MIGRANT EDUCATION PROGRAM

PROJECT DIRECTORS MEETING

Thursday, June 20, 2013
8:30 AM - 3:30 PM
Today's Agenda
I. Identification and Recruitment
II. Child Eligibility
III. Parent Advisory Council
IV. Comprehensive Needs Assessment
V. Service Delivery Plan
   Lunch Break (lunch on your own)
V. Allocation/Sub Allocation
VI. Implementation
VII. Intra/Interstate Coordination
VIII. Program Evaluation
IX. Technical Assistance/Monitoring
X. Professional Development
PROGRAM PLANNING SYSTEM
MIGRANT STUDENT SUCCESS

- Professional Development
- Parent Involvement
- Alignment with Nebraska State Initiatives
- Technical Assistance and Monitoring
- Inter/Intrastate Coordination
- Migrant Student ID&R
- Curriculum/Instruction Assessment
- Recordkeeping
The Nebraska 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.

State ID&R Plan

- Blends local and statewide perspectives
- Provides year-round recruitment
- Provides ID&R coverage for the entire state with a focus on all demands of the migrant lifestyle.
STATE IDENTIFICATION AND RECRUITMENT [ID&R] PLAN

State ID&R Coordinator

Project Recruiters

- Hired by local school districts or projects where migrant recruitment is only part of their job.
- Priority is given to meeting educational needs of migrant students in a K-12 setting.
- Scope of service is limited to the school district or the project with little or no ability to recruit outside defined boundaries, school hours, or school calendar.

State Recruiters

- Recruit in areas outside current projects.
- Address the needs of migrant children who may not currently be enrolled in school districts or other educational settings.
- In project areas, their emphasis is on children birth to five years of age and outside current K-12 educational settings.
- In non-project areas, state recruiters will recruit families with children birth through age 21 and/or out of school youth.

Address the educational needs of migrant students in a K-12 setting.

NEBRASKA DEPARTMENT OF EDUCATION
General Instructions

• A COE must be completed every time a child makes a new qualifying move.
• All attempts should be made to complete all data elements and sections of the COE.
• If the recruiter completes a COE for a family, the recruiter must fill out a separate COE for any child who has a different qualifying data (QAD) or different eligibility (OSY).
• The recruiter must not include any child who:
  1. was born after the qualifying move;
  2. is not eligible to receive a free public school education; and,
  3. did not make the qualifying move described on the COE.
The SEA must develop a system of “quality control” to ensure the accuracy of the information used to determine each child’s eligibility.

SEA Quality Control System

- Provide training for recruiters on various aspects of the job.
- Review each COE to verify the child is eligible for services.
- Resolve eligibility questions and validate eligibility determinations through formal processes.
- Monitor the ID&R practices of recruiters.
- Provide documentation that supports the implementation of the quality control process.
- Implement corrective action in response to internal audit findings and recommendations.
CHILD ELIGIBILITY

Data Collection & Reporting

Refer to MEP Booklet
CERTIFICATE OF ELIGIBILITY [COE]

Electronic COE Pilot

First panel is the COE Family section

COE Year, Number, Project ID

Qualified Worker

COE ID

COE Family & Guardian Information

Current Address
CERTIFICATE OF ELIGIBILITY [COE]

Electronic COE Pilot

Second panel is the COE Eligibility section

Prior and current residence information

Details for when/how/why children moved

Qualifying Arrival Date
CERTIFICATE OF ELIGIBILITY [COE]

Electronic COE Pilot

Explanation of qualifying work status

Qualifying Activity & Employment Information

NEBRASKA DEPARTMENT OF EDUCATION
CERTIFICATE OF ELIGIBILITY [COE]
Electronic COE Pilot

Worker’s or Employer’s statement
CERTIFICATE OF ELIGIBILITY [COE]

Electronic COE Pilot

OSY Status

Third panel is the COE Child(ren) section

Child’s name and birth information

School enrollment status and information

Residency date, birth place, and ethnicity/race
CERTIFICATE OF ELIGIBILITY [COE]

Electronic COE Pilot

Fourth panel is the COE Signatures section
CERTIFICATE OF ELIGIBILITY [COE]
Statewide Electronic COE

- Current pilots
- Proposed timeline
- COE Approval Process

Recruiter  SEA Approver  SEA Approver  SEA Reviewer
Parental involvement is an integral part of all Title I programs, including the MEP. Research shows that parents play a significant role in the academic achievement of their children. Therefore, it is important for parents and schools to develop partnerships and build ongoing dialogues to improve student achievement. **In order to receive MEP funds, SEAs and the local operating agencies must implement programs, activities, and procedures that effectively involve migrant parents.**

An SEA must:
- 1) develop its comprehensive State plan in consultation with parents;
- 2) consult with parent advisory councils (PACs) regarding programs that are one school year in duration; and
- 3) plan and operate the MEP in a manner that provides for the same parental involvement as is required in section 1118.

SEAs and local operating agencies must consult with parent advisory councils in planning and operating the MEP if they operate programs of one school year in duration.
State CNA

Systematic approach that progresses through steps involving stakeholders such as migrant parents, educators and administrators of migrant programs, content area experts, and other individuals critical to the MEP.

The purpose OF CNA:

a) focus on ways to permit migrant children with Priority for Services (PFS) to participate effectively in school.

b) meet migrant student needs not addressed by services available from other Federal or non-Federal programs.

The CNA results guide the state in establishing priorities for local procedures and provide a sound basis for allocating funds to local operating agencies.
The primary purpose of the comprehensive needs assessment is to guide the overall design of the MEP on a statewide basis. The CNA is a systematic approach to determine needs, examine their nature and causes, and establish priorities for the migrant projects. The CNA is a decision making tool to determine projected outcomes through MEP operations.

Local CNA
1. Determine the needs of migrant students and how those needs relate to the priorities established by the State
2. Design local services based on the results of the CNA.
3. Select students for the receipt of those services.
LOCAL COMPREHENSIVE NEEDS ASSESSMENT [CNA]

STEP 1: Explore “What Is”

STEP 2: Gather, Analyze, and Summarize Data

STEP 3: Make MEP Program/Services Decisions
HOW TO: LOCAL [CNA]
SHARED SUGGESTIONS AND STRATEGIES

Take 2-3 minutes to complete the “Personal Reflection”

RoundRobin Activity
1. In your small group, determine who traveled the farthest today. He/she will be person A for this activity and the person to the left will be person B, then C, etc...
2. Person A will begin the round by drawing a CNA question and reading the question aloud.
3. The rest of the group will take turns responding with possible suggestions, methods and/or shared experiences. Feel free to note any relevant ideas on the “new ideas/methods” space.
4. Next, person B will draw another question and begin the next round of discussion. Repeat until the group has discussed all of the CNA questions.
5. Choose one CNA question to share out with the group.
HOW TO: LOCAL [CNA] SHARED SUGGESTIONS AND STRATEGIES

RoundRobin Activity

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<thead>
<tr>
<th>RED</th>
<th>BLUE</th>
<th>YELLOW</th>
<th>GREEN</th>
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<tbody>
<tr>
<td>Amanda</td>
<td>Kris</td>
<td>Jan</td>
<td>Kiowa</td>
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<td>Doug</td>
<td>Dee</td>
<td>Deila</td>
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<td>Bob</td>
<td>Diane</td>
<td>Susan</td>
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<tr>
<td>Betty</td>
<td>Barry</td>
<td>Tangela</td>
<td>Danielle</td>
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SEAs are required to develop a state plan for service delivery that describes the strategies the SEA will pursue on a statewide basis to help migrant children achieve the performance targets that the state has adopted for all children in the following:

- School Readiness
- Reading/Writing/Language Arts
- Mathematics
- Graduation from High School

Components **required** to be included in a State SDP:

- Performance Targets
- Needs Assessment
- Measurable Program Outcomes (MPOs)
- Service Delivery
- Evaluation

Optional information that may be contained in the SDP:

- Priority for Services
- Parent Involvement
- ID&R
- Student Records
1. Performance Targets

- The local SDP must specify performance targets that the State has adopted for all migrant children for: reading; mathematics; high school graduation/the number of school dropouts; and school readiness. ([34 CFR 200.83 (a)(1).])

- Determining which migrant students receive Priority for Services (PFS) is put into place so that performance goals, targets, and benchmarks ensure the appropriate delivery of migrant student services.

- Each project participating in the MEP is required to maintain a list of eligible migrant students as well as children/youth receiving services. The eligibility list should indicate whether a child/youth is determined to be a Priority for Services child/youth.
To be identified as a Priority for Services migrant child/youth, the child/youth must meet one or more of the (A1-A10) of the At-Risk criteria and there must be an interruption of services during the regular school year (items B1-B4).

Priority for Services: a student who is failing or at-risk of failing to meet the state standards
A1. Disabled/IEP
A2. Poor Attendance
A3. Retention
A4. Modal Grade
A5. Credit Deficient
A6. Reading Deficient
A7. LEP
A8. Low Performance
A9. OSY
A10. Pre-Kdg

Education has been interrupted during the regular school year based on the migrant lifestyle
B1. IntraDistrict Move
B2. InterDistrict Move
B3. Two Weeks Absent
B4. Re-Enroll
- **Needs Assessment**
  - The plan must include identification and assessment of (1) the unique educational needs of migrant children resulting from a migrant lifestyle; and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(2).)

- **Measurable Program Outcomes**
  - The plan must include the measurable outcomes that the MEP will produce statewide through specific educational/educationally related tools. Measurable outcomes allow the MEP to determine whether and to what degree the program has met the needs of migrant children that were identified through the CNA. The measurable outcomes should also be on target with the State’s performance targets.
Service Delivery

- The plan must describe the strategies for achieving the performance targets and measurable objectives. The State’s service delivery strategy must address: (1) the unique educational needs that result from a migratory lifestyle, and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(3).)

Evaluation

- The plan must describe how the State will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes. (34 CFR 200.83(a)(4).)
### Appendix B - Chart Containing SDP Decisions (Revised 6/20/12)

#### 1.0 - SCHOOL READINESS

<table>
<thead>
<tr>
<th>NEED/COREN: Migrant children are starting school with limited English proficiency and lack immunizations and appropriate healthcare.</th>
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<tr>
<td><strong>Summary of Solutions Identified in the CNA</strong></td>
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<tr>
<td>Conduct home visits when absence trends noted</td>
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<td>Explore “Grow Your Own” programs to encourage more PK teachers and staff to become bilingual</td>
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<tr>
<td>Coordinate with local CBOs to provide family literacy; GED, transportation, and child care</td>
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<tr>
<td>Partner with migrant health agencies for immunizations, medical/dental, hearing screenings, and physical/behavioral health services</td>
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<tr>
<td>Partner with Head Start and local school district PK services</td>
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<td>Provide bilingual parent education health literature</td>
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Local operating agencies conduct individual needs assessments to:
1. determine the needs of migrant students and how those needs relate to the priorities established by the state
2. design local services
3. select students for the receipt of those services

While the needs assessment procedures at the local operating agency level are aligned with those at the State level, local operating agencies are able to narrow their focus. Local staff have access to more precise information than is available at the SEA level.

This enables local operating agencies to identify such critical elements as the specific needs of children by grade levels, needed academic areas of focus, instructional settings, instructional materials, staffing, and teaching techniques.
NEED A BREAK?
LUNCH ON YOUR OWN
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Lunch Break (lunch on your own)

Test Your Awareness
APPLICATION/SUBALLOCATION

- Sub allocation projections
  - 2013-2014 preliminary sub allocations

- Applications
  - 15 Applications
  - Review application and changes
  - A deadline is a deadline
  - DUNS Number
**MEP services**

- “Services” are a subset of all the activities that the MEP provides through its programs and projects. “Services” are educationally related activities that:
  - directly benefit a migrant child
  - address a need of a migrant child consistent with the State’s CNA & SDP
  - are grounded in scientifically based research or accepted practice
  - are designed to enable the program to meet its measurable outcomes and contribute to achieving the State’s performance targets

**SEA and local operating agencies may use MEP funds to provide the following types of services:**

- Instructional services
- Support services
IMPLEMENTATION CONT.

- Allowable Title I Expenses

USDE Food Program

United States Department of Agriculture
Food and Nutrition Service

NEBRASKA DEPARTMENT OF EDUCATION
INTRA/INTERSTATE COORDINATION OF SERVICES

InET Consortium
Mary Ann Losh

Binational Summer Teacher Exchange Program
Susan Mayberger

SOSOSY
Strategies • Opportunities • Services for Out-of-School Youth
Dee Condon & Kiowa Rogers
The program evaluation is a report related to the delivery of the MEP that includes programs and services for that school year (regular year and summer). Migrant student educational requirements were identified through the comprehensive needs assessment (CNA), and the Nebraska MEP designed a service delivery plan (SDP) outlining how the program would meet the needs identified.

The evaluation of the extent to which goals are met is defined through measurable program outcomes (MPOs) in three goal areas: school readiness, reading/writing/mathematics, and graduation from high school and services for Out of School Youth. In addition to the results evaluation, implementation of the program services was evaluated through staff, parent, and student surveys, focus group interviews, and site visits.
PURPOSE OF PROGRAM EVALUATION

**Compliance**
- Legal Reference for Program Evaluation
  - Legally required for state MEPs
  - Provides accountability to external stakeholders

**Improvement**
- Continuous Improvement Cycle (CNA-SDP-Evaluation)
  - Key component of continuous cycle
  - Emphasizes data to drive decision-making
  - Assists stakeholders to identify strategies that are not addressing children’s needs effectively
  - Focuses stakeholders on strategies that are most effective for raising achievement in MPOs
The MEP implements a variety of instructional and support programs designed to meet the needs of migrant students. These programs include:

- Supplemental instructional services during regular school year
- Summer school programs
- Secondary credit accrual opportunities
- Parent involvement activities and meetings
- MEP teacher professional development
STATE PROGRAM EVALUATION
2010-2011 OVERVIEW

MPOs were met or exceeded

9/10

School Readiness

**MPO 1a:** By the end of the 2009-10 school year and each year thereafter, 90% of 3-5 year old migrant children enrolled in a PK program will demonstrate proficiency in readiness skills on designated district assessments. **MET**

**MPO 1b:** By the end of the 2009-10 school year and each year thereafter, 70% of migrant preschool parents will report growth in their ability to help their young children be ready for school. **MET**

Reading/Writing/Language Arts

**MPO 2a:** By the end of the 2009-10 school year and each year thereafter, the percentage of migrant students in grades 3-11 meeting AYP in reading/writing/language arts will increase by 1%. **MET**

**MPO 2b:** By the end of the 2009-10 school year and each year thereafter, 50% of migrant parents participating in at least one hands-on parent interactive PAC activity in reading/writing/language arts will report being better able to support their child’s success in literacy. **MET**

Mathematics

**MPO 3a:** By the end of the 2009-10 school year and each year thereafter, the percentage of migrant students in grades 3-11 meeting AYP in math will increase by 1%. **NOT MET**

**MPO 3b:** By the end of the 2009-10 school year and each year thereafter, 50% of migrant parents participating in at least one hands-on parent interaction PAC activity in mathematics will report being better able to support their child’s success in mathematics. **MET**

Graduation from High School

**MPO 4a:** By the end of the 2009-10 school year and each year thereafter, the migrant dropout rate will be reduced. **MET**

**MPO 4b:** By the end of the 2009-10 school year and each year thereafter, more OSY will receive services leading to graduation, GED, and/or meeting their learning, life skills, or career goals. **MET**

**MPO 4c:** By the end of the 2009-10 school year and each year thereafter, 70% of migrant and other designated staff will report greater knowledge of resources and strategies to help migrant students graduate. **MET**

**MPO 4d:** By the end of the 2009-10 school year and each year thereafter, 70% of migrant parents surveyed will report being involved in their child’s education. **MET**
LEA Evaluation
- Evaluation Toolkit
  - Surveys, checklists, evaluation, tracking forms

States are required to evaluate the effectiveness of the MEP and provide guidance on how to conduct local evaluations. Evaluations allow SEAs and the local operating agencies to:
- Determine whether the program is effective and document its impact on migrant children
- Improve program planning by comparing the effectiveness of different types of interventions
- Determine the degree to which projects are implemented as planned and identify problems that are encountered
- Identify areas in which children may need different MEP services
MONITORING & TECHNICAL ASSISTANCE

- **Monitoring**
  - The SEA is to monitor grant and sub-grant supported activities to assure compliance with the applicable Federal requirements and that performance goals are being achieved.
  - Systematic review of all MEP activities on a periodic basis to determine whether local operating agencies have made progress toward meeting all approved project objectives.

- **Technical Assistance**
  - The SEA may provide technical assistance in the following areas:
    - Data Technical Assistance
    - Identification and Recruitment Technical Assistance
    - Parent Involvement Technical Assistance
    - Any other local agency needs
2013-2014
PROFESSIONAL DEVELOPMENT

- Calendar of 13-14 MEP Events
- Timeline to complete local CNA
THANK YOU

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