, preparation and financing processes, so they can understand how to manage the transition from high school into college education for their children.

Out-of-School Youth (OSY)

Historically, the majority of migrant education program services have been provided to school-aged migrant students. Migrant-eligible OSY are youth that have left school prior to graduation or are working and need access to educational programming such as GED or ESL. Resources needed include career education counseling and programs that provide training in basic literacy, ESL (when needed), content area studies, community-based resources, etc. Following is a brief description of some existing programs that are useful to OSY.

- ▶ **Adult Basic Education (ABE)** is for those who have left school and need basic literacy, second-language training, and/or basic mathematical skills.
- ▶ **High School Equivalency Program (HEP)** is a competitive award to agencies through the Office of Migrant Education to serve youth who are 16 years or age or older and not currently enrolled in school to obtain the equivalent of a high school diploma.
- ▶ **General Equivalency Diploma (GED)** programs are for those who have the basic skills but lack a high school diploma.
- ▶ **Portable Assisted Study Sequence (PASS)** programs are for migrant students with units to be completed independently or with the help of a tutor. Upon completion of a given

course of study, high school credit is issued by the PASS sponsoring school. (For more information, contact the National PASS Center at BOCES Geneseo Migrant Center website at www.migrant.net.)

Recruiting Out-of-School Youth

Some approaches that have been found to be effective in recruiting OSY are:

- ▶ Connecting with youth where they are; going to those places where young people are most likely to be found, such as parks, recreation centers, shopping malls, health clinics, clubs, movie theatres, community-based and faith-based organizations, day labor agencies, unemployment offices, emergency food programs and homeless.
- ▶ Canvass homes door-to-door, stores, and community centers, particularly in neighborhoods where youth are most likely to be eligible for services. Utilize strategies such as walking through the neighborhood, engaging youth and others in conversation about the program, distributing brief, easy-to-read, colorful flyers or brochures.
- ▶ Use a “sector approach”, dividing the community geographically into areas and assign recruitment teams to each one. In some organizations, staff has posted a large map of their target area highlighted and post flags or post-it notes to remind them of what is targeted, what is not, and what needs to be done in the many neighborhoods and communities.
- ▶ Schedule recruitment activities during evening and weekend hours to target those youth who may have been missed during the day.
- ▶ Collaborate with partner agencies, community and faith-based organizations, local government and non-government entities, and schools to recruit the hardest-to-reach youth. Actively involve community partners on the outreach and recruitment team.

More information and resources for OSY can be accessed at <http://www.osymigrant.org/>.

Support Services

MEP-funded support services include, but are not limited to, health, nutrition, counseling, and social services for migrant families; necessary educational supplies; and transportation. Some LEAs employ graduation specialists to provide educational support and assistance. Examples include:

- ▶ **Counseling Service** – Services to help a student better identify and enhance his or her educational, personal or occupational potential; relate his or her abilities, emotions and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees,

between students and students, and between counselors and other staff members. The services can also help the child address life problems or personal crisis's resulting from the culture of migrancy.

- ▶ **Referred Service** – Educational or educationally related services provided from the non-MEP programs or organizations that otherwise would not have been obtained by migrant children, but are obtained for migrant children through the efforts of MEP funded personnel.
- ▶ **Collaboration with College Assistance Migrant Program (CAMP)** – The CAMP program offers migrant students financial and academic aid to attend a participating University. Students receive individual guidance and support from CAMP staff during their first year on campus.
- ▶ **Health Services** – The Idaho MEP provides health referrals and information to students and families through a number of health care partnerships.

Professional Development and Technical Assistance

State, Local, and National Resources for Professional Development

Following are examples of national resources for professional development that the Idaho MEP will employ for migrant staff and make available for regular school personnel who work with migrant children.

- ▶ Federal resources for Educational Excellence sponsored by the U.S. Department of Education reports on effective educational programs, practices, and products. For example, information is available about reading, mathematics, middle school curriculum, dropout prevention, early childhood education, and English language learners. For more information, visit www.free.ed.gov/displaydate.cfm
- ▶ The *Migrant Services Directory: Organizations and Resources* provides summaries and contact information for major Federal programs and national organizations that serve migrant farmworkers and their families. The directory can be used as a tool for increasing coordination among programs and organizations that serve the same client population. See www.ed.gov/about/offices/list/oese/ome/migrantdirectory.pdf
- ▶ The Office of Migrant Education (OME) of the U.S. Department of Education, administers grant programs that provide academic and supportive services to eligible migrant students who are uniquely affected by the combined effects of poverty, language and cultural barriers, and the migratory lifestyle to assist them to meet the same challenging academic content and student academic achievement standards that are expected of all children. OME sponsors workshops, institutes, and meetings (e.g., the annual MEP Directors' meeting. For more information, see www.ed.gov/migrant
- ▶ Sponsored by the Geneseo Migrant Center, the books listed in the Migrant Library serve as an introduction to migrant farmworker literature, both fiction and non-fiction. These resources may be useful inside the classroom, for research, or to increase understanding of the migrant experience in other areas. For more information, www.migrantlibrary.org

- ▶ The National Association of State Directors of Migrant Education (NSDME) offers its annual National Migrant Education Conference held in the spring. Idaho sends staff to this event to learn strategies in curriculum and instruction, parent involvement, assessment, identification and recruitment, and migrant program administration. For more information, see www.nasdme.org
- ▶ The OME conference is for states and local MEPs to learn about effective practices in migrant education and Federal policies. For more information on this activity, see <http://results.ed.gov>
- ▶ The U.S. Department of Education's Office of English Language Acquisition provides a Summit for English language learners with a strand and sessions for migrant education. For more information, see www.ed.gov/oela.org

At the State level, examples of resources that Idaho shares among local migrant education programs include:

- At http://www.sde.idaho.gov/site/migrant_edu/ the State MEP that provides web resources, contact information for Idaho MEP sites, information on various topics of interest, operating procedures for identification and recruitment, upcoming events, and a portal for questions/answers;
- State NCLB-mandated standards are located on the Idaho Department of Education website found at: <http://www.sde.idaho.gov/site/nclb/>;
- Office of Migrant Education (OME), provides excellent leadership, technical assistance, and financial support to improve the educational opportunities and academic success of migrant children, youth, agricultural workers and fishers, and their families. Website found at <http://www2.ed.gov/about/offices/list/oese/ome/index.html>;
- Colorín Colorado is a bilingual site for families and educators of English Language Learners. Website found at <http://www.colorincolorado.org/>;
- Staff development for local and State MEP staff that embraces professional development processes, strategies, and activities that features to further staff knowledge, encourage application of learning, and feature impact to support staff professional growth with a focus on migrant student learning.

The Idaho **State** migrant education program and its **local** education agencies offer professional development activities such as: an annual meeting for local MEP directors and coordinators; annual statewide trainings and meetings for recruiters; local and regional data collection training, as needed; and individual site and statewide MEP technical assistance opportunities.

Parent Involvement

The State MEP and its subgrantees must establish and consult with PACs in the planning and operation of regular year MEPs. Specifically, grantees must establish a PAC with representation

of eligible migrant parents and the State agency must establish a Statewide PAC with representation from the LEAs (eligible migrant parents).

Migrant PAC membership should consist primarily of migrant parents or the guardians of eligible migrant children. The PAC can also include district personnel who represent the interests of migrant parents. Members can be selected in the following ways: election, volunteering, nomination and /or appointment. The PAC should consist of no less than 5 members, if possible. The goals of the Migrant PAC are:

- ▶ To provide parents with the knowledge and skills needed to be an effective advocate for their child;
- ▶ To provide parents the opportunities to have a voice in the MEP; and
- ▶ To provide parents the opportunities to provide support to school programs.

Migrant PACs function to advise the LEA on concerns of migrant parents that relate to the planning, operation, and evaluation of the LEAs MEP. In addition, they provide input to assist in establishing effective programs to improve student academic achievement and school performance and provide suggestions and ideas regarding the effectiveness and improvement of the LEAs MEP.

Local MEPs should try to select PAC members that are representative of their migrant parent population. Although there are a number of ways to select PAC members, to the extent feasible, parents of eligible migrant children should elect members of the PAC. In some instances, elections may not be possible due to mobility. If elections are not possible, the LEA may select members by appointing volunteers or those nominated by other parents, teachers, or administrators. In any event, the method the SEA or local education agency selects should provide for maximum parental participation.

Local and regional projects should ensure that participating schools provide full opportunities for the participation of parents with limited English proficiency or with disabilities, including providing information on school profiles in a language and form such parents understand. Examples of parent involvement strategies that focus on the parents of students with limited English proficiency include, but are not limited to, the use of bilingual and bicultural recruiter/family Liaisons and translators/interpreters for meetings, cultural awareness and language classes for teachers and other school staff working to build ties between home and school, and ESL classes for interested parents of participating migrant students.

State Structures to Support Migrant Parents

The Academic Development Institute (ADI) created a tool that has been used in other states in Title I schools to do a Parent Involvement Analysis. In collaboration with Boise State University,

the Institute has allowed Idaho to pilot the tool to help assess and address parent involvement policies and practices. The initial pilot allows all districts that underwent program monitoring during the previous cycle to use this tool as a method to resolve parent involvement findings, create a plan to improve their parent involvement process, and ensure they are prepared for parent involvement pieces of their self-assessment and future program monitoring.

The ADI is aligned with NCLB parent involvement requirements and will help with review and creation of new parent involvement policies. The entire process takes approximately 4-5 hours and guides the team through needs assessment analysis to identifying objectives and forming a parent involvement plan (which fits into the school improvement plan). The analysis and planning takes place at the school level, but the tool allows for district and state review after the process has been completed by the building team without additional reporting.





IX. Program Coordination

Interstate, Intrastate, and Interagency Coordination

Inter- and intrastate coordination is a requirement of the MEP that refers to planning and carrying out programs and projects in coordination with other local, State, and Federal programs; interstate and intrastate coordination between States and local education agencies to ensure the continuity of services for children who migrate from one State or school district to another, including but not limited to, the transfer of student records; and grants or contracts provided to improve coordination activities among educational programs that serve migrant children. The Consortium Incentive Grants discussed previously are an example of interstate coordination activities. For more information on the CIGs, go to <http://results.ed.gov>.

Coordination activities in which the Idaho SEA participates includes the Annual MEP Directors' Meetings sponsored by the Office of Migrant Education and the National Association of State Directors of Migrant Education (NASDME). In addition, Idaho participates as a member State in two Consortium Incentive Grants, InET and SOSOSY (see *section VII*). Finally, Idaho is active in the inter- and intra-state transfer of migrant records through the Migrant Student Information System and the Migrant Student Information System (MSIX).

Interstate and intrastate coordination strategies may include, but are not limited to, the following types of services between and among local education agencies and State agencies:

- ▶ Notifying "receiving" school districts about migrant families who have moved to those locations;
- ▶ Promoting the exchange of student educational records;
- ▶ Developing academic credit accrual and academic credit exchange programs;
- ▶ Collaborating in the development of project curriculum;
- ▶ Exchanging teachers and teaching materials;
- ▶ Implementing a dropout prevention program in two or more States; and
- ▶ Exchanging information on health screenings and health problems that interrupt a student's education; and
- ▶ Meeting with other States to discuss issues related to the MEP (e.g., how to implement the changes in policy guidance; how best to serve secondary students and out-of-school youth; how to develop a subgrant process that comports with the law).

Coordination with Title I, Title III, and Other Federal Programs

Sections 1304(b) and 1306(a) of the Title I-C MEP statute require states to identify and address the unique educational needs of migrant children by providing them a full range of services from appropriate local, State, and Federal educational programs. In providing these services, SEAs

must plan jointly with local, State, and Federal programs and must integrate the MEP with services provided by other programs.

Local education agencies must ensure that eligible migrant children and formerly migrant children are selected to receive Title I-Part A, Title III, and other services on the same basis as other eligible children. In addition, the statute requires schools to implement reform strategies that address the needs of **all** children in the school.

As discussed previously, MEP funds are supplemental to all other local, State, and Federal funds; therefore, coordination with other agencies is essential to operating an efficient Title I-C program. An example of an active partner in Idaho is the Migrant and Seasonal Head Start Program (http://www.communitycouncilofidaho.org/head_start). Two Federal programs that provide services to migrant youth are the High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP).

The HEP program assists migratory and seasonal farmworkers (or children of such workers) who are 16 years of age or older and not currently enrolled in school to obtain the equivalent of a high school diploma and, subsequently, to gain employment or begin postsecondary education or training. The program serves more than 7,000 students annually. Competitive awards are made for up to five years of funding. Idaho's HEP project is operated by Boise State University (<http://hep.boisestate.edu/>). For more information on the Federal HEP program, visit <http://www2.ed.gov/programs/hep/index.html>.

The CAMP program assists students who are migratory or seasonal farmworkers (or children of such workers) enrolled in their first year of undergraduate studies at an institute of higher education (IHE). Competitive five-year grants for CAMP projects are made to IHEs or to nonprofit private agencies that cooperate with such institutions. The national program serves approximately 2,000 CAMP participants annually. Idaho's CAMP projects are housed at Boise State University (<http://edweb.boisestate.edu/camp/>) and at the University of Idaho (www.uidaho.edu/studentaffairs/camp). For more information on the Federal CAMP program, visit <http://www2.ed.gov/programs/camp/index.html>.





VII. Program Evaluation

The evaluation of the Idaho MEP is completed annually by the State with the assistance of an external evaluator knowledgeable about migrant education, evaluation design, Federal reporting requirements and OME guidelines, and the context of the Idaho MEP. The evaluation collects information systematically to improve the program and to help the State and its LEAs to make decisions about program improvement and success.

The evaluation provides both **implementation** and **outcome** data to determine the extent to which the measurable outcomes for the MEP in school readiness/family literacy, proficiency in reading/Language Arts/ESL, proficiency in mathematics, and graduation from high school/alternative diploma have been implemented and achieved.

Evaluation questions answered by implementation data include the examples below.

- ▶ Were local projects implemented as described in the approved MEP application? If yes, what worked and why? If not, what didn't work and why not?
- ▶ What challenges were encountered in the implementation of the MEP? What was done to overcome these challenges?
- ▶ What adjustments could be made by the MEP to improve instruction, professional development, and the involvement of parents of migrant students?
- ▶ To what extent were the procedures used for identification and recruitment of eligible migrant students found to yield reliable results?
- ▶ To what extent were staff serving migrant students better prepared to help them close the achievement gap?
- ▶ To what extent did parents of migrant students report being involved in their child's reading/language arts/ESL, and math achieve a high school graduation/alternative diploma?
- ▶ To what extent did parents of young migrant children report being able to help their children prepare for school readiness?
- ▶ To what extent did teachers of pre-kindergarten aged migrant children and migrant children participating in junior kindergarten report that children are ready for school as a result of participation in the MEP?

Evaluation questions answered by outcome data include the examples below.

- ▶ To what extent did migrant students demonstrate proficiency on the ISAT in reading and mathematics?
- ▶ To what extent did migrant students who are English learners attain proficiency on the IELA?
- ▶ To what extent did 3-4 year old PK migrant children participating in a pre-kindergarten/early childhood education programs attain proficiency on the State IRI?
- ▶ To what extent did the graduation rate for migrant students increase?

Data Collection and Tracking Tools

Data on migrant students and services are collected by the State from each of its local education agencies. Data sources include: migrant parents; recruiters; MEP coordinators, administrators, and educators; and other staff as appropriate. Surveys, focus groups, structured interviews, and records reviews (including assessment results reported through the State system) are collected.

For program improvement purposes and in accordance with the evaluation requirements in 34 CRF 200.83(a)(4), evaluation data and demographic information are collected, compiled, analyzed, and summarized to help the State determine the degree to which the MEP is on target to reach the stated performance targets and is effective based on the chosen MPOs.

Specifically, data will be collected to assess student outcomes, monitor student progress, and evaluate the effectiveness of the MEP. The data to be collected for these various purposes are listed in the tables below. Following each data element is information on the individual or agency responsible, the method of data collection, and the frequency of data collection.

School Readiness Proficiency Data Element	Who collects?	How collected	When collected?
1a 3-4 year old <u>pre-kindergarten migrant children</u> enrolled in a migrant-funded PK program will show a 20% gain between pre- and post-assessment on a pre-reading skills measure of school readiness.	LEA MEP director	Excel spreadsheet containing pre/post data on pre-reading skills measure	5/15 of each year
1d 80% of <u>parents</u> of migrant PK children surveyed who participated in one or more school events/training will report a gain in their ability to help their young children achieve early literacy skills.	LEA MEP director	Survey of parents	4/30 of each year
Reading Proficiency Data Element	Who collects?	How collected	When collected?
2a The percentage of <u>migrant students</u> attaining proficiency on the ISAT in reading will increase by 3%.	LEA MEP director collects from data manager	Spreadsheet in Excel. Compare spring-to-spring proficient scores by grade	9/15 of each year
2b The percentage of <u>migrant students who are English language learners</u> attaining proficiency on the IELA will increase by 3%.	LEA MEP director collects from LEA LEP coordinator	Compare spring-to-spring IELA scores proficient scores (4 or above) by grade	9/15 of each year
2c The percentage of K-3 <u>migrant students</u> attaining proficiency on the IRI will increase by 3%.	LEA MEP director	Spreadsheet in Excel. Compare spring-to-spring IRI proficient scores (3 or above) by grade	9/15 of each year

Mathematics Proficiency Data Element	Who collects?	How collected	When collected?
3a The percentage of <u>migrant students</u> attaining proficiency on the ISAT in mathematics will increase by 3%.	LEA MEP director collects from data manager (Student Mgt Testing Coord)	Spreadsheet in Excel. Compare spring-to-spring proficient scores by grade	9/15 of each year
High School Graduation Data Element	Who collects?	How collected	When collected?
4a 60% of <u>migrant students</u> enrolled in high school will accrue sufficient credits to graduate on time.	Migrant staff from the registrar or school secretary	Refer to transcripts and use a checklist & spreadsheet	9/15 of each year
4b 90% of <u>migrant students</u> enrolled as seniors will graduate or will continue enrollment towards graduation.	LEA MEP staff/MEP director consult the data management system	Checklist of H.S. seniors (Y/N for graduation); list of students who graduated	9/15 of each year
4c 80% of <u>staff</u> who serve migrant students and who received MEP-sponsored professional development will report having a better understanding of the unique needs of migrant students.	LEA MEP director	Survey MEP staff who attended PD	After each training and compile by 5/15 of each year
4d 80% of <u>migrant parents</u> participating in one or more school events/training will report that it provided them with knowledge about the education system and allow them to better support their children's learning.	LEA MEP director and/or liaison	Survey of migrant parents	After each training and compile by 4/30 of each year
4e 75% of <u>migrant OSY</u> receiving MEP services will report being better prepared for success in school and/or in the workplace.	LEA family liaison	Survey of OSY; OSY Profile Sheet (through SOSOSY Consortium)	5/15 of each year

Electronic Record Keeping

The Idaho State MEP relies on sources of information and vehicles for the storage and retrieval of data and the generation of MEP reports. Local MEP coordinators and administrative staff are responsible for collecting parent and staff surveys, student achievement and other outcome data, and implementation data such as parent training agendas and survey results. These individuals are responsive to the State when data are requested.

In addition to data on student achievement that is available on the Assessment website at <http://www.sde.idaho.gov/site/assessment/>, the Idaho MEP utilizes two key sources of information: 1) MSIS and 2) the Migrant Student Information Exchange System (MSIX).

- ▶ The Idaho Migrant Student Information System (MSIS) is a computerized database system that stores, maintains and transfers educational and health information for migrant

students. The database has the capability of providing migrant students transfer documents, state and school district monthly and yearly reports, as well as data for the federal performance report. The MSIS assists educators by providing continuity in educational and health reporting and record keeping. Utilizing the MSIS on line capabilities, educators have immediate access to student academic and health information.

- ▶ The Migrant Student Information Exchange (MSIX) – MSIX is the technology-based system that allows States to share educational and health information on migrant children who travel from State to State and have student records in multiple States' information systems. MSIX works in concert with MSIS to manage migrant data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migrant children nationwide. States are able to notify each other when a migrant student is moving to a different State. OME has developed the user and system requirements to implement the records transfer system and is responsible for overall system administration, maintenance and monitoring.

The Idaho data collection plan is found on the State website, referenced in the MEP section: http://www.sde.idaho.gov/site/migrant_edu/studentData/Idaho%20Migrant%20Student%20Information%20System%20Data%20Collection%20Plan.pdf.

Using Evaluation Results for Program Improvement and Student Achievement

The State of Idaho has established high academic standards for all students and provides them with a high quality education to achieve to their full potential. The State standards support the MEP to ensure that migrant students have the opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet. The Idaho Content Standards can be found at the following website: http://www.sde.idaho.gov/site/content_standards/.

To measure the effectiveness of the MEP and provide guidance to local MEPs on how to conduct local evaluations, OME has provided Non-regulatory Guidance (NRG). The NRG indicates that evaluations allow SEAs and local migrant programs to:

- ▶ determine whether the program is effective and document its impact on migrant children;
- ▶ improve program planning by comparing the effectiveness of different types of interventions;
- ▶ determine the degree to which projects are implemented as planned and identify problems that are encountered in program implementation; and
- ▶ identify areas in which children may need different MEP services.

To achieve these results, Idaho's program implementation and results evaluation described earlier in this section allows the MEP to determine what worked, whether the project was implemented as described in the approved project application, any problems that the project

encountered, and any improvements that should be made. When reviewing program results, local sites should examine the results for MEP students compared to the MPOs established by the State, particularly for those students who have priority for services. The action planning tool described below will help in this process.

Action Plan for MEP Improvement

To help MEPs use the evaluation results, findings, and recommendations for the improvement of MEPs and services, action planning is needed. This process helps sites to formally review data and determine a need for improvement, identify solutions to meet needs, and indicate resources or collaborators to help implement the solutions. The Action Planning Tool for the four focus areas of the Idaho MEP (School Readiness, Proficiency in Reading and Language, Proficiency in Mathematics, and Graduation from High School) is found on the next pages.

Action Plan for MEP Improvement – School Readiness

Identify data indicating a need for making program improvements to enhance quality (Column 2) based on the MPOs (Column 1). Determine the strategies that can address the gaps you've identified in the short term as well as the long term (Column 3). Specify the resources (fiscal, human, material) needed to make the improvements (Column 4).

(1) Measurable Program Outcome (MPO)	(2) Data Indicating the Need for Improving Program Quality	(3) Design Solutions	(4) Required Resources/ Resource Provider
1a 3-4 year old pre-K children enrolled in a migrant-funded pre-K program will show a 20% gain between pre- and post-assessment on a pre-reading skills measure of school readiness.			
1b 80% of <u>parents</u> of migrant pre-K children surveyed who participate in one or more school events/training will report a gain in their ability to help their young children achieve early literacy skills.			

Action Plan for MEP Improvement – Proficiency in Reading

(1) Measurable Program Outcome (MPO)	(2) Data Indicating the Need for Improving Program Quality	(3) Design Solutions	(4) Required Resources/ Resource Provider
2a The percentage of <u>migrant students</u> attaining proficiency on the ISAT in reading will increase by 3%.			
2b The percentage of <u>migrant students who are English learners</u> attaining proficiency on the IELA will increase by 3%.			
2c The percentage of K-3 <u>migrant students</u> attaining proficiency on the IRI will increase by 3%.			

Action Plan for MEP Improvement – Proficiency in Mathematics

(1) Measurable Program Outcome (MPO)	(2) Data Indicating the Need for Improving Program Quality	(3) Design Solutions	(4) Required Resources/ Resource Provider
3a The percentage of <u>migrant students</u> attaining proficiency on the ISAT in mathematics will increase by 3%.			

Action Plan for MEP Improvement – Graduation from High School

(1) Measurable Program Outcome (MPO)	(2) Data Indicating the Need for Improving Program Quality	(3) Design Solutions	(4) Required Resources/ Resource Provider
4a 60% of <u>migrant students</u> enrolled in high school will accrue sufficient credits to graduate on time.			
4b 90% of <u>migrant students</u> enrolled as seniors will graduate or will continue enrollment towards graduation.			
4c 80% of <u>staff</u> who serve migrant students and who received MEP-sponsored professional development will report having a better understanding of the unique needs of migrant students.			
4d <u>Migrant parents</u> participating in one or more school events/ training will report that it provided them with knowledge about the education system and allow them to better support their children's learning.			
4e 75% of <u>migrant OSY</u> receiving MEP services will report being better prepared for success in school and/or in the workplace.			

