

School District

Sample Migrant Plan

2016-2017

1. LEA's Comprehensive Plan for Identification and Recruitment of Eligible Migrant Children

Outline the LEA's process of identifying and recruiting migrant children. Be very specific outlining how the migrant liaison is informed of a potential migrant student that enrolls in school and the process that then continues to determine eligibility. Also include how recruitment occurs within the community for potential migrant students not attending school (i.e., out-of-school youth (OSY)).

New Students enrollment and Detailed COE Process:

1. Parent/guardian completes *Home Language and Mobility Survey* at registration.
2. School registrar/secretary places the survey in the family liaison's mailbox when an answer indicates a potential migrant family.
3. Family liaison follows up with a telephone call and conducts a pre-screening interview with the parent/guardian.
4. Family liaison schedules a formal face-to-face interview at the convenience of the parent/guardian.
5. Family liaison determines eligibility for the migrant program.
6. Family liaison completes the *Certificate of Eligibility (COE)* Form with the help of the parent/guardian.
7. Family liaison brings the completed COE to the migrant team meeting.
8. District migrant coordinator reviews completed COE for accuracy and completeness and initials the form in the space provided to confirm verification process and gives the completed COE to the regional ID&R coordinator.
9. Regional coordinator reviews completed COE for accuracy and completeness signs the completed COE to confirm verification process.
10. Regional coordinator separates the copies of the original COE for distribution.
 - a. The yellow carbon copy forwarded to the migrant clerk for recording migrant status in the school information system (SIS) and ELLis and then is filed in the COE Binder.
 - b. The pink carbon copy is returned to the family liaison to forward it to parents.
 - c. The original COE is mailed to the State Department of Education, Migrant Education office.
11. Family liaison notifies the food services office of the student's Migrant status for free lunch.
12. Migrant clerk enters immunization information into MSIS.
13. Family liaison determines if the student qualifies for priority for services status and records it in the spreadsheet, MSIS, and ELLis.
14. Family liaison determines if the student or families need any services and begins providing them.

Annual Verifications and re-qualifying families:

1. At the beginning of the year, during the twice per month migrant meeting, the COEs are divided between the liaisons for verification.
2. Liaisons contact families throughout the year, giving priority to the families whose End of Eligibility (EOE) is soonest.
3. The liaison fills out the *Annual Verification Form* on the back of the COE during the call.
4. If, during the call, the family seems to have made a new qualifying move, the family liaison schedules a formal face-to-face interview at the convenience of the parent/guardian.
5. Go to step 5 of the process above and continue.
6. If a new COE is completed the family liaison notes it on the annual verification form on the back of the old COE. The old COE is filed with expired COEs.
7. Results of the annual verification process are shared monthly during the migrant meeting.

Recruiting hard-to-find students:

Based on training provided by the ISDE, the district works to identify out of school youth (OSY) for the migrant program in a number of ways. First, family liaisons visit farm offices to request permission to post signs promoting the program. Posters are also posted in numerous locations in the community in places where OSY

might see them. Liaisons also visit with managers in the larger trailer parks, posting signs when given permission. Establishing and maintaining these relationships helps with recruiting in families that do not have students in local schools. Finding one OSY can help us find others and the liaison asks the youth if other he/she knows of other youths in the work environment. Finally, one successful way that Family liaisons have recruited OSY is by asking migrant families, especially in larger trailer parks, about neighbors who might not have otherwise heard about the migrant program.

Community Partnerships & Recruiting:

Liaisons participate in community events that include other agencies that serve migrant families. They also attend community meetings of such agencies, such as the Treasure Valley Housing Coalition. The district collaborates with Migrant Seasonal Head Start (MSHS), signing an MOU, and shares recruiting information with MSHS. Liaisons follow up with students coming from MSHS to ensure that they are in the migrant program if eligible. Liaisons work with all social services available to families, including health, governmental, and faith-based organizations, establishing relationships with these agencies and sharing migrant services information. Referrals to and from these agencies provide opportunities for recruiting new and returning families.

Other Recruiting Activities:

The district liaisons, with the help of the migrant coordinator and the regional ID&R coordinator work together to create additional opportunities for recruiting. For example, liaisons work together to visit to local farms and employers. Migrant Summer School posters are given to liaisons to post in the community as a recruiting activity. Other activities are brainstormed and carried out throughout the year.

2. Quality Control Procedures to Ensure the Accuracy of Student Eligibility Determinations

Following the seven components listed below, describe how the LEA will address each area to ensure the accuracy of student eligibility determinations. For the State Quality Control Plan and a sample district Quality Control Plan visit <http://sde.idaho.gov/el-migrant/migrant/>. Under Resource Files look for Identification & Recruitment. These can be used as a resource when crafting your district plan.

A major responsibility and role of the district is to identify and recruit only those students who are truly eligible for MEP services. MEP staff has an important role in helping the district get the data it needs to make accurate eligibility decisions and produce an accurate district child count. The district has adopted the following quality control guidelines to correspond to the 7 areas identified by the state for quality controls.

(1) Training to ensure that recruiters and all other staff involved in determining eligibility and in conducting quality control procedures know the requirements for accurately determining and documenting child eligibility under the MEP.

Family liaisons/recruiters will attend all trainings offered by the ISDE and by the regional migrant coordinator for the purpose of learning accurate means of recruiting migrant families. On-going training and review of new guidance will also be a facet of migrant team meetings including the migrant coordinator and family liaisons. During such meetings collaboration among the migrant coordinator, regional coordinator, and liaisons will explore how training will be implemented. Brief training on areas of identified as previous errors can also be addressed at these meetings.

(2) Supervision and annual review and evaluation of the identification and recruitment practices of individual recruiters.

It is made clear to each family liaison that recruiting is their main objective. Recruiting must be accurate and follow established rules for determining eligibility. Bi-weekly meetings with the migrant coordinator emphasize recruiting and provide opportunities for discussing individual scenarios. Individual evaluations determine the level of effort and accuracy in all aspects of the recruiter's job using data taken from the recruiter's log. Re-interviews also indicate the quality of recruiting.

(3) A formal process for resolving eligibility questions raised by recruiters and their supervisors.

When a recruiter has a problem with an eligibility issue, he/she brings it to the migrant regional coordinator, either by phone or in person.

- If the issue is not resolved
 - The regional coordinator will take the question to the state migrant coordinator.
 - The regional coordinator will inform the district migrant coordinator.
- The final decision is passed back to all of the staff who are involved with recruiting at the regular district migrant meeting. These questions also provide valuable material for future training in the district.

(4) An examination by a qualified individual at the district level of each COE to verify that the written documentation is sufficient and that, based on the recorded data, the child is eligible for MEP services.

- The district migrant liaison examines each COE for accuracy and to ensure that all of the necessary information is completed.
- The district migrant coordinator then initials in the space provided.
- The final check is made by the regional migrant coordinator before turning the COE into the ISDE for inclusion in the database.

(5) A process for the district to validate that eligibility determinations were properly made, including conducting rolling re-interviews based on state guidance.

The district will collaborate with _____ district to conduct re-interviews using the true random sample instructions provided by SDE training.

- The re-interview process will be completed in November, February, and April, following SDE training.
- The liaison (or other) will conduct the sample and prepare the documents providing the documents to the re-interviewing liaison.
- Information on any family found not to qualify by the re-interviewer will be followed immediately by a second re-interview by the regional coordinator.
- If the family is found not to qualify the information will be forwarded to the ISDE immediately.
- Any irregularities (whether or not they result in a change in qualification) will also be used for future training.
- Re-interviewing results will be submitted in the Annual Re-Interviewing Summary Report.

(6) Documentation that supports the district's implementation of this quality-control system and of a record of actions taken to improve the system where periodic reviews and evaluations indicate a need to do so.

Documentation will include:

- Employee evaluations
- Migrant Family Liaison Log
- MSIS Reports
- Re-interview documents
- Annual re-interview summary
- Completed COEs
- Completed COE Error Sheets
- Notes used during the eligibility process

(7) A process for implementing corrective action if the district finds COEs that do not sufficiently document a child's eligibility for the MEP, or in response to internal district audit findings and recommendations or monitoring findings of the SDE.

- In most cases errors are inadvertent or show deficiencies in training. As such, the district will attempt to re-train employees to avoid future errors.
- Only in the case where a recruiter has demonstrated continuing carelessness or disregard for following eligibility guidelines, supported by evaluations, will corrective action be taken.

3. LEA's Priority for Services (PFS) Identification Process

Describe the LEA's process for identifying migrant priority for service students. Include who is responsible and what time of year this occurs. Also include the steps the LEA follows to ensure that Migrant PFS students are served before other migrant students

through the services/activities provided through the migrant program.

It is extremely important that the district identify PFS students, since these students are at a higher risk of failing than other students due to their migratory lifestyle. Identifying and serving these students increases their chances to succeed academically, which will lead to a better life for them and their families.

When & Who:

The migrant coordinator and family liaison make PFS determinations for returning students in September and then as students arrive in the district as part of the process for any new COE. Students must have a factor of academic risk AND an educational interruption.

Academic Risk:

1. Student is less than proficient on his/her most recent ISAT, IRI, ACCESS or WAPT (including domain tests), within the last 12 months **OR**
2. Student is new to the district and test scores are not available for review, WAP-T Placement test scores, district progress monitoring assessments and grades may be used instead to indicate academic risk.

Educational Interruption:

1. Student has moved during the regular school year in the preceding 12 months. **OR**
2. Student has more than 10 absences during the regular school year in the preceding 12 months due to his/her migratory lifestyle.

Serving Priority for Service students first:

The family liaison provides a list with PFS clearly marked to the administrator and building staff as often as it changes. This directs migrant and other staff working with migrant students to provide these students with services first and with more intensity than with other migrant students. The liaison also monitors these students' grades, attendance, and behavior and communicates information to parents so that they are aware of their children's progress.

With graduation specialist: This is especially true as students are being mentored and tutored by the graduation specialist. He/she provides more frequent sessions (at least weekly) with students who are designated as PFS. PFS status immediately earns the risk level of "intensive" for these students.

4. LEA Migrant Parent Advisory Council (PAC)

Include the following in the description of the LEA's Migrant PAC:

- Who serves on the Migrant PAC
- How often the Migrant PAC meets
- What the purpose of the Migrant PAC is
- Any other LEA specific information regarding the Migrant PAC

The district is committed to having a robust and active PAC. The district highly values the parent's ideas and suggestions and takes concerns very seriously. Following are the questions are answered from the bi-laws put together by the PAC, regional ID & R coordinator, and district migrant director.

Who serves on the Migrant PAC?

The committee should consist of five (5) parent members. This is a committee formed by at least three-fifths of migrant parents with children eligible to participate in the Migrant Education Program (MEP) and two-fifths of parents with children identified to participate in the EL Program. The family liaison and migrant coordinator will also be part of the PAC.

How often does the Migrant PAC meet?

The PAC will meet at least three (3) times per calendar school year. The PAC will schedule the regular meetings. However, the district can call extra meetings when necessary. Training sessions can be offered in place of regularly scheduled meetings. Special meetings may be called by the President, by the district

migrant coordinator or by majority vote of the PAC.

What is the purpose of the PAC?

The objective of the PAC shall be to:

- Provide migrant parent an opportunity to express “concerns (of migrant parents) that relate to the planning, operation, and evaluation of MEP programs.” (Non-regulatory Guidance, Chapter VII, B2.)
- Disseminate information relative to the objectives of the program.
- Provide feedback to help improve migrant services in cooperation with existing district programs.
- Mobilize and coordinate community resources to address problems.

Part 5: Professional Development Specific to the Migrant Education Program (Services, Eligibility, unique needs, etc) for All Staff Describe the LEAs plan for providing professional development for ALL staff working with migrant students (regular **and** summer term) specific to the Migrant Education Program.

The district migrant coordinator will provide a two part training this year for all schools with the help of the building liaison. This training will consist of a training tool (Power Point) provided either on paper or electronically (depending on preference) that will allow staff to consider a scenario of a typical migrant student and respond to reflection questions in writing. This presentation will include additional information that explains the unique needs of migrant students and the services offered by the migrant program reflected through the lens of the hypothetical family. It will also include tips on how teachers and other staff can support migrant students during the school day. When all staff in a building have had a chance to look at the provided training materials, the migrant coordinator and liaison will attend a staff meeting and answer questions about the program and about the specific students in that school. In addition, film clips depicting the reality of the migrant lifestyle will be used in the face to face portion of the training to provide staff with a view of the lives migrant children lead outside of school.

Summer School training is conducted during the staff in-service the day before summer school starts. A similar training is conducted to the one used during the regular year using scenarios and teacher interaction and discussion.

6. Describe the district’s coordination efforts with other agencies, including the timely transfer of student records.

A. How does the district ensure that students who move are served right away in their new districts. (i.e. MSIX, phone calls, etc.)?

When a family leaves the district, the liaison will first contact the new district through MSIX. If the liaison knows that the student will be going in a Idaho district, the liaison will follow up with a phone to the new district and will upload the COE to the secure site, informing the regional that it needs to be transferred to the new district’s folder. The sending district will ensure that services are up to date and will let the receiving district know if the student has been identified and served as PFS. If the family leaves to another state MSIX notification will be used.

B. How does the district coordinate services with organizations and agencies that provide migrant services to migrant students and families (HEP, CAMP, Migrant Seasonal Head Start, and others)?

The district collaborates on a regular basis with service organizations that provide services to migrant students (see ID&R Plan above). This is used to ensure that migrant students and families have the social services needed to allow the student to be successful in school despite a migratory lifestyle. Regular referrals are made to these community and governmental agencies and the district maintains a list of such services to share with parents who may need them. In addition, the district meets with MSHS staff in the spring for the MOU discussion and to share migrant

preschool student information and again at the end of summer, in order to get information on preschool students (particularly P5s) who attended MSHS. The district reaches out to HEP and CAMP at least annually and invites these recruiters to come to parent meetings. Furthermore, migrant students are encouraged to apply for the CAMP scholarship as part of college readiness counseling.