

Migrant Education Program

Service Delivery Plan

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Abbreviations and Acronyms

AIMSWEB	A Test of Early Literacy
AMO	Annual Measurable Objective
CAMP	College Assistance Migrant Program
CCR	College and Career Readiness
CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Comprehensive State Performance Report
DIBELS	Dynamic Indicators of Basic Early Learning Skills
EDEN	Education Data Exchange Network
EL or ELL	English Learner (Also, English Language Learner)
ELA	English Language Arts
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
FII	Fidelity of Implementation Index
GED	General Education Development (H. S. Equivalent Certificate)
GPRA	Government Performance and Results Act
HEP	High School Equivalency Program
H.S.	High School
ID	Idaho
ID&R	Identification and Recruitment
IELA	Idaho English Language Assessment
IMEC	Interstate Migrant Education Council
InET	Innovative Education Technologies (MEP Consortium Incentive Grant)
IRI	Idaho Reading Indicator
ISAT	Idaho Standard Achievement Test
ISDE	Idaho State Department of Education
LAS	Language Assessment Scales
LEA	Local Education Agency
LEP	Limited English Proficiency
LOA	Local Operating Agency
MEP	Migrant Education Program
MPO	Measurable Program Outcome
MSIS	Migrant Student Information System
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee

NASDME	National Association of State Directors of Migrant Education
NCLB	No Child Left Behind Act of 2001
OME	Office of Migrant Education
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PALS	Phonological Awareness Literacy Screening
PASS	Portable Assisted Study Sequence
PD	Professional Development
PFS	Priority for Services
PPVT	Peabody Picture Vocabulary Test
Pre-K	Pre-Kindergarten
QAD	Qualifying Arrival Date
QC	Quality Control
RTI	Response to Intervention
SDP	Service Delivery Plan
SEA	State Education Agency
SOSOSY	Strategies, Opportunities, and Services to Out-of-School Youth Consortium
TA	Technical Assistance
TMIP	Texas Migrant Interstate Project

Part 1: Introduction

Legislative Mandate for Service Delivery Planning

Section 1306(a)(1) of Title I, Part C of the No Child Left Behind Act of 2001 requires State Education Agencies (SEAs) and their local operating agencies to identify and address the special educational needs of migrant children in accordance with a comprehensive plan that:

- Is integrated with other Federal programs, particularly those authorized by the Elementary and Secondary Education Act (ESEA);
- Provides migrant children an opportunity to meet the same challenging state academic content and 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 to migrant children from appropriate local, state, and Federal educational programs;
- Is the product of joint planning among administrators of local, state, and Federal programs, including Title I, Part A, early childhood programs, and language instruction education programs under Part A of Title III; and
- Provides for the integration of services available under Part C with services provided by such other programs.

Section 200. 83(b) of the regulations requires the SEA to develop its comprehensive state Service Delivery Plan (SDP) in consultation with the state migrant education parent advisory council or, for SEAs that do not operate programs of one school year in duration (and are thus, not required to have such a council), with the parents of migrant children in a format and language that the parents understand.

There are a number of components that are required by statute to be included in a state comprehensive SDP. These are:

1. *Performance Targets.* The plan must specify the performance targets that the state has adopted for all migrant children for: English Language Arts (ELA); mathematics; high school graduation/the number of school dropouts; school readiness (if adopted by the SEA); and any other performance target that the state has identified for migrant children. (34 CFR 200. 83(a)(1).)
2. *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).)
3. *Measurable Program Outcomes.* The plan must include the measurable outcomes that the Migrant Education Program (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.

4. *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).)
5. *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 Idaho addresses 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 and Family Involvement.* A description of the SEA's consultation in a format and language that the parents/family understand.
- *Identification and Recruitment and Quality Control.* 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.

Developers of the Idaho MEP Service Delivery Plan

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 this report. A complete listing of the developers of the SDP and their affiliations is found at the beginning of this report.

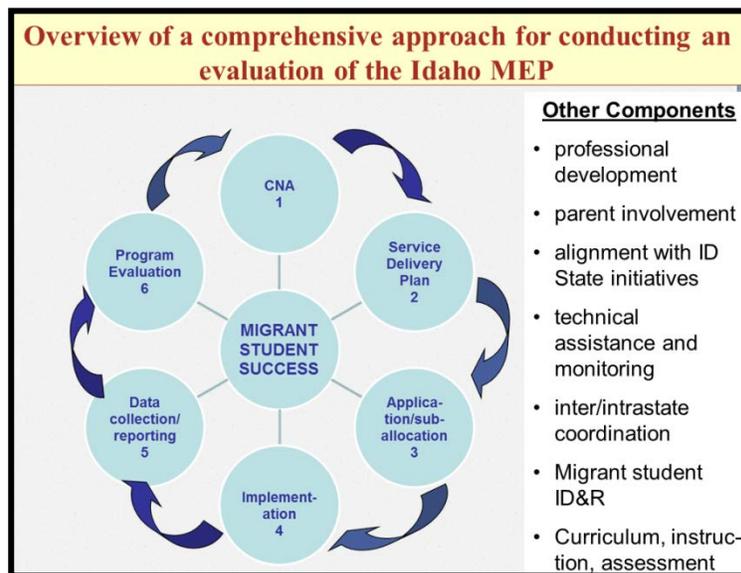
The SDP Committee was composed of individuals representing the community; migrant parents; MEP administrators; the SEA; and individuals with expertise in ELA, math, graduation/dropout prevention, out-of-school youth, family literacy, professional development, identification and recruitment (ID&R), and early childhood. Several members of the CNA Committee served on the SDP Committee to provide continuity to the comprehensive process carried out to ensure that systems are aligned to meet migrant students' unique needs.

Description of the Planning Process

The Idaho CNA Committee was led through the service delivery planning process by a consultant using the *Migrant Education Service Delivery Plan Toolkit: A Tool for State Migrant Directors* (2012) as a guide. The Committee reviewed the work completed by the members of the CNA Committee during the CNA update process completed during 2012 and 2013. A copy of the CNA report table of contents is presented in Appendix A.

Specifically, the Concern Statements and Possible Solutions provided a starting point for the SDP committee to determine solution strategies, develop measurable program outcomes (MPOs), identify resources needed, and design an evaluation plan.

Over the course of the 2013-14 school year, meetings were held to update the SDP and reach consensus on the Plan. At the final meeting of the SDP Committee, there was discussion about aligning all aspects of the MEP including the CNA, SDP, application, monitoring tool, and evaluation tools to ensure continuity as illustrated in the graphic that follows.



Purpose of the SDP Update

The Continuous Improvement Process as shown in the graphic was designed to help ensure that students participating in the Idaho MEP benefit from a planning process that involves multiple stakeholders from across the state. In accordance with the statutory and regulatory guidelines provided by the Office of Migrant Education, the comprehensive state service delivery plan should be updated when the SEA 1) updates the comprehensive statewide needs assessment; 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. Also, the guidance provided is that given these various changes, the SDP should be updated about every three years.

Overview of the SDP Report

In addition to this **Part 1, *Introduction***, the report consists of 10 additional sections. **Part 2, *Building on the Comprehensive Needs Assessment***, outlines the process Idaho has undertaken to explore data on migrant students, analyze the data, and how identified needs were considered in determining possible solution strategies for the various service areas.

Part 3, *General Framework: Plan Alignment* spells out how performance targets/goals meet the identified needs and priorities set by the state. The objectives are stated for which the state and its local operating agencies will be held accountable in the areas of reading, mathematics, school readiness, and high school graduation. Also, performance targets are specified. **Part 4, *Priority for Service Students***, specifies the Idaho plan for designating migrant students with Priority for Services (PFS).

The plan for monitoring and technical assistance is specified in **Part 5, *Implementation and Accountability Plan*** clarifying the role in this process of the state, its local operating agencies, and outside experts. **Part 6, *Professional Development Plan for Staff***, clarifies the systematic plan for providing professional development for Idaho educators, administrators, recruiters, clerks, and migrant families.

The plan for services to parents is included in **Part 7, *Parent Involvement and Development Plan***. This section considers the various roles of parents and how the state plans address parent needs. In **Part 8, *Identification and Recruitment Plan***, the role and responsibilities of recruiters are specified with the Idaho plan for quality control in recruitment.

Part 9, *Evaluation Plan*, contains the state plan for evaluating the implementation of the SDP based on performance targets and measurable program outcomes. Systems for data collection and reporting are specified along with the how Idaho will use the evaluation results for making mid-course corrections and improvement. **Part 10** offers information on the exchange of migrant student records. Finally, **Part 11, *Looking Forward***, discusses how the SDP will be communicated to local projects and other stakeholders and the next steps. This section sets the stage for the implementation and evaluation of MEP services.

Part 2: Building on the Comprehensive Needs Assessment

The CNA Process in Idaho

During the 2012-13 school year, the Idaho Needs Assessment Committee (NAC) worked through the process outlined in the *Migrant Education Comprehensive Needs Assessment Toolkit: A Tool for State Migrant Directors* (2012). A consultant with experience in CNA facilitation and knowledge of the Idaho context helped the NAC through the process following OME's Three-Phase Model that consists of *Phase I: What is a Comprehensive Needs Assessment?*; *Phase II: Gathering and Analyzing Data*; and *Phase III: Decision Making*.

The NAC used data on migrant student achievement and outcomes to develop Concern Statements during the first meeting. The draft concern statements were reviewed in light of additional data requested, and finalized them after they were edited by the state MEP staff and the consultant.

Over the course of the 2012-13 school year, additional data were collected as needed through the Idaho Migrant Student Database, surveys, and focus groups of parents, students, and staff; a data profile was written; possible solutions were identified; and priorities for services based on the data were determined. The group reached consensus about the decisions on how to proceed in determining needs, additional issues/data to explore, and how to proceed with the next steps in determining a plan for addressing migrant student needs.

At the final meeting of the NAC, the direction to ensure continuity with the planning process for the Service Delivery Plan (SDP) was determined. This CNA process resulted in the development of the Idaho Migrant Education Program CNA report which is on file at the Idaho Department of Education and available on the state website at www.sde.idaho.gov/site/migrant_edu/.

Using CNA Results to Inform the Service Delivery Planning Process

The Idaho Migrant Education Program CNA results provided clear directions allowing the state to move ahead with planning services to be delivered to migrant children and youth. An SDP committee was formed by the state with representatives from various regions of the state serving migrant students (e. g., large and small schools, school districts, university programs, regional service providers). In addition, individuals with content expertise in ELA, mathematics, graduation/dropout prevention, out-of-school youth (OSY), early childhood, professional development, ID&R, and parent involvement participated. Migrant parents were involved in special meetings to solicit their input. The SDP Committee was facilitated by a consultant with knowledge about the Idaho MEP who has worked with more than 20 states in the CNA and SDP planning process.

Appendix B contains a chart of the CNA and SDP decisions that were determined by the Committee and fine-tuned by the Idaho State Department of Education (ISDE). This chart

was used throughout the process as an organizer. After each meeting and as a result of the decisions made through the CNA process and in accordance with the state goals, the areas of greatest need were identified as **ELA and mathematics, school readiness, and high school graduation/services to out-of-school youth**. The needs, solutions, performance targets, strategies, outcomes, and resources were updated after each meeting with the decisions made by the Committee.

Aligning CNA Results to State Systems and Resources

The Idaho Department of Education has a number of initiatives in place for which MEP services have been aligned. A major focus of implementation will be developing literacy through a successful bi-literacy model that has already been piloted with migrant students in Idaho. In addition, the state will provide school readiness services, math and ELA services, supplemental instruction and support for high school graduation, and services designed to help OSY develop career skills.

State systems and resources that the Idaho MEP has considered in the alignment of its CNA results and the development of its SDP are listed below.

- Idaho Core Standards and ISAT for English Language Arts and Mathematics assessments
- Idaho's approved ESEA flexibility waiver affecting the 2013-14 school year
- State Performance Targets Annual Measurable Objectives (AMOs)
- Idaho Reading Indicator (IRI) assessment results
- Idaho Statewide Parent Advisory Council (PAC), Idaho Parents as Teachers network, migrant PAC
- Title I-A (Basic Program), Title I-D (Homeless Program) Title II-D, Title III-A, Title V
- Idaho Migrant Family Literacy and Head Start programs
- Migrant Student Information System (MSIS)
- Migrant High School Equivalency Programs (HEP) and College Assistance Migrant Programs (CAMP)
- Consolidated State Performance Report (CSPR)
- Government Performance and Results Act (GPRA) indicators
- Migrant Student Information Exchange (MSIX) minimum data elements

Part 3: General Framework: Plan Alignment

Performance Targets

The performance targets for migrant students work in concert with the priorities and goals established by the State of Idaho as part of its ESEA Flexibility Waiver Request approved by the U. S. Department of Education in 2012 (see Appendix C). Migrant students are included in the high expectations for all students.

The performance targets are the expectations for all students in Idaho expressed as Annual Measurable Objectives (AMOs) for the broad goals of 1) college and career-ready

expectations (CCR), 2) state-developed differentiated recognition, accountability, and support; and 3) supporting effective instruction and leadership. AMOs are outlined in the ESEA Flexibility Waiver as approved in 2012. AMOs are annual determinations regarding whether or not schools and districts met the specific targets for each ESEA accountability subgroup. Migrant students are not counted toward AMOs as a separate subgroup though they are included as a disaggregated group. Migrant students have the same opportunities to meet the expectations. Part 9 includes a description of how migrant student progress will be reported in an annual evaluation.

Idaho has developed a new accountability system using multiple measures of student achievement including academic growth. The accountability system rates schools on a five-star scale. Five-Star and Four-Star Schools are considered examples to other schools, and One-Star and Two-Star Schools will receive technical assistance and oversight.

Schools are measured on proficiency, academic growth, academic growth to proficiency targets, and metrics of postsecondary and career-readiness. While migrant students are not a specific subgroup used in the star rating system, migrant student performance relative to the performance targets and all other students will be measured for the purposes of the MEP. In addition, the performance of students with a priority for services (PFS) will be shown against students who are not PFS. (It should be noted that because non-proficiency is a factor in determining which students are PFS, by definition the PFS group demonstrates lower proficiency than the non-PFS group.)

For the 2013-14 school year, the State Performance Targets below will be used until the transition to the new State Flexibility Waiver gap reduction system is in place (expected during the 2014-15 school year).

ELA	86% of students in grades 3-12 participating in the State ELA Assessment will meet or exceed state standards in ELA.
Mathematics	84% of students in grades 3-12 participating in the State Mathematics Assessment will meet or exceed state standards in mathematics.
School Readiness	All children will demonstrate readiness for school including proficiency in oral communication, developmental motor, perceptual skills, and print knowledge.
Graduation/Drop-Out Prevention	The process for developing targets for graduation and dropout is currently underway in the state.

Needs Assessment

The needs assessment results described in the Idaho MEP CNA Report (2013) have been used as a foundation for the services spelled out in the Service Delivery Plan.

Grades 3-8: The Idaho ELA and Math Assessments are administered to students in grades 3-8. The data from the most recent CSPR show that the percent of migrant students scoring

proficient or above in ELA was less (by 16%) than for all students. Differences by grade ranged from 14% to 17%.

In mathematics, the percent of migrant students scoring proficient or above was less (by 13%) than for all students. Differences by grade ranged from 12% to 18%.

The gap between migrant and all students (percent of students scoring proficient or above) varied by grade level and content area. The gap in math increased for all students (by 2% for students in grades 3-8 and by 22% for high school students). In ELA, the gap remained the same for students in grades 3-8, but increased by 9% for high school students.

High School Students: The ELA and math assessment results show that the percent of high school migrant students scoring proficient or above was less for both ELA and math – 46% fewer migrant students scored proficient or above in ELA and 33% fewer scored proficient or above in math.

Pre-school Students: The Idaho MEP tracks the number of migrant children enrolled in migrant-funded preschools and the number enrolled in other preschools. According to the 2011-12 Comprehensive State Performance Report (Part II) submitted by Idaho to the U. S. Department of Education, of the 376 eligible migrant children ages 3 to 5 during 2011-12, 212 (67%) were reported as being served through MEP instructional or support services during the regular school year.

Goal: School Readiness

1. We are concerned that migrant preschool-aged children do not attend extended day/year academic services.

Data Source	Need Indicator
Preschool parent surveys CSPR: <i>Instructional Services Received During the Regular School Year and Summer</i>	Access to services during the summer by students ages birth through 5 (not kindergarten) is limited, with only 26% being served during the summer. 25% of staff felt that children have very little or no access to services to prepare them for kindergarten.

2. We are concerned that migrant PK-aged children do not have access to instructional and support services to better prepare them for school.

Data Source	Need Indicator
Parent surveys Pre-K parent surveys Pre-K staff surveys	34% of PK parents reported having very little or no awareness of services available. 41% report that their child does not participate in a pre-school. 30% of PK parents and 25% of staff felt that children had very little or no access to PK instruction to better prepare them for school.

3. *We are concerned that migrant parents of PK-aged children may not be able to provide academic support in the home.*

Data Source	Need Indicator
Pre-K parent surveys	As reported by informed CNA Committee members. Parent survey item #1 indicates a high percentage of parents that are not able to help their children with homework.

4. *We are concerned that migrant students and their families do not have adequate health care.*

Data Source	Need Indicator
Parent surveys Pre-K parent surveys	Parent survey item #2 shows a high percentage of parents indicating no access to adequate health care. 9% of PK parents and 20% of PK staff felt children had very little or no access to health care to prepare for school.

Goal: Academics of ELA and Mathematics

1. *We are concerned that because many migrant students do not attend school on a regular basis, they experience less academic success.*

Data Source	Need Indicator
As reported by informed CNA Committee members	CNA Committee members report a high rate of absence/poor attendance by migrant versus non-migrant students.

2. *We are concerned that migrant students are not receiving effective English language development instruction.*

Data Source	Need Indicator
IELA results Language Development scores on the ISAT	Only about 58% of migrant students score at Proficient or Above on the IELA versus 66% of non-migrants. In reading/language on the ISAT, 69% of migrant (vs. 89% of all students) scored at Proficient/Above.

3. *We are concerned that migrant students with limited English proficiency cannot fully access content area instruction.*

Data Source	Need Indicator
2011-12 CSPR data ISAT results IELA results	Nearly 1,500 eligible migrant students (36% of total) are classified as LEP. Only 58% score Proficient or Above on the IELA versus 66% of non-migrant students. In reading, 69% of migrant (vs. 89% of all students) are Proficient/Above. In math, 58% are Proficient/Above compared with 81% for all.

4. *We are concerned that migrant children are not able to recover loss of instructional time with certified teachers.*

Data Source	Need Indicator
Exhibit 7 (from CSPR) of Idaho CNA Update Data Tables: Instructional Services Received During the Regular School Year and Summer	Exhibit 7 shows a loss of instructional time during the summer, especially by students in grades 7-12 and OSY. Statewide, only 28 secondary-aged students participated in reading and math services.

5. *We are concerned that migrant students are unable to attend extended day/year academic services.*

Data Source	Need Indicator
Parent and staff surveys IELA results	20% fewer migrant students score Proficient in reading and 23% fewer in math than all students. 20% of eligible migrant students receive extended year (summer) services in reading or math.

6. *We are concerned that migrant parents may not be able to provide academic support in the home.*

Data Source	Need Indicator
Parent surveys	Parent survey indicates a high percentage of parents are not able to help with homework.

7. *We are concerned that migrant students and their families do not have adequate health care which affects student success in school.*

Data Source	Need Indicator
Parent surveys	Parent survey indicates a high percentage of parents do not have access to adequate health care.

Goal: High School Graduation and Services to OSY

1. *We are concerned that migrant students are not able to accrue adequate credits towards graduation and/or complete other graduation requirements.*

Data Source	Need Indicator
CSPR graduation and dropout rates Secondary/OSY survey	The migrant student graduation rate is 85% and the all students graduation rate is 89%. The migrant dropout rate is 15% and the all students dropout rate is 11.4%. 52% of secondary/OSY indicate a need for more help to progress in studies and 47% indicate a need to earn the H. S. credits needed to graduate.

2. *We are concerned that migrant students and families do not understand school requirements including what is needed for H. S. graduation.*

Data Source	Need Indicator
Parent surveys	Question #1 indicates a high % of parents indicating lack of understanding of school graduation requirements and #3 indicates a high % not familiar with school systems.

3. *We are concerned that migrant students are unable to attend extended day/year academic services.*

Data Source	Need Indicator
CSPR: Instructional Services Received During the Regular School Year and Summer	CSPR participation rates show low access to services during the summer, especially by students in grades 7-12 and OSY. Statewide, only 28 secondary-aged students participated in reading and math services.

4. *We are concerned about the low number of OSY receiving services compared to the number that have been identified.*

Data Source	Need Indicator
2011-12 CSPR: Migrant Students Served During the Regular School Year and Summer	Statewide, only 31 OSY received services during the regular school year and one OSY received services during the summer.

5. *We are concerned that migrant parents may not be able to provide academic support in the home.*

Data Source	Need Indicator
Parent surveys	Parent survey indicates a high percentage of parents not able to help with homework.

6. *We are concerned that migrant students are not able to recover loss of instructional time with certified teachers.*

Data Source	Need Indicator
CSPR: Instructional Services Received During the Regular School Year and Summer	Statewide, only 28 secondary-aged students participated in reading and math services.

Service Delivery Strategies

The Service Delivery Strategies identified by the SDP Committee took into consideration the needs determined during the CNA process as well as the solution strategies determined. The strategies were developed by content experts and those with knowledge of migrant students' needs and best practices. The strategies and supporting research follow.

School Readiness

1. 1 Provide migrant-funded pre-school during the regular term and/or summer term (for a minimum of three weeks), staffed by qualified and trained staff that use evidenced-based curriculum.
 - Pre-school during the regular/summer term (Camilli, Vargas, Ryan, & Barnett, 2010).
 - Educational outcomes for children are positively related to the Teacher's education and experience (Abbott-Shimm, Lambert, & McCarthy, 2000)
1. 2 Provide support and resources to migrant preschool students and parents in collaboration with existing district and community services.
 - Literature Review on Migrant Education, downloaded on 5/5/14 at <http://results.ed.gov>, p.32
 - Community collaborations with MSHS, Head Start, and social service agencies (Head Start Impact Study, January 2010)
1. 3 Provide home-based or site-based migrant parent/child school readiness programs through a Family Bi-literacy model during the regular and/or summer term with a minimum of six contacts per family/child.
 - School readiness skills workshops (parent/child) (Harvard Family Research Project, 2006).
 - Family literacy services (Bracken, S. S. & Fischel, J. E., 2008).
 - Family literacy training and resources for families of young migrant children. (Harvard Family Research Project, 2006).

Academics of English Language Arts (ELA) and Mathematics

2. 1 Provide supplemental services in ELA and math through a minimum of 40 hours of evidence-based instruction during extended day and/or summer school programs using staff trained in the unique needs of migrant students.
 - Outside-of-the-school-day tutoring programs, peer-to-peer support, project-based learning, and other community service opportunities are associated with high achievement (Topping, K.J., & Ehly, E., Eds., (1998). *Peer-Assisted Learning*. Mahwah. NJ: Lawrence Erlbaum Associates)
 - Summer schools addressing the literacy needs of migrant students prevents summer learning loss. Montana Migrant Education Program Summer Learning Programs http://www.summerlearning.org/resource/resmgr/press_releases/080602.montanarelease.pdf
 - Before- and after-school and Saturday classes for migrant students who are English learners emphasizing basic English language skills and filling in prior knowledge gaps. (Little, P.; Wimer, C.; Weiss, H.B., 2008).
 - Professional development for staff on the unique needs of migrant students, issues of migrancy and cultural responsiveness, and how these issues affect language acquisition and instruction and making instruction in the content areas meaningful. (National Middle School Association, 2004).
2. 2 Provide a site-based migrant Family Literacy program during the regular and/or summer term with a minimum of six contacts per family/child.
 - School readiness skills workshops (parent/child) (Harvard Family Research Project, 2006).
 - Family literacy services (Bracken, S. S. & Fischel, J. E., 2008).
 - Family literacy training and resources for families of young migrant children. (Harvard Family Research Project, 2006).

2. 3 Provide and/or collaborate to provide information, resources, or referrals aligned with individual needs to help increase access to education.
 - Access to extended day and summer classes. Using older migrant students as bus aides, custodians, and assistants to allow them to participate in instruction for part of the day and a paid worker for part of the day. (Patall, A.E.; Cooper, H.; Batts, Allen A., 2010).
2. 4 Provide at least two parent meetings/activities/one-on-one contacts designed in collaboration with parents to increase parent understanding of school requirements, attendance and school subjects.
 - Literacy and math materials and appropriate training for parents to allow them to assist their children with homework, test-taking skills, special projects, and monitoring of academic progress. (Harvard Family Research Project, 2006).
 - Information and resources for PACs and parent meetings on preventative health care and health issues of importance. Coordinate with health clinics and medical agencies that provide inexpensive preventative care. (Martínez and Velásquez, 2000).

Graduation and Services to OSY

3. 1 Provide parent and student activities to increase involvement in and understanding of high school graduation and grade promotion at a minimum of twice per year for students in 7-12th grade.
 - Meetings with migrant parents and families to prepare students for transitions (e.g., between elementary and middle/junior high school, and between high school and postsecondary/career). (Noeth and Wimberly, 2002).
3. 2 Provide activities for career and college readiness to students in grades 7-12 and families at a minimum of twice per year.
 - Dropout prevention services. National Center for Education Evaluation and Regional Assistance (<http://ies.ed.gov/ncee/wwc>, What Works Clearinghouse, September 2008).
 - Meetings between migrant secondary students and school counselors at least two times each year. (Borders, L.D. & Drury, S.M., 1992).
3. 3 Provide year round academic support for supplemental credit accrual for high school migrant students beyond the school day/year.
 - Semi-annual school team meetings with students' migrant teacher, general classroom teacher, liaison and/or interpreter, and others as appropriate to determine students needing graduation plans. (Noeth and Wimberly, 2002).
 - Tutorial support and guidance to students enrolled in PASS, IDLA, and other credit accrual programs. (National PASS Coordination Committee, 2009).
 - 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. (Policy brief: Success in Secondary School and Access to Postsecondary Education for Migrant Students, January 2009). National PASS Coordinating Committee, Mt. Morris, NY: OEA policy recommendation, 2011).
3. 4 Provide professional development for all staff working with migrant students (support, administration, and instructional) regarding migrant student needs.

- Professional development for staff and administrators on educational/cultural aspects of migrancy/mobility and their impact on school-aged migrant students' unique educational needs including the need for flexible scheduling. (Antuñez, 2009).
- 3.5 Coordinate with existing services and/or provide academic or support services for OSY, including participation in consortia designed for OSY.
- Coordination with local agencies to enroll migrant students and OSY in online courses, GED programs career education, and vocational training. (National PASS Coordination Committee, 2009); Kerka (2004); (IMEC, 2002; Sturko, 2005; Ward, 2002; Cornell University, 2005).
 - Participation in the OSY and technology consortia, using lessons, materials, strategies, assessments, etc. (www.osymigrant.org and www.inet-migrant.org).

Measurable Program Outcomes (MPOs)

The Idaho MEP is a supplemental educational program that ensures migrant children have the same opportunities to achieve high state standards as all children. The MPOs listed below detail how the MEP will evaluate the effectiveness of its supplemental instructional and support strategies. In addition to these MPOs, the evaluation plan (Part 9) details how the MEP will evaluate progress toward state standards that all children are expected to meet.

School Readiness

- 1a) By the end of the 2014-15 year, 80% of migrant preschool students attending at least three months of a migrant-funded regular term preschool program will achieve individual goals set by the teacher as measured by a reliable assessment of school readiness skills.
- 1b) By the end of the 2015 summer term, 80% of migrant preschool students attending at least three weeks of a migrant-funded summer term preschool will achieve individual goals set by the teacher as measured by a reliable assessment of school readiness skills.
- 1c) By the end of the 2014-15 program year, 75% of migrant students will receive a referral, including health services, based on identified needs as documented on the family intake form.
- 1d) By the end of the 2014-15 program year, 80% of migrant preschool students who participate in at least six Family Bi-literacy sessions will show a 5% gain on a reliable pre/post measure of pre-literacy skills.

Academics of ELA and Mathematics

- 2a) By the end of the 2014-15 regular term, 80% of migrant students receiving 40 hours of supplemental ELA instruction will meet individualized goals as measured by a district-approved ELA assessment.

- 2b) By the end of the 2014-15 regular term, 80% of migrant students receiving 40 hours of supplemental math instruction will meet individualized goals as measured by a district-approved math assessment.
- 2c) By the end of the 2015 summer term, 80% of migrant students receiving three weeks of supplemental ELA instruction will meet individualized goals as measured by a district-approved ELA assessment.
- 2d) By the end of the 2015 summer term, 80% of migrant students receiving three weeks of supplemental math instruction will meet individualized goals as measured by a district-approved math assessment.
- 2e) By the end of the 2014-15 program year, 80% of migrant elementary students who participate in at least six Family Literacy sessions will show a 5% gain on a reliable pre/post measure of literacy and/or math skills.
- 2f) By the end of the 2014-15 program year, 80% of migrant students with a support services need will receive services aligned to their needs as reported on a needs and services tracking form.
- 2g) By the end of the 2014-15 program year, 80% of migrant parents will report on a content-based rubric that MEP-sponsored training and materials have enabled them to more effectively assist their children with academic progress.
- 2h) By the end of the 2014-15 program year, 90% of staff participating in binational professional development regarding delivering instructional services to binational students will rate the activities and materials as useful on a staff survey.

High School Graduation and Services to OSY

- 3a) By the end of the 2014-15 program year, 80% of parents participating in two contacts will demonstrate understanding of credit accrual and graduation requirements as measured by a score of 4 or 5 (on a 5-point scale) on a graduation milestones rubric.
- 3b) By the end of the 2014-15 program year, 80% of students participating in college and career readiness activities will demonstrate accomplishment of activity goals as measured by the activity rubric.
- 3c) By the end of the 2014-15 program year, 60% of migrant students participating in at least 60 hours of supplemental credit accrual course work will successfully complete requirements for accrual of one credit toward high school graduation.
- 3d) By the end of the 2014-15 program year, 80% of staff who received MEP-sponsored professional development will demonstrate understanding of migrant student needs as measured by mastery of key concepts on a professional development assessment.

- 3e) By the end of the 2014-15 program year, 25% OSY who participate in OSY consortium instructional services will demonstrate an average gain of 20% on reliable pre/post content-based assessments.

The **resources** needed for Idaho to ensure that a high quality MEP is implemented are matched to each strategy are seen in the planning chart found in Appendix B. These resources include assets such as professional development, technical assistance by the ISDE, Federal and state resource centers, other Federal program such as Title I-A, Title III, school-based decision making teams, parent and professional educator organizations, and curriculum and instructional materials.

Part 4: Priority for Services Students

Every Idaho MEP is required to maintain a list of eligible migrant students as well as a listing of the students actually receiving migrant services. The eligibility list indicates whether or not a student is determined to have PFS. The Priority for Services Form is intended to serve as documentation for audit purposes and to assist the MEP in determining which migrant students should receive services first. Completed forms are kept on file at the district and readily available when requested by appropriate entities (i.e., auditors, ISDE staff).

Whether or not an eligible migrant student meets the PFS criteria, it is important that every MEP enter into MSIS the student’s “at-risk information” as it provides documentation if the student moves to another district or state. Further, the *at-risk* designation is used in determining a district’s MEP allocation. The Priority for Services form is one method for collecting the information that is then entered into MSIS, the state’s MEP database.

SECTION A

1. *Migrant students who are not proficient in English are at risk of failing to meet the state’s academic content standards:*
2. *Migrant Out-of-School Youth who are recovery 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 English Language Arts or Math

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

1. Failing grades in core academic subjects (progress reports/report cards)
2. Teacher recommendations
3. Failing or “at-risk” scores from other state’s assessment—can be viewed in MSIX
4. No on track to graduate (lacking appropriate number of credits for grade level)
5. Retained or overage for grade

SECTION 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 Migrant service 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

Part 5: Implementation and Accountability Plan

State Monitoring Process and Timelines

Monitoring of local migrant education programs is the responsibility of the Idaho State Department of Education and migrant programs are a part of the consolidated monitoring of all federal programs. This includes both the compliance monitoring process as well as the fiscal monitoring of all programs.

The state’s onsite monitoring plan is a risk-based model where Local Education Agencies (LEA) that are determined to be at risk based on past performance, fiscal reports, self-monitoring results, dramatic changes in numbers, or large turnover in staff are monitored by state MEP personnel on site. The goals of the MEP onsite monitoring visit are to:

- Examine compliance and programmatic issues based on the Federal statute and regulations;
- Review how districts are addressing the needs of migrant students through the MEP; and
- Provide technical assistance.

In addition to those sites selected as at-risk, monitoring may be arranged at a district’s request when technical assistance as needed. The self-monitoring process began in 2009-10 and is an annual assessment of progress and compliance. The self-monitoring tool is available at https://www.sde.idaho.gov/site/title_one/program_monitoring.htm. In addition to completing the tool, sites must keep supporting documentation on file for at least five years.

In the spring, districts scheduled to be monitored the following year are notified. All Federal Program Directors from districts scheduled to be monitored are invited to an ISDE monitoring training in August. Monitoring staff, including ISDE staff and monitoring contractors, identify dates and solidify the schedule by August. 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 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. In some instances, the state may determine that a follow-up monitoring visit is necessary to verify implementation of an LEA's actions resulting from its plan for correction.

Technical Assistance to Local MEP Sites

Technical assistance is available through state-initiated follow-up as a result of compliance monitoring, contact initiated by a local or regional coordinator in response to needs identified by an MEP site, or when a new initiative is undertaken (i.e., implementing aspects of the new SDP).

Idaho sponsors activities to encourage collaboration and sharing among regional and local migrant entities. Some examples include:

- Idaho state website with a link to the state MEP (https://www.sde.idaho.gov/site/migrant_edu/);
- ID&R meetings for recruiters and project administrators;
- Statewide and regional migrant PAC meetings;
- Idaho Biennial Title I Conference;
- State-sponsored meetings around a specific theme or innovation; and
- Technical assistance and program compliance monitoring visits from the ISDE MEP staff.

Collaboration and resource sharing around the Idaho MEP SDP have continued to be a priority. Full implementation of the Plan will begin in the fall of 2014-15 to incorporate the work that was done through the SDP process. Systems alignment of the new SDP with other state systems including the state MEP application, sub-allocation process, MEP monitoring, and the evaluation systems will continue in the fall of 2014 and throughout the 2014-15 school year.

Plans are in place for technical assistance and resource sharing to be intensified around the professional development activities outlined in the next section of this report (Section 6, Professional Development Plan). These activities will be necessary to ensure that all Idaho MEP staff and other personnel working with migrant students and families (as well as migrant parents) are aware of, and fully implementing, the new SDP.

Updates to the Service Delivery Plan

The ISDE remains in constant communication with local MEPs and completes an annual evaluation to determine if updates need to be made to the SDP. In addition, the ISDE plans to complete a formal update to the SDP at least every three years in compliance with the ESEA, Sect. 1306(a)(2)(B), and the 2010 Non-regulatory Guidance, Chapter IV, B7.

Communication with local MEPs occurs systematically through a variety of means that include a) the state MEP website; b) regular meetings with directors, administrators, recruiters, and advocates; d) state and local migrant PAC meetings; e) email communications with directors, administrators of MEPs, recruiters, and advocates on topics about migrant students and programs; f) topic-specific webinars (e. g. , OSY, MEP application); and g) regular technical assistance and onsite and desk monitoring.

In order to further communicate with local MEPs to inform them about the SDP and solicit feedback, a draft of the SDP will be shared with members of the SDP Committee and the state migrant PAC for feedback prior to finalization. The SDP will be available on the state website at https://www.sde.idaho.gov/site/migrant_edu/ and a copy mailed to each funded MEP site.

Part 6: Professional Development Plan for Staff

National Resources for Professional Development

Examples of **national** resources available for Idaho migrant educators and others who work with migrant students and families include:

- 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. Resources are found at <http://results.ed.gov> .
- Sponsored by the Geneseo Migrant Center, the books listed in the Migrant Library serves 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. See www.migrantlibrary.org.
- 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. It 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 What Works Clearinghouse sponsored by the U. S. Department of Education reports on effective educational programs, practices, and products. For example, reviews are available in beginning reading, elementary school mathematics, middle school mathematics curriculum, dropout prevention, early childhood education, and English language learners. For more information, see www.ies.ed.gov/ncee/wwc/ .

Examples of **national** professional development opportunities include:

- National Migrant Education Conference held annually in the spring. Idaho typically sends 5-10 educators to this event to learn strategies in ID&R, curriculum and instruction, parent involvement, assessment, and program administration;
- National Center for Family Literacy which offers information and materials on migrant family literacy;
- Office of Migrant Education-sponsored workshops, institutes, and meetings (e. g. , the annual MEP Directors' meeting and other topic-related events);
- Interstate Migrant Education Council (IMEC) meetings;
- SOSOSY and InET Consortium meetings and professional learning activities; and
- training-of-trainer events.

State and Regional/local Resources for Professional Development

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;
- Through a voluntary, state-led effort, call the Common Core State Standards Initiative, Idaho has worked with other states to develop academic standards in mathematics and English language arts. The Idaho Core Standards are available 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.

Another substantial initiative of ISDE is the Idaho Response to Intervention (RTI). RTI is a framework for continuous improvement that provides high-quality, standard-based instruction and research-based systematic interventions for all student's needs -- academic, social-emotional, and behavioral -- using learning rate over time and level of performance to make important educational decisions. Using collaborative teams that include all professionals and parents in a well-defined decision-making process set the stage for a culture that fosters a climate for learning and meeting the needs of all students. A state website provides materials, information, and guidelines to support Response-to-Intervention implementation in the state of Idaho as follows: <http://www.sde.idaho.gov/site/rti/>. Because

the MEP is a supplemental program, teachers paid through migrant funds do not provide RTI services that all other students receive. However, migrant-funded teachers coordinate migrant services within the context of the RTI programs.

Professional Development Activities

The Idaho MEP has in place professional development activities for MEP staff and collaborates with other Federal, state, and local programs to provide information and training regarding the unique educational needs of migrant students. Professional development activities are listed in the following table.

Activity	Presenter/ Facilitator	Participant(s) from the Idaho MEP
ID&R Training	Loma Linda Associates/Regional ID&R Coordinators	LEA Migrant Directors and MEP liaisons/recruiters
Idaho Federal Program Director’s Meeting	ESEA Team	LEA MEP Directors/Coordinators
SOSOSY Steering Team Meetings and Technical Support Team Meetings	SOSOSY Coordinator and States' MEP staff	State MEP Coordinator; SOSOSY representative
InET Steering Team Meetings	InET Coordinator and States' MEP staff	State MEP Coordinator
SDP Committee Workgroup Meetings	SEA Director and SDP Consultant	SEA and local MEP staff, parent representatives
National MEP Conference	Various	State and LEA Migrant Staff
State MEP Parent Advisory Council Meetings	State PAC Coordinators	Migrant parents; state and local MEP staff
Idaho Title I Conference	Various	Various LEA MEP Staff
MEP Family Literacy and Bi-Literacy Trainings	Dr. Margaret Mulhern and Dr. Fernando Rodriguez-Valls	Various LEA MEP Staff

Professional development will be migrant student- and family-specific, responding to the identified needs of staff providing services to meet the unique needs of migrant children and youth. The strategies for professional development will be aligned with the Idaho MEP Service Delivery Plan. Various means for delivering professional development will be utilized such as webinars, workshops, web-based documents, training-of-trainers, staff academies, and seminars/forums. The most recent timeline and checklist for deadlines and trainings is included in Appendix D.

Part 7: Parent Involvement and Development Plan

Parent Roles

As the first teachers of their children, parents know the needs of their children best and can provide insight into their children's strengths and challenges. As such, migrant parents can play a pivotal role in planning the educational programs in which their children participate. Involving migrant parents in planning the MEP also builds their capacity to assist in their children's learning at home. In addition, parent involvement in the planning of the program enables parents to understand the program and have informed conversations with MEP and school staff regarding their children's education. Through their participation in the planning process, migrant parents are also more likely to become advocates and supporters of the program because they have a personal stake in its success.

From the Federal guidance on parent involvement the term means the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities, including ensuring – that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and the carrying out of other activities, such as those described in section 1118 of the ESEA. [Section 9101(32), ESEA]

Title I supports parent involvement by enlisting parents to help their children do well in school. In compliance with NCLB, the Idaho MEP requires that local sites receiving MEP funds consult with parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the local MEP. The SEA and LOAs are required to establish and consult with PACs in planning, operating, and evaluating MEPs [ESEA Sec. 1304(c)(3)]. The next subsection contains information regarding the establishment and goals of state and local PACs.

Further, migrant parents play a key role in planning the educational programs in which their children participate. Parent involvement in the planning of the program enables parents to understand the MEP, have informed conversations with MEP and school staff about their children's education, and more fully assist in improving the MEP. Opportunities for planning include involvement in the CNA and SDP process, participating in the annual program evaluation, and participating in local and state PACs.

Each local MEP sponsors parent development, family events for sharing information and resources, and culminating activities such as end-of-year programs featuring their child's educational success in which parents are invited to participate and bring their whole family.

The Idaho MEP views parents as collaborators with the schools in the education of their children. However, because of work schedules—especially during the summer months as well as family responsibilities, and other competing priorities, parents may not always be available to actively partner with schools operating MEPs or serve as a resource as requested. However, through the

daily interaction that occurs between parents and migrant advocates, there is strong communication and trust, allowing a close working relationship with staff of the local MEP.

Parent Involvement in the CNA Process

Parents were involved in the SDP focus through targeted focus groups. Following the first meeting, the SDP committee drafted strategies and MPOs that were then shared with migrant parents at each of the MEP sites. Coordinators at the sites followed a parent interview protocol and solicited feedback from parents regarding the design of the program and whether or not proposed strategies would meet the needs of their children (the notes with parent comments in these focus groups is included in Appendix E).

Interviewers shared parent feedback at the second SDP meeting, and this feedback was used to revise the strategies and MPOs. Key themes across the sites interviewed included:

- Parents expressed interest in home-based services because of transportation difficulties, comfort with the tutor, and a desire for more individualized instruction for their children.
- Parents desire additional information about changes in assessments. Many feel that their children need additional help already in order to keep up and are afraid that new assessments will make school even more difficult for their children.
- Parents would like their secondary-aged children to complete a graduation plan prior to the ninth grade, and then they would like to have regular progress checks to ensure that children remain on track to graduate in four years.

Establishment of Migrant Parent Advisory Councils

Parental Involvement is an integral part of all Title I programs, including the MEP. One aspect of continuing the coordination with parents is the migrant PACs. PACs are a component of the opportunity to advocates for their children and supporters of the programs that provide services.

The state MEP and its sub grantees (LEAs) must establish and consult with PACs in the planning and operation of a MEP regular year. Specifically, LEAs 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 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 MEP at the LEA.

Migrant PAC membership should consist of primarily migrant parents or the guardians of eligible migrant children. The PAC can 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 five members, if possible. The state PAC shall be comprised of two parent representatives from each Migrant funded LEA. 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.

Additional guidance concerning the establishment and operation of migrant PACs is available online at https://www.sde.idaho.gov/site/migrant_edu/MEPstatePAC.htm.

Part 8: Identification and Recruitment Plan

Training for Eligibility Decision Making

Children are eligible to receive Idaho MEP services if they meet the Federal definition of “migratory child” and if the basis for their eligibility is properly recorded on the Idaho Certificate of Eligibility (COE). Determining whether a child meets this definition occurs during an interview of the person responsible for the child, or the child, in cases where the child moves on his or her own. Certification of eligibility depends on the trained recruiter’s assessment of this key information and then certification by the state that the recruiter’s determination is correct.

Finding and enrolling eligible migrant children is a cornerstone of the Idaho Migrant Education Program and its importance cannot be overemphasized. The Idaho MEP is responsible for the proper and timely identification and recruitment of all eligible migrant children and youth in the state. This includes securing pertinent information to document the basis of a child’s eligibility. Ultimately, it is a state responsibility to implement procedures to ensure that migrant children and youth are both identified and determined to be eligible for the MEP. To this end, the state is responsible for ensuring that all individuals completing COEs have been trained in the definition of “migratory child,” appropriate procedures for conducting an eligibility interview, and processes for documentation of eligibility determinations.

Idaho MEP policy requires that every recruiter complete the following requirements:

- A. New migrant family liaisons/recruiters will be trained by the SDE and Regional ID&R Coordinators on COE completion, ID&R and eligibility
- B. Fieldwork
 - a. Interviewing protocol—minimum of 3 interviews accompanied by a Regional ID&R Coordinator or experienced migrant family liaison/recruiter
 - b. COE protocol—successful completion of a minimum of 5 COE’s while accompanied by a Regional ID&R Coordinator or experienced migrant family liaison/recruiter

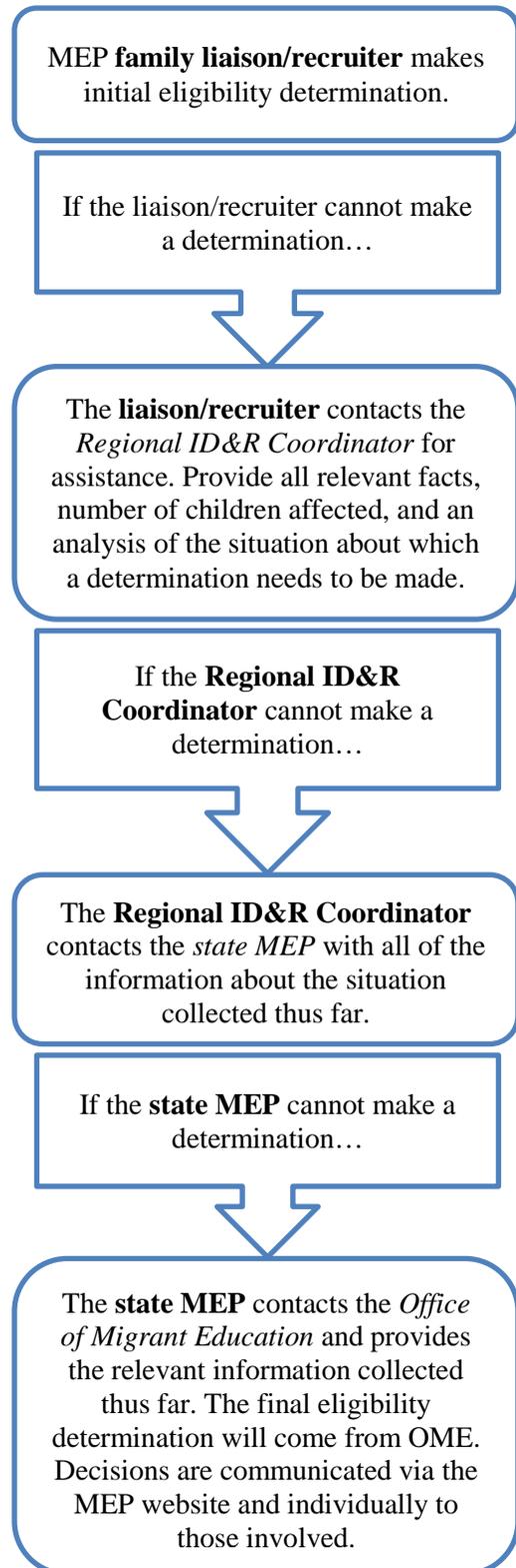
When a migrant family liaison has completed these requirements, the Regional ID&R Coordinator will notify SDE and request the recruiter be certified. A certificate will then be granted.

When questions regarding eligibility arise, the Idaho MEP has a procedure for resolving and communicating those decisions as illustrated in the process to the right.

In addition to the SDP, the guiding document for recruiters in Idaho is the Idaho MEP Identification and Recruitment Manual. Last updated in 2011, the document contains descriptions of recruiter job responsibilities, the process for determining and establishing eligibility, instructions for completion of the COE, quality control systems, relevant guidance, and tools and resources. A copy of the Table of Contents is included as Appendix F, and the whole document is available at www.sde.idaho.gov/site/migrant_edu/docs/Final%20Idaho%20IDandR%20Manual.pdf.

The structure of ID&R includes five Regional Recruiter Coordinators who perform recruitment throughout their region and oversee family liaisons/recruiters who operate from within the LOA administering the local MEP grant. The

Process for Resolving Eligibility Questions



family liaisons/recruiters perform the recruitment within their local project. Regional Recruiter Coordinators provide assistance as needed and perform recruitment in non-project areas. The structure and contact information for recruiters is maintained on the state website and can be found at https://www.sde.idaho.gov/site/migrant_edu/docs/contact/Contact%20List.pdf.

Quality Control Plan

The Idaho MEP is responsible for implementing procedures to ensure the accuracy of eligibility information received from recruiters and others identifying or recruiting potential migrant students. The COE, which contains all required elements from the national COE, is the form the state uses to document MEP eligibility determinations. In addition, Idaho spells out processes and procedures for quality control in the Quality Control Manual. The manual reflects the statutory requirements of 34 CFR Part 200 Sec. 200.89 MEP allocations, re-interviewing, eligibility documentation, and quality control (See Appendix G for the table of contents from the Quality Control Manual).

In order to receive an MEP allocation from the U.S. Office of Migrant Education, the Idaho MEP must submit accurate child counts of eligible children to the Secretary of Education, U.S. Department 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; and
- Monitor the operations of subgrantees effectively by reviewing records of eligibility determinations to verify that the subgrantee is administering the MEP in accordance with the law.

The first line of quality control is prevention of errors which occurs through professional development (as discussed on the previous section of this chapter). Training occurs for state MEP staff, regional IDR coordinators, and recruiters. Quality control also occurs through reviews of all COEs completed at three levels: 1) project level supervisor or specialist, 2) regional ID&R coordinator, and 3) the state level (MEP Director or designee). At each of these levels, reviews for accuracy include verification of:

- completeness (e.g., Has the form been completed in its entirety?);
- fidelity to the instructions provided on the COE (e.g., Is there a separate COE for each member of the family with different last names, residency dates, or qualifying arrival dates?);
- LEA name and number;
- data from the parent and child sections;
- eligibility data;
- comments provided where necessary;
- parent/guardian consent signature; and
- interviewer signature.

If a COE passes the review process, the COE is placed in the official state files maintained at the Idaho State Department of Education and held for 10 years. If a COE does not pass the review process, the Idaho MEP and LEAs proceed according to the process outlined in the manual which includes procedures for making corrections and/or returning to the family for additional information as necessary. The manual also provides processes for resolving issues as they arise should an LEA or family wish to challenge the review decisions.

The Quality Control Manual describes the process Idaho uses to complete required prospective re-interviewing. Idaho uses Regional ID&R Coordinators to carry out these re-interviews for federal compliance and quality control. Every three years, the Idaho MEP will contract with an independent agent to conduct the re-interviews.

Part 9: Evaluation Plan

Evaluation of State Performance Targets

Evaluation of migrant student (PFS and non-PFS migrant) toward state performance targets will be accomplished through the use of state assessments (administered locally). These assessments are tied to the state content standards in ELA and math, and other content areas that define the depth and breadth of the body of knowledge, conceptual understanding, and skills that students are expected to master during the course of their K–12 education.

The Idaho Standards Achievement Test (ISAT) is an important component of the statewide student assessment system. The ISAT is administered to students in grades 3-10 to provide ongoing monitoring of individual, school, district, and state progress. One component of the ISAT required for high school graduation is the 10th grade test in ELA and mathematics. Proficiency on the 10th grade ISAT verifies that an Idaho student has met Idaho standards in ELA and mathematics.

Competency in ELA, mathematics, and science is the goal for every child in Idaho. In accordance with No Child Left Behind, the ISAT measures proficiency in four key areas: ELA, mathematics, and science.

For the purposes of the evaluation of the Migrant Education Program, the SDP committee chose the language arts and mathematics components of the ISAT to use as the basis for determining migrant student progress toward state performance targets. This decision is in keeping with the strategies and goals of the supplemental program.

Proficiency on the ISAT in language arts and mathematics will be reported in an annual evaluation of the MEP. Proficiency rates will be calculated based on the number of students assessed and the number of students scoring proficient according to the definition of proficiency set for all students. Overall migrant student proficiency will be compared with non-migrant students, PFS students, and non-PFS students. (Note that because non-proficiency is a required component of determining PFS status, PFS student proficiency rates will always be lower than non-PFS student proficiency rates.)

Plan for Evaluating MEP Implementation and MPO Results

The evaluation of the Idaho MEP is completed by the state with the assistance of an external evaluator knowledgeable about migrant education, evaluation design, Federal reporting requirements, OME guidelines, and the Idaho MEP. The evaluation methodically collects both outcome and implementation information in accordance with the guidance provided by OME in its Migrant Education Program Evaluation Toolkit: A Tool for State Migrant Directors (2012).

Specifically, the evaluation will look at **implementation** (formative data) and the **results** of the program (outcome data) with respect to the strategies and measurable program outcomes of the service areas described earlier in the Idaho SDP.

Implementation (formative data) will answer questions such as 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 by the MEP? What was done to overcome these challenges?
- What adjustments can be made to the MEP to improve ID&R, instruction, staffing, inter- and intrastate coordination, professional development, and the involvement of migrant parents?

Implementation of the strategies identified in this SDP will be measured using a Fidelity of Implementation Index (FII) that is anchored to specific implementation-based best practices in designing and implementing effective programs, especially for migrant children and youth.

The FII data will be gathered by local MEPs and presented as evidence during onsite monitoring visits, during classroom observations, and during structured interviews with MEP staff. The FII will utilize a 5-point rubric that measures the degree of implementation from non-evident to highly effective.

Summative results of the program (outcome data) will answer questions such as the examples below.

- To what extent did students who received MEP services increase their proficiency in ELA and mathematics?
- To what extent did 4-year old migrant children who participated in Family Literacy Programs demonstrate kindergarten readiness skills?
- To what extent did migrant secondary students graduate?
- To what extent did migrant PFS students close the achievement gap in ELA/math?

Data on migrant students and services will be collected by the state from each of its local operating agencies. Data sources include: migrant parents, migrant secondary students, recruiters, migrant program administrators, educators, and other staff as appropriate.

Student achievement and outcome data as well as perception data will be collected through surveys, focus groups, structured interviews, and records reviews (including assessment results reported through the state system and data collection forms). Data analysis procedures will include descriptive statistics based on Idaho migrant student demographics, program implementation, and student and program outcomes. Means and frequencies will be reported. Tests of educational significance will be done, trend analyses conducted, and inferential statistics will be conducted, as appropriate.

A report on the progress made by the Idaho MEP toward meeting its MPOs is prepared annually by an external evaluator. This report includes implementation results, outcome results for the statewide MPOs, and recommendations for improving services to help ensure that the unique educational needs of migrant students are being met.

Student Assessment and Progress Monitoring Plan

Progress monitoring assessments are given throughout the school year in Idaho to determine a student's progress toward meeting the instructional goals and to help plan differentiated instruction. This type of criterion-referenced assessment is administered regularly in Idaho—two to three times per year depending on the assessment—especially at critical decision-making points such as regrouping students. Assessments and programs used in Idaho include AIMSweb, Plato, STAR Reading and Math, Success for All, Study Island, Brigance, Imagine Learning, Accelerated Math/Reading, Kahn Academy, Concepts in Math, and Read Naturally. For students that are considered *at-risk*, progress monitoring occurs as frequently as needed, based on student growth.

Based on the results of the assessments, educators set growth targets for all students and monitor progress. Students who do not meet appropriate growth targets are given additional services to help them reach goals and/or the goals are reassessed.

For program monitoring and improvement purposes, and in accordance with the evaluation requirements provided in 34 CRF 200. 83(a)(4), the implementation data, outcomes data, and demographic information will be collected, compiled, analyzed, and summarized each year. These activities will help the state determine the degree to which the MEP is effective in relation to the state performance targets, strategies, and MPOs. The data collected for these various purposes are listed in the tables that follow. Each data element is accompanied by a notation about the frequency of collection and the individual or agency responsible.

Statewide MEP Data Collection and Reporting Systems

Student scores are reported based on performance levels with specified performance targets (progress indicators). The performance labels (from low to high) are: *Academic Warning*, *Approaches Standards*, *Meets Standards*, *Exceeds Standards*, and *Exemplary*. The cut scores used to assign performance levels on the general reading and mathematics assessments are found in the chart below.

In the area of **school readiness**, measurements used to determine the progress toward achieving the MPOs include appropriate developmental skills assessments (i. e. , Pre-LAS,

PPVT, DIBELS); parent surveys; and structured interviews, parent and staff focus groups, and demographic data and family services logs.

In the area of **graduation/dropout prevention**, measurement tools used to determine progress toward migrant student credit accrual and movement toward graduation include logs and records maintained onsite by local MEPs and recorded/stored in MSIS; graduation rates documented by the ISDE and reported in the CSPR; and parent and staff content-based rubrics rating attainment of skills and strategies.

The Idaho MEP relies on several sources of information and vehicles for the storage and retrieval of data. Local MEP coordinators and other staff collect parent and staff rubrics and assessments, student achievement/other outcome data, and implementation data such as parent training rosters and focus group results. These individuals have a history of being responsive to the SEA when data are requested.

The charts that follow provide information on the student, staff, parent, and program data collected and reported through the MEP. All data is finalized and turned in within two weeks end of the project (i.e., by June 15 for regular term only projects and by September 15 for year round and summer projects).

MPO—School Readiness	Data element(s)	Data Source	Person/entity responsible
1a) By the end of the 2014-15 year, 80% of migrant preschool students attending at least three months of a migrant-funded regular term preschool program will achieve individual goals set by the teacher as measured by a reliable assessment of school readiness skills.	Number of children ages 3-5 assessed Assessment type Assessment results Number of children meeting goals	Regular term preschool assessment tracking form	Preschool educator
1b) By the end of the 2015 summer term, 80% of migrant preschool students attending at least three weeks of a migrant-funded summer term preschool will achieve individual goals set by the teacher as measured by a reliable assessment of school readiness skills.	Number of children ages 3-5 assessed Assessment type Assessment results Number of children meeting goals	Summer term preschool assessment tracking form	Preschool educator
1c) By the end of the 2014-15 program year, 75% of migrant students will receive a referral, including health services, based on identified needs as documented on the family intake form.	Migrant students with referral needs Documented referral results	Family intake form	Site director
1d) By the end of the 2014-15 program year, 80% of migrant preschool students who participate in at least six Family Bi-literacy sessions will show a 5% gain on a reliable pre/post measure of pre-literacy skills.	Family Bi-literacy assessment results	Family Bi-literacy Assessment tracking form	Family Bi-literacy educators

MPO—Academics of ELA and Math	Data element(s)	Data Source	Person/entity responsible
2a) By the end of the 2014-15 regular term, 80% of migrant students receiving 40 hours of supplemental ELA instruction will meet individualized goals as measured by a district-approved ELA assessment.	Number of children enrolled in 40 hours of MEP-funded ELA instruction Assessment type Assessment results Number of children meeting goals	Regular term assessment tracking form	Supplemental ELA instructor
2b) By the end of the 2014-15 regular term, 80% of migrant students receiving 40 hours of supplemental math instruction will meet individualized goals as measured by a district-approved math assessment.	Number of children enrolled in 40 hours of MEP-funded math instruction Assessment type Assessment results Number of children meeting goals	Regular term assessment tracking form	Supplemental math instructor
2c) By the end of the 2015 summer term, 80% of migrant students receiving three weeks of supplemental ELA instruction will meet individualized goals as measured by a district-approved ELA assessment.	Number of children enrolled in three weeks of MEP-funded summer school Assessment type Assessment results Number of children meeting goals	Summer term assessment tracking form	Summer instructor
2d) By the end of the 2015 summer term, 80% of migrant students receiving three weeks of supplemental math instruction will meet individualized goals as measured by a district-approved math assessment.	Number of children enrolled in three weeks of MEP-funded summer school Assessment type Assessment results Number of children meeting goals	Summer term assessment tracking form	Summer instructor
2e) By the end of the 2014-15 program year, 80% of migrant elementary students who participate in at least six Family Literacy sessions will show a 5% gain on a reliable pre/post measure of literacy and/or math skills.	Family Bi-literacy assessment results	Family Bi-literacy Assessment tracking form	Family Bi-literacy educators
2f) By the end of the 2014-15 program year, 80% of migrant students with a support services need will receive services aligned to their needs as reported on a needs and services tracking form.	Migrant students needing support services Types of services provided	Needs and Services Tracking Form	Site director
2g) By the end of the 2014-15 program year, 80% of migrant parents will report on a content-based rubric that MEP-sponsored training and materials have enabled them to more effectively assist their children with academic progress.	Number of parents enrolled in MEP-sponsored training Rubric results	Content-based Parent Training Rubric	Site director

MPO—Academics of ELA and Math	Data element(s)	Data Source	Person/entity responsible
2h) By the end of the 2014-15 program year, 90% of staff participating in binational PD regarding delivering instructional services to binational students will rate the activities and materials as useful on a staff survey.	Number of staff participating in binational PD Staff training survey results	Binational PD Survey	Site director

MPO—High School Graduation and Services to OSY	Data element(s)	Data Source	Person/entity responsible
3a) By the end of the 2014-15 program year, 80% of parents participating in two contacts will demonstrate understanding of credit accrual and graduation requirements as measured by a score of 4 or 5 (on a 5-point scale) on a graduation milestones rubric.	Number of parents with two contacts regarding graduation and grade promotion Rubric results	Graduation Milestones Rubric	Site director
3b) By the end of the 2014-15 program year, 80% of students participating in college and career readiness activities will demonstrate accomplishment of activity goals as measured by the activity rubric.	Number of students participating in CCR activities Rubric results	CCR Activity Rubric	Secondary instructors
3c) By the end of the 2014-15 program year, 60% of migrant students participating in at least 60 hours of supplemental credit accrual course work will successfully complete requirements for accrual of 1 credit toward high school graduation.	Number of students participating in 60 hours of credit accrual Number of students completing 1 credit	Assessment Tracking Form	Secondary instructors
3d) By the end of the 2014-15 program year, 80% of staff who received MEP-sponsored professional development will demonstrate understanding of migrant student needs as measured by mastery of key concepts on a professional development assessment.	Number of staff receiving MEP-sponsored PD PD assessment results	Professional Development Assessment	PD provider/ staff enrolled in PD
3e) By the end of the 2014-15 program year, 25% OSY that participate in OSY consortium instructional services will demonstrate an average gain of 20% on reliable pre/post content-based assessments.	Number of OSY participating in OSY instructional services Pre/post Assessment results	SOSOSY Assessment Tracking Form	OSY instructors

Part 10: Exchange of Student Records

State MEP Student Records Exchange

The Idaho MEP is responsible for promoting interstate and intrastate coordination of services for migrant children, including providing for educational continuity through the timely transfer of pertinent school records. To assist with this task, the Migrant Student Information System (MSIS) is used to enter minimum data elements from the COE and information on

student enrollment, priority for services, courses, and services/referrals information for migrant-eligible children in Idaho.

The MSIS maintains and transfers educational and health information for migrant students in Idaho. The MSIS provides the state MEP and migrant funded school districts monthly and yearly reports, as well as essential data for the federal Consolidated State Performance Report (CSPR). The MSIS assists Idaho's MEP funded districts by providing continuity in educational and health reporting and record keeping. Utilization of the online capabilities of MSIS provides immediate access to migrant student academic and health information.

As part of the EDEN data submission, reports which include student totals are generated at both the SEA and LEA levels. Student child counts are reported by district, grade, race/ethnicity, LEP status, disability status, PFS, and qualifying arrival date. Data for these EDEN files are collected on an ongoing basis and available for access by the LEAs at any time during the year. Training sessions are conducted for application users regarding the requirements and procedures for entering data. Data are continually updated to ensure enrollment data, PFS, and other pertinent data are current.

Regional recruiter coordinators and district staff are required to input and update data in the web-based MSIS. All users are provided a user name and password to access the secure system, and training is provided on methods for maintaining student privacy concerning data collected. Data are organized through various reports that the user can generate via existing reports and advanced search parameters (e.g., dates, names, COE status, grades, district enrollment, etc.). In addition, no new or recertified child is entered into the MSIS without completing the COE review process described in Part 8. State MEP staff generate periodic child counts for both Category 1 and Category 2 throughout the year as a quality control measure to monitor and ensure data reporting accuracy.

MSIX and Data Collection and Reporting

MSIS contains the required minimum data elements for upload to the U.S. Department of Education's Migrant Student Information Exchange (MSIX). MSIX is a web-based portal that links states' migrant student record databases to facilitate the national exchange of migrant students' educational and health information among the states. MSIX will produce a single, consolidated record for each migrant child that contains the information from each state in which the child has enrolled. It contains the minimum data elements necessary for the proper enrollment, grade and course placement, and accrual of credits for migrant children. Idaho has assigned unique student identifiers to migrant children that will be used to identify/link student records.

The MSIS interfaces with the MSIX system daily so that the most recent records are available to a school district to which a migrant student from Idaho may travel. State staff have participated in several trainings on MSIX and work continuously with state and local data managers to enable a smooth transition to the collection, transfer, and storage of student records.

The Idaho data collection plan is found on the state website, referenced in the MEP section: https://www.sde.idaho.gov/site/migrant_edu/studentData.htm. Following the systems alignment process that occurs after the completion of the SDP, the data collection documents will be updated with new forms and guidance referenced in the MEP Toolkit. The following section lists the forms and state tools to be completed during the system alignment.

Part 11: Looking Forward

Communicating the SDP to Local Projects and Other Stakeholders

The updated SDP will be communicated to local MEP directors, regional directors, migrant parents, and other stakeholders through several vehicles:

- Dissemination and discussion during the next semi-annual Idaho MEP directors' meeting;
- Translation of key sections of the SDP report into Spanish and other languages for communication to parents and local and state PAC meetings, as feasible;
- When requested of the ISDE, sending an electronic or paper copy of the SDP to stakeholders;
- Sharing a copy of the report with key collaborators (e. g. , HEP and CAMP programs, Migrant and Seasonal Head Start, Idaho's OME project officer,); and
- Placing a copy of the SDP report on the state website.

Next Steps

The next action to be taken after the completion of the update to the Idaho MEP SDP is the convening of a small **SDP Systems Alignment Workgroup** in the fall of 2014 to review the SDP and make recommendations for revisions of forms, tools, and processes that will be in effect for Idaho' MEPs during the 2014-15 school year. The workgroup includes staff from the SEA, local education agencies, and parent representatives.

The workgroup will update existing evaluation tools to reflect the updated SDP:

- Family Intake Form
- Needs Assessment Form
- Professional Development Assessment
- Preschool Assessment Tracking Form
- Graduation Tracking Form
- Family Bi-literacy Assessment

The workgroup will create the new evaluation tools to align with strategy/MPO data collection:

- Content-based Parent Training Rubric
- Graduation Milestones Rubric

- College and Career Readiness Activity Rubric
- Fidelity of Implementation Index

In addition to updating evaluation tools, the MEP will complete an **alignment of state MEP systems** to reflect the decisions made in the SDP update. These components of the Idaho MEP will include the MEP sub-grantee application, the state data collection and reporting system, and the onsite monitoring tool used by the state to review local project implementation.

Some changes to the SDP are expected to reflect new state accountability in accordance with the approved flexibility waiver granted by the U. S. Department of Education in 2012. These changes will update MPOs and measurement of performance targets based on actual assessment results.

Appendices

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Appendix A
Table of Contents – Idaho MEP CNA Report

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Appendix B CNA and SDP Strategic Planning Chart - Idaho MEP

1. 0 – SCHOOL READINESS

NEED/CONCERN: 1. We are concerned that migrant PK-aged children do not have access to instructional and support services to better prepare them for school. 2. We are concerned that migrant parents of PK-aged children may not be able to provide academic support in the home.

<u>Solution</u> identified in the CNA	<u>Performance Target (Goal)</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>	<u>Resources Needed (TA, PD)</u>
<p>1a) Offer migrant pre-school during the regular and/or summer term</p> <p>1b) Provide parent/child school readiness skills home visits school readiness skills workshops for parents</p> <p>1c) Provide support and resources to migrant staff regarding resources provided by community service agencies</p> <p>1d) Participate in community collaborations with MSHS, Head Start, and social service agencies</p> <p>1e) Provide professional development opportunities to family liaisons to enable them to support parents in providing school readiness opportunities to their children</p> <p>1f) Provide school readiness skills workshops</p> <p>1g) Provide family literacy services</p> <p>1h) Provide family literacy training and resources for families of young migrant children</p>	<p>All preschool-aged children will develop positive social-emotional skills, including social relationships; acquire and use knowledge and skills, including communication and early literacy; and be able to take appropriate actions to meet needs.</p>	<p>1.1) Provide migrant-funded pre-school during the regular term and/or summer term (for a minimum of three weeks), staffed by qualified and trained staff that use evidenced-based curriculum.</p>	<p>1a) By the end of the 2014-15 year, 80% of migrant preschool students attending at least three months of a migrant-funded regular term preschool program will achieve individual goals set by the teacher as measured by a reliable assessment of school readiness skills.</p> <p>1b) By the end of the 2015 summer term, 80% of migrant preschool students attending at least three weeks of a migrant-funded summer term preschool will achieve individual goals set by the teacher as measured by a reliable assessment of school readiness skills.</p>	<ul style="list-style-type: none"> • List of recommended developmentally appropriate, evidence-based curriculum for regular term and summer • Early Learning Guidelines • Funding for program activities and supplies • List of potential grant resources • List of recommended assessments • Professional development for effective preschool instruction, including language development
		<p>1.2) Provide support and resources to migrant preschool students and parents in collaboration with existing district and community services.</p>	<p>1c) By the end of the 2014-15 program year, 75% of migrant students will receive a referral, including health services, based on identified needs as documented on the family intake form.</p>	<ul style="list-style-type: none"> • Sample family intake form • List of required contacts from Migrant & Seasonal Head Start (MSHS) • Exchange of community partnerships • Revised documentation for referrals • Existing MOAs with MSHS
		<p>1.3) Provide home-based or site-based migrant parent/child school readiness programs through a Family Bi-literacy model during the regular and/or summer term with a minimum of six contacts per family/child.</p>	<p>1d) By the end of the 2014-15 program year, 80% of migrant preschool students who participate in at least six Family Bi-literacy sessions will show a 5% gain on a reliable pre/post measure of pre-literacy skills.</p>	<ul style="list-style-type: none"> • List of recommended developmentally appropriate, evidence-based curriculum that utilizes a Family Bi-literacy model • Professional development on Family Bi-literacy Model • Pre-literacy skill assessment with at least two data points

2. 0 – ACADEMICS OF ELA AND MATHEMATICS

NEED/CONCERN: 1. We are concerned that because many migrant students do not attend school on a regular basis, they experience less academic success. 2. We are concerned that migrant students are not receiving effective English language development instruction. 3. We are concerned that migrant students with limited English proficiency cannot fully access content area instruction.

<u>Solution identified in the CNA</u>	<u>Performance Target</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome</u>	<u>Resources Needed</u>
<p>2a) Communicate with parents about their child’s attendance in a language they understand. This goes beyond letters sent home with the child.</p> <p>2b) Provide a migrant liaison to communicate with migrant families about school-related issues that affect academic success.</p> <p>2c) Provide PD for staff on the unique needs of migrant students, issues of migrancy and cultural responsiveness, and their effect on language acquisition/instruction and making content instruction meaningful for migrant students.</p> <p>2d) Provide before- and after-school and Saturday classes to migrant students through certified teachers who emphasize basic English language skills and provide strategies to fill in prior knowledge gaps.</p> <p>2e) Provide access to extended day/summer classes by providing transportation. Hire older migrant students as bus aides, custodians, and assistants to allow them to participate in instruction for part of the day and a paid worker for part of the day.</p> <p>2f) Provide literacy/math materials and appropriate training for parents to allow them to assist their children with homework, test-taking skills, special projects, and monitoring of academic progress.</p> <p>2g) Provide information for migrant staff on awareness of health services in the community.</p> <p>2h) Offer information and resources for PACs</p>	<p>[A percentage to be determined] of migrant students* will score proficient on state assessments in ELA and math.</p> <p>[A percentage to be determined] of migrant students* will meet growth targets** for State assessments in ELA and math.</p> <p>*PFS migrant and non-PFS migrant</p> <p>**Growth</p>	<p>2.1) Provide supplemental services in ELA and math through a minimum of 40 hours of evidence-based instruction during extended day and/or summer school programs using staff trained in the unique needs of migrant students.</p> <p>2.2) Provide a site-based migrant Family Literacy program during the regular and/or summer term with a minimum of six contacts per family/child.</p>	<p>2a) By the end of the 2014-15 regular term, 80% of migrant students receiving 40 hours of supplemental ELA instruction will meet individualized goals as measured by a district-approved ELA assessment.</p> <p>2b) By the end of the 2014-15 regular term, 80% of migrant students receiving 40 hours of supplemental math instruction will meet individualized goals as measured by a district-approved math assessment.</p> <p>2c) By the end of the 2015 summer term, 80% of migrant students receiving three weeks of supplemental ELA instruction will meet individualized goals as measured by a district-approved ELA assessment.</p> <p>2d) By the end of the 2015 summer term, 80% of migrant students receiving three weeks of supplemental math instruction will meet individualized goals as measured by a district-approved math assessment.</p> <p>2e) By the end of the 2014-15 program year, 80% of migrant elementary students who participate in at least six Family Literacy sessions will show a 5% gain on a reliable pre/post measure of literacy and/or math skills.</p>	<ul style="list-style-type: none"> • List of evidence-based supplemental ELA and math curriculum for the regular term and summer school • Goal setting sheets and/or assessments appropriate for measuring attainment of goals • Information on effective models of summer migrant instruction and regular term migrant instruction <ul style="list-style-type: none"> • List of recommended developmentally appropriate, evidence-based curriculum that utilizes a Family Literacy model, including lesson plans • Professional development regarding design and delivery of a Family Literacy Program • Appropriate pre-post measure of literacy and/or math skills

NEED/CONCERN: 1. We are concerned that because many migrant students do not attend school on a regular basis, they experience less academic success. 2. We are concerned that migrant students are not receiving effective English language development instruction. 3. We are concerned that migrant students with limited English proficiency cannot fully access content area instruction.

<u>Solution identified in the CNA</u>	<u>Performance Target</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome</u>	<u>Resources Needed</u>
<p>and parent meetings on preventative health care and health issues of importance. 2i) Coordinate with health clinics and medical agencies that provide inexpensive preventative care. 2j) Set up regular communication with employers of migrant families to encourage awareness of health issues.</p>	<p><i>targets will be set by the State.</i></p>	<p>2.3) Provide and/or collaborate to provide information, resources, or referrals aligned with individual needs to help increase access to education.</p>	<p>2f) By the end of the 2014-15 program year, 80% of migrant students with a support services need will receive services aligned to their needs as reported on a needs and services tracking form.</p>	<ul style="list-style-type: none"> • Updated services referral form • Sample agreements for referrals • Professional development regarding providing support services that meet student needs
		<p>2.4) Provide at least two parent meetings/activities/one-on-one contacts designed in collaboration with parents to increase parent understanding of school requirements, attendance and school subjects.</p>	<p>2g) By the end of the 2014-15 program year, 80% of migrant parents will report on a content-based rubric that MEP-sponsored training and materials have enabled them to more effectively assist their children with academic progress.</p>	<ul style="list-style-type: none"> • Parent training on being an effective PAC member • Protocol and logistics for providing meetings, activities, and one-on-one contacts • Content-based rubric that is measurable and comprehensible for parents
		<p>2.5) Participate in activities to increase capacity to provide supplemental services to binational students, including participation in consortia.</p>	<p>2h) By the end of the 2014-15 program year, 90% of staff participating in binational PD regarding delivering instructional services to binational students will rate the activities and materials as useful on a staff survey.</p>	<ul style="list-style-type: none"> • Bi-national professional development • Materials from bi-national consortium • District Seal Embosser

3. 0 – HIGH SCHOOL GRADUATION AND SERVICES TO OSY

NEED/CONCERN: 1. We are concerned that migrant students are not able to accrue adequate credits towards graduation and/or complete other graduation requirements. 2. We are concerned that migrant students and families do not understand school requirements including what is needed for H.S. graduation.

<u>Solution identified in the CNA</u>	<u>Performance Target (Goal)</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>	<u>Resources Needed (TA, PD)</u>
<p>3a) Meet with migrant parents and families to prepare students for transitions (e.g., between elementary and middle/jr. high, and between H.S. and postsecondary/career).</p> <p>3b) Facilitate meetings between migrant secondary students and school counselors at least three times/year.</p> <p>3c) Hold school team meetings each year with students' migrant teacher, general classroom teacher, liaison and/or interpreter, and others as appropriate to determine students needing graduation plans.</p> <p>3d) Provide tutorial support and guidance to students enrolled in PASS, IDLA, and other credit accrual programs.</p> <p>3e) Provide PD to all staff and administrators on educational/cultural aspects of migrancy/mobility and the impact on school-aged migrant students' unique educational needs including the need for flexible scheduling.</p> <p>3f) Facilitate meetings between migrant secondary students and school counselors not less than once per year, or more as needed.</p> <p>3g) Facilitate student participation in classes with fees and extracurricular activities by removing barriers (e.g., transportation, information, lack of funds for fees).</p> <p>3h) With student and parent input, prepare individual graduation plans for migrant students identified by the school team as at risk for not graduating on time.</p> <p>3i) Coordinate with agencies to enroll migrant students and OSY in online courses, GED programs, career</p>	<p>[A percentage to be determined] of migrant students* will score at grade level on the ISAT in ELA and math.</p> <p>GPRA measures:</p> <p>The percentage of MEP students* who were enrolled in grades 7-12, and graduated or were promoted to the next grade level.</p> <p>The percentage of MEP students* who entered 11th grade that had received full credit for Algebra I or a higher math course.</p>	<p>3.1) Provide parent and student activities to increase involvement in and understanding of high school graduation and grade promotion at a minimum of twice per year for students in 7-12th grade.</p> <p>3.2) Provide activities for career and college readiness to students in grades 7-12 and families at a minimum of twice per year.</p> <p>3.3) Provide year round academic support for supplemental credit accrual for high school migrant students beyond the school day/year.</p>	<p>3a) By the end of the 2014-15 program year, 80% of parents participating in two contacts will demonstrate understanding of credit accrual and graduation requirements as measured by a score of 4 or 5 (on a 5-point scale) on a graduation milestones rubric.</p> <p>3b) By the end of the 2014-15 program year, 80% of students participating in college and career readiness activities will demonstrate accomplishment of activity goals as measured by the activity rubric.</p> <p>3c) By the end of the 2014-15 program year, 60% of migrant students participating in at least 60 hours of supplemental credit accrual course work will successfully complete requirements for accrual of 1 credit toward high school graduation.</p>	<ul style="list-style-type: none"> • Graduation and promotion requirements • Sample agendas for family activities for secondary students • Attainable learning objectives for students and parents • Professional development on training families about the U.S. education system • Graduation milestones rubric • Supplemental career and college readiness curriculum designed to meet the needs of migrant students • Goal setting activities that include graduation plans and career guidance • Supplemental high school credit accrual programs • Suggestions in the design and delivery of supplemental courses

NEED/CONCERN: 1. We are concerned that migrant students are not able to accrue adequate credits towards graduation and/or complete other graduation requirements. 2. We are concerned that migrant students and families do not understand school requirements including what is needed for H.S. graduation.

<u>Solution identified in the CNA</u>	<u>Performance Target (Goal)</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>	<u>Resources Needed (TA, PD)</u>
education, and vocational educ. 3j) Participate in the OSY and technology consortia, using lessons, materials, strategies, assessments, etc. 3k) Utilize PAC meetings to provide relevant information to migrant parents on school system requirements and ways to provide support in the home.	<i>*PFS migrant and non-PFS migrant</i>	3.4) Provide professional development for all staff working with migrant students (support, administration, and instructional) regarding migrant student needs.	3d) By the end of the 2014-15 program year, 80% of staff who received MEP-sponsored professional development will demonstrate understanding of migrant student needs as measured by mastery of key concepts on a professional development assessment.	<ul style="list-style-type: none"> • Professional development regarding migrant student needs including attainable objectives for staff • List of key concepts relevant to the needs of migrant students • Online professional development courses that include assessments of understanding of key concepts
		3.5) Coordinate with existing services and/or provide academic or support services for OSY, including participation in consortia designed for OSY.	3e) By the end of the 2014-15 program year, 25% OSY that participate in OSY consortium instructional services will demonstrate an average gain of 20% on reliable pre/post content-based assessments.	<ul style="list-style-type: none"> • OSY consortium materials and assessments • Training in the delivery of OSY instruction • Forms and assessment of progress for OSY

Appendix C

ESEA Flexibility Waiver Request Approval Letter

October 17, 2012
Honorable Thomas Luna
State Superintendent of Public Education
Idaho State Department of Education
P.O. Box 83720
Boise, ID 83720

Dear Superintendent Luna:

I am pleased to approve Idaho's request for ESEA flexibility, subject to Idaho's meeting the condition discussed below. I congratulate you on submitting a request that demonstrates Idaho's commitment to improving academic achievement and the quality of instruction for all of the State's elementary and secondary school students.

Last fall, the U.S. Department of Education (Department) offered States the opportunity to request flexibility from certain requirements of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001, in exchange for rigorous and comprehensive plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to support the groundbreaking reforms, already taking place in many States and districts, that we believe hold promise for improving outcomes for students. We are encouraged by the innovative thinking and strong commitment to improving achievement for all students that is evident in Idaho's request.

Our decision to approve Idaho's request for ESEA flexibility, subject to Idaho's meeting the condition discussed below, is based on our determination that the request meets the four principles articulated in the Department's September 23, 2011, document titled *ESEA Flexibility*. In particular, Idaho has: (1) demonstrated that it has college- and career-ready expectations for all students; (2) developed, and has a high-quality plan to implement, a system of differentiated recognition, accountability, and support for all Title I districts and schools in the State; (3) committed to developing, adopting, piloting, and implementing teacher and principal evaluation and support systems that support student achievement; and (4) provided an assurance that it will evaluate and, based on that evaluation, revise its administrative requirements to reduce duplication and unnecessary burden on districts and schools. Our decision is also based on Idaho's assurance that it will meet these four principles by implementing the high-quality plans and other elements described in its request and in accordance with the required timelines. In approving Idaho's request, we have taken into consideration the feedback we received from the panel of peer experts and Department staff who reviewed Idaho's request, as well as Idaho's revisions to its request in response to that feedback. Please note that consistent with the process for those States approved for ESEA flexibility with a plan to finalize guidelines for teacher and principal evaluation and support systems, Idaho submitted its guidelines for peer review in July 2012. These guidelines and conforming changes to Principle 3 remain under review.

The waivers that comprise ESEA flexibility are being granted to Idaho pursuant to my authority in section 9401 of the ESEA. A complete list of the statutory provisions being waived is set forth in the table enclosed with this letter. Consistent with section 9401(d)(1) of the ESEA, I am granting waivers of these provisions through the end of the 2012–2013 school year. If Idaho meets the condition described below by December 31, 2012, Idaho may request an extension of these waivers

through the end of the 2013–2014 school year. At that time, Idaho, like other States with approved requests, may request an additional extension of these waivers through the 2014–2015 school year.

In the coming days, you will receive a letter from Deborah Delisle, Assistant Secretary for Elementary and Secondary Education, containing additional information regarding Idaho’s implementation of ESEA flexibility, as well as information regarding monitoring and reporting. Please note that the Department will closely monitor Idaho’s implementation of the plans, systems, and interventions detailed in its request in order to ensure that all students continue to receive the assistance and supports needed to improve their academic achievement.

Our decision to place a condition on the approval of Idaho’s request is based on the fact that the Department determined that Idaho awarded School Improvement Grant (SIG) funds to ineligible schools. The Department’s September 21, 2012, SIG monitoring report indicated that Idaho is required to deobligate the SIG funds that were awarded to ineligible schools and to replace those obligations with State, local, or other allowable Federal funds. As of the date of this letter, the deobligation had not yet occurred; however, Idaho has committed to completing this corrective action, and we are confident that Idaho will quickly resolve this finding regarding its implementation of the SIG program.

Prior to requesting approval to implement ESEA flexibility for the 2013–2014 school year, Idaho must demonstrate to the Department that it has completed the deobligation and replacement of funds described above and in the Department’s September 21, 2012, SIG monitoring report. Idaho must submit evidence that it has completed these actions, along with its request for an extension of the approval to implement ESEA flexibility, no later than December 31, 2012. If Idaho fails to demonstrate that it has deobligated and replaced the SIG funds that were awarded to ineligible schools, as required by the SIG monitoring finding, the waivers being granted to Idaho through ESEA flexibility will expire at the end of the 2012–2013 school year, and Idaho and its districts must immediately resume complying with all ESEA requirements.

Idaho continues to have an affirmative responsibility to ensure that it and its districts are in compliance with Federal civil rights laws that prohibit discrimination based on race, color, national origin, sex, disability, and age in their implementation of ESEA flexibility as well as their implementation of all other Federal education programs. These laws include Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, the Age Discrimination Act of 1975, and requirements under the Individuals with Disabilities Education Act.

A copy of Idaho’s approved request for ESEA flexibility will be posted on the Department’s website at: <http://www.ed.gov/esea/flexibility/requests>. Again, I congratulate you on the approval of Idaho’s request for ESEA flexibility and thank you for the work that you and your staff have done. I look forward to continuing to support you as you implement Idaho’s ESEA flexibility request and work to improve the quality of instruction and academic achievement for all students.

Sincerely,

/s/

Arne Duncan

Enclosure

cc: Governor C.L. “Butch” Otter

Carissa Miller, Deputy Superintendent, 21st Century Classroom Division

Appendix D

Professional Development and Deadlines Checklist

Name	When	Completed
National Migrant Education Conference San Antonio, TX	April 6-9, 2014	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> n/a
Title I-C State Service Delivery Plan Update webinar	April 16, 2014 10:00 – 11:00 MST	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> n/a
MEP Family Literacy Training	April 24 in Twin Falls April 25 in Boise	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> n/a
Migrant Family Liaison of the Year application	April 25, 2014 No later than 5:00 PM	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> n/a
2014 Migrant Summer School Application	May 9, 2014 No later than 5:00 PM	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> n/a
State MEP Re-Interviewing	May 11-16, 2014	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> n/a
SY1314 State MEP Evaluation Data Collection	Varies by data collection tool	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> n/a
2013-14 MEP Staff Report	June 30, 2014	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> n/a

Appendix E

Parent Focus Group and Feedback Notes

School Readiness

- Students lose their fear of school and are more prepared with preschool.
- We need more support for the migrant population, and their children.
- Providing an education to build a future within the migrant society is important.
- Consider involvement in the program for children from the dairy community.
- Appreciate assistance/support for school supplies, (motivates students, helps to ease the worry/burden for parents).
- Parents request more homework.
- Teacher accountability is important to parents. Teacher evaluations increase the quality of instruction.
- Qualified summer school teachers assist parents to prepare for the next year.
- Every grade: would like a tutor at their house or opportunities for parents to go to the school so they can learn how to read with their kids, including word pronunciation.
- Provide more Spanish literature; there's not enough available to read with kids.
- Leave preschoolers in school longer like all students.
- Parents see better advancement due to pre-school.
- Prefer home base because there are distractions at the site-based. Home is more controlled. Parents don't feel at home in the site.
- Wanting more one-on-one time
- Parents were thankful. "This is just perfect for my four-year-old."
- Would like a culminating ceremony for PK and other levels (certificate of accomplishment).
- Parents have trouble getting to programs if transportation is not available. Time to get to centers is an issue.
- Parents are worried about numbers of parents who come to parent meetings. Suggestion: Reach out to parents individually, especially parents of PFS kids. What are we doing for parents who aren't able to come to meetings?
- Parents want to help in the preschool. "I want to learn how to help."
- Parent commented on how she feels about how preschool services are very important.
- Does the State have a list of state approved pre/post preschool tests?
- The referral and family intake forms sound like a good idea.
- The percentage for gain seemed a little low in the draft MPO.
- Suggestion was given to use the family center for the onsite preschool services. Concern was expressed about liaisons having the time to provide services?

ELA and Math

- I would like more information about how to help my daughter in math.
- The children need to be helped because the majority of them have problems with mathematics.
- When children come home, they are extremely stressed because they can't keep up with the other students.

- (Reading) Help is necessary because parents don't know the language or pronunciation (See comments under School Readiness).
- (Mathematics) Help is necessary because they are teaching algebra to the students from first grade and some parents just know how to add and subtract.
- I would like for our children to have more math homework and assistance.
- We parents should also be more enthusiastic to help our children.
- Children need to have more help in math because math is taught differently here in the US.
- Transition in assessments is difficult—new SBAC. Anxious about these changes to State assessments.
- It's difficult for students when there is a teacher who lectures a lot.
- Some teachers aren't making the accommodations they need to.
- When parents go to conferences, they need translators.
- Can more homework be sent home in their language?
- Each school has a math and literacy night. So separate meetings might be too much.
- Concerning Reading and Math MPO 2a & b:
 - 2a (Provide Supplemental Services) - Vallivue is already meeting these goals.
 - 2a & b (Migrant Students Supplemental Reading & Math) - Vallivue already has these.
- Concerning Reading & Math MPO 2f:
 - Does the service provider have to be paid out of migrant funds? If so, would this be an extra task for the case manager?
- Comments:
 - Comment made about concern in regards to parent participation and how much is being asked.
 - The district needs more funding!!

Graduation and OSY

- Appreciate scholarships, they are a great support.
- Before graduation, we would like to know more about the scholarships that the State offers, and how to know how students are doing in credits.
- Want a graduation specialist who works with kids starting in 9th grade. There needs to be a plan in place starting in the freshman year. Look especially at PFS who are short in credits.
- Parents would like twice-annual contact to help students save a credit so that they don't fail. Parents would like migrant program to reach out to them if their child is in danger.
- Want a station at conference to check on grades. Need a checklist of what kids need.
- It is a great way to support the migrant youth, to integrate them into the society of this country. To learn the native language and to continue studying. To have a career to support the country.
- Teacher motivation is also important in assisting students to graduate, have better jobs and have personal success.
- For students that can't go to school, this is great, because they can learn the English language.
- Parents need to be provided with information in English and about college so we can motivate our children to keep going for their future and for this country.

- Monitor immigrant students daily, because they do not know English well. They can be stressed.
- Every student should have career guidance
- Little towns have trouble getting service people like electricians and plumbers
- Last year there was an 8th grade meeting to go over the rules of and plans for high school. Individual conferences were more effective. Why do I need four meetings (that seems ineffective). Four was too much.
- Parents want internet at home. Kids w/o internet are at a disadvantage.
- Parents need training on how to access information online about their kids process.
- Parents wanted to find ways to keep kids motivated. Ideas: college trips and motivational speakers.
- Concerning Services for Out-of-School Youth:
 - Re: Meetings: 4 Meetings seem like too much a phone call to parents as needed per student seems sufficient. Phone call/contact can be made by the migrant case manager.
 - Re: Year round academic support: Summer school, night school and PASS packets
- Re: Professional Development: “Roadshow”
- Re: Coordinating with existing services: Seems confusing and difficult
- Re: OSY Participation in consortia: Question about how we could complete testing on OSY’s?
 - 1) Parent contact by liaison is encouraged in order to meet OSY educational needs.
 - 2) It would be difficult to test OSY students.
- Comments:
 - Only 2 contacts needed in regards to credit information and accrual. The 2 contacts can be made around October and March.

What Can the Program do Better?

- The test is helping.
- More teachers/personnel to help parents that do not know English. They get discouraged around grade 5 due to complexity of the language and skills.
- It’s a very complete program, maybe more motivation?
- Help students with stress.
- Explain themes, maybe even spell out the words.
- More oversight, especially during recess, students are threatened by bullies.
- It is a great program.
- Motivation, work with the students, so they have a positive attitude.
- Motivate parents to recognize the change in their students.
- Psychological help?
- Facilitate explaining homework by using their native language and English.
- More MEP staff and monies needed in order to meet goals.

Appendix F

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