Enterprise City Schools



Migrant Education

Program and Plan

2017- 2018

Introduction

Poverty, health problems, discrimination, and language barriers have a dramatic impact on the educational achievement of children of migrant laborers. They share these conditions with many of the poorest populations in the United States today; however, the additional factor of high mobility creates a unique set of obstacles. Studies reveal that migrant students may attend as many as six or seven schools per year. They must not only adapt to new curriculum, sequencing, and procedures, but, must also continually create new social ties and adjust to new school cultures. For those who are learning to read and write in any language, let alone one that may not be a first language, high mobility can have devastating effects. With the absence of specific procedures, policies, and concerns, the hallmarks of a quality education will be difficult to attain.

It is the desire of the Enterprise City School System to provide a comprehensive migrant education program that attempts to mitigate the impact of disruptions on their education and provides the opportunity to meet the Alabama State Department of Education and school district's academic standards. Additionally, it is the desire of the Enterprise City School System to support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves. The Migrant Education Program will ensure that migratory children are provided with appropriate educational services, including supportive services, that address their special needs in a coordinated and efficient manner and that migratory children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet.

The Enterprise City School System will provide service programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school. The services will include a strong parental involvement. Programs will prepare migratory children to graduate and make a successful transition to

postsecondary education or employment. Programs will also address the needs of migratory preschool children to assist with school readiness.

Migrant children will be provided services under Title I, Part A whether or not they live in a Title I school attendance area or meet other eligibility requirements. The costs for transporting migrant children will be incurred in the transportation formula. Additionally, any cost associated with tracking on obtaining records needed for enrollment will be paid by the LEA.

MIGRANT EDUCATION PROGRAM

I. Status:

The Enterprise City School System recognizes its statutory obligation to provide services to migratory students that will help them overcome educational disruption, cultural, and language barriers, social isolation, various health related problems, and other factors that inhibit the ability of the children to do well in school.

Migratory students in the Enterprise City School System will not be segregated or stigmatized on the basis of their status and will have equal access to the same free and appropriate education including public preschool as other children in the school district. Additionally, migratory students will be provided activities and services that will ensure enrollment in, attendance of, and success in school.

Efforts will be made to help all students in the Enterprise City School System meet the same challenging State content and State student performance standards to which all students are held. Thus, all students will become positive contributing citizens in this global society.

II. Program Goal:

The goal of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.

III. Program Objectives:

A. Ensure proper and timely identification of all migrant children
B. Ensure that the educational, social, and health needs if migrant students are identified and addressed
C. Provide migrant students with the opportunity to meet the same challenging state academic and content standards that all students are expected to meet.
D. Ensure the coordinated outreach of services for migrant children, including providing the educational continuity through the timely request of pertinent school records
E. Provide parental involvement activities and encourage the participation of migrant families

Project Narrative

1. DEMONSTRATE THE NEED OF THE LEA

The Enterprise City School System determines the need for Migrant Education Program based on the Certificates of Eligibility (COE) that are completed by the school system's migrant and regional recruiters. Migrant Education Program services begin with recruitment and identification of the migrant student. Once a COE is completed and placed in the MIS 2000 tracking database by the state department, additional information

is then collected on each eligible migrant student. The following information is collected and recorded on the MIS 2000:

- LEP status/EL serviced
- At risk of failing (based on classroom grades and scores from STATE ASSESSMENTS - ACCESS 2.0 for ELLs, Scantron – Reading and Math for gr. 3-8, Science gr. 5 and 7 -or AAA reading/math, Grade 11 ACT with Writing, Grade 12 ACT WorkKeys, PSAT (optional)- gr. 11
- Local data - STAR
- Move interrupted school year
- Has dropped out of school
- Has excessive absences/tardiness
- Immunization records
- Served during the summer program

Once all information is compiles, instructional and support services are then planned to meet the needs of migrants students based on priority. Student priority of services is based on information from the recent migrant report. Those migrant students identifies as failing or most at risk of failing and whose school year has been interrupted are identified as out Priority of Services students for the current school year. Other students who did not have an interrupted school year but are failing or at risk of failing have been identified as our Tier 2 Service List.

The ACCESS for ELLs Spring 2017 assessment indicates that the majority of our migrant students scored at the following levels: entering (Level 1), beginning (Level 2), and developing (Level 3) in English language proficiency skills which includes listening, speaking, reading, and writing. The goal for all English Language Learners is to progress to Levels 5 and 6 in proficiency.

The Enterprise City School System's Migrant Education Program and English as a Second Language (ESL) Program are intertwined. Services are often coordinated collaboratively for Migrant and EL students in greatest need. Our services include

afterschool support in homework, class assignments, test preparation, and remediation to students with the greatest need, according to our priority of services ranking.

Family literacy needs have guided our parenting programs and focus on providing literacy skills to our migrant families. Our migrant recruiter and ESL faculty and staff work with "Family Literacy" sessions during parenting meetings. The local community college – Enterprise State – provides courses for parents in the area of literacy. The goal of these sessions is to strengthen English conversational skills and develop reading and writing skills for non-English speaking families.

In order to encourage our migrant parents to attention to attend evening parent and literacy sessions, childcare and activities for the children are offered. Although our services have been non-academic in content, future plans are to offer academic assistance class work preparation and homework help, and computer instruction for the school aged children during these evening sessions.

Instruction presented through technology includes software and other educational programs that are scientifically researched based. For example, the Family Engagement Kits provides a means for home and school coordination. Programs used instructionally have evaluation components that will measure the academic progress of our migrant students during the school year and in the summer.

In addition to meeting the needs of our migrant students, classroom teachers and other school personnel require appropriate professional development in order to understand the academic and language challenges these students face every day. The ESL faculty and staff participates in a myriad of professional development activities to strengthen their skills and knowledge using the best practices for teaching migratory students many of whom are EL. The school system intends to increase its professional development in the areas of cultural awareness, second language acquisitions, and instructional accommodations to meet the needs of these students.

2. DESCRIBE THE RESEARCH-BASED TITLE I, PART C, PROGRAM THAT THE LEA INTENDS TO IMPLEMENT.

Coordination with Other Programs

Migrant students are eligible for programs and services provided by the School System on the same basis that non-migrant students are eligible. Migrant students receive regular education instruction and may receive instructional services through Title I, Part A; ESL (English as a Second Language), Title III, Part A; CNP, Homeless, Special Education; Gifted and Talented Education; Career/Technical Education; extracurricular activities, At-Risk classes and Pre-school and Summer school programs.

Migrant students may be referred for other educational programs and services based on the Migrant Report and other pertinent data. Information from classroom grades, local academic assessments, state assessments, report cards, and English proficiency assessments (W-APT/ MODEL and ACCESS) are also used to determine the need for services and other educational programs.

The needs of migratory students are met through many different programs and services. Academic/instructional needs are met through participation in regular school day and after school tutorial programs in basic skills including services provided through ESL services, special education, gifted and talented education, career/technical classes, instruction through the *Alabama Reading Initiative (ARI) and Alabama Math and Science Initiative (AMSTI)* models, pre-school, and summer programs.

Other special needs of migrant students are met through referral to guidance/counseling programs, social services, health programs and nutritional programs such as free or reduced meals. In addition, bus transportation is provided during the school year and for summer programs. Translation services for students and parents are provided by the ESL

faculty and staff, contracted translators, and other school system personnel. To ensure that adequate services are provided to migrant students, a federal programs advisory committee has been established. The committee includes parents of special population students and offer input into the special needs of these students.

The Migrant Education Plan for Enterprise City School System is designed to provide funding for supplemental programs for migrant students and their families during the school year and the summer. Migrant funding, state ESL funds, Title I, Part A, Title III, , Alabama Student Assistance Program (ASAP), Migrant, Homeless, and local funds are also used to implement programs and services for migrant students.

Program Goals

The goals of the proposed Migrant Education Programs are:

- To assist students in meeting the state academic content standards and challenging curriculum
- To help children succeed in the regular school program
- To ensure that migrant children are provided with appropriate educational support services that address their special needs
- To ensure that migrant children have the opportunities to meet the same challenging State content and student performance standards that all children are expected services for migrant students.
- To coordinate services for migrant students who are English Language Learners
- To provide parental involvement and support training, including family literacy activities.

Program Description

A crucial component of Enterprise City School System's Migrant Program is the recruiting efforts of our state and local migrant recruiters. Currently, our system employs

one migrant recruiter assigned to the task of working with migrant students and their families.

The migrant recruiter not only assists in the identification of migrant students, but is responsible for recognizing student needs and helping our system provide the necessary programs and services. Our migrant recruiters work closely with the ESL faculty and staff. After a Home Language Survey is completed with the indentation of possible services needed, the ESL staff along with the EL committee begins the process of determining if a student is eligible to receive EL services. Some but not all of the students who require EL services may be identified as migrant. The employment survey is used to screen students for the possibility of being identified as migrant.

The majority of our migrant students speak Spanish and our ESL faculty and staff are the primary translators for these students and their families. ESL Faculty and Staff are instrumental in communicating with school staff and parents when migrant students enroll. The ESL faculty and staff frequently make home visits to help explain and translate school policies, to obtain parental permission for programs and services, and to discuss health needs identified by school nurses. Based on needs identified by parents during meetings, informal conversations, and conferences, there is a need to provide ongoing parent workshops explaining school policies and procedures, English proficiency classes for ESL and migrant parents, and class work/ homework assistance for ESL and/or migrant students.

The migrant recruiter also assists with the identification of migrant students, but is responsible for recognizing student needs and helping our system to provide the necessary programs and services. Our migrant recruiter works closely with ESL Teachers, notifying them when migrant students require language proficiency assessments and ESL services. The majority of our migrant students speak another language. Our ESL Faculty and Staff and other volunteers are the primary translators for these students and their families. These individuals frequently make home visits to help explain school policies, to obtain parental permission for programs and services, and to

discuss health needs identified by school nurses. Based on needs identified by parents and or school personnel, we provide parent workshops explaining school policies and procedures and community resources for ESL and migrant parents.

Our school system's migrant recruiter is also in close contact with community social services agencies that help to provide migrant families with food and shelter. Another important job is locating Adult ESL classes and GED classes for interested migrant students and out-of-school youth. Migrant parents have indicated that they do not always feel comfortable attending ESL classes at the local community college. Future plans include offering assistance with English proficiency to migrant parents. The Enterprise City School System works closely with the Department of Human Resources, the Coffee County Family Services Center, the Children's Policy Council, the Housing Authority, and other community agencies that may be of assistance. Information regarding no-fee health insurance for children from the Alabama Child Caring Foundation and the Migrant Hotline are also distributed by our parental involvement specialist to migrant families.

A primary component of our Migrant Education Program is school services and educational support. For school age migrant students, our migrant recruiter works with classroom teachers to secure the academic and support services needed for each student are identified and provided. Our migrant recruiter is based at our Special Projects Center (Early Education Center) and is available to assist schools, parents, and students throughout the day and after school.

This year, we will continue Extended Day services for our Priority Service students. Tier 2 students will be provided with after school academic assistance. English language acquisition and remediation for the AHSGE is available to students during this time.

For pre-school migrant students, our migrant recruiter refers parents to proper school and community programs for assistance. Our migrant recruiter and ESL staff members are available to provide assistance in completing paperwork and attend meetings to help with translation services for migrant pre-school students who may qualify for our school

system's pre-school program for developmentally delayed children. Summer SMARTS Pre-K summer program for students entering kindergarten, is also available for migrant and ELs.

At the high school level, migrant students are offered several programs to assist them in obtaining a high school diploma. The English as a Second Language Program (ESL), Career/Technical courses, labs for remediation of the AHSGE, and Extended Day are offered. Additionally, our migrant recruiter works with migrant students' parents who are without a high school diploma. Family literacy sessions assist them in locating GED and English classes offered through local churches and community colleges.

A second component of our Migrant Education Program is our summer program for students currently enrolled in the school system. The program's goals are: (1) to improve migrant students' basic skills through experiential learning activities, (2) to provide family literacy activities, and (3) to improve migrant students' and parents English language proficiency. In addition, our staff will collaborate with the Central Office to offer additional family programs and support services during the summer for migrant families as they arrive. High school and middle school migrant students will be included in our summer school program and are also offered remediation classes, participation in regular education summer school classes and community college programs.

A third component of the Migrant Education Program is parental involvement and family literacy. The system promotes parental participation through home visits and telephone calls via the School CAST /Messenger system for non-English speaking parents, translation services – L:anguage Line and TransACT, parent – teacher conferences and a translated Parent Handbook. Based on the needs addressed by our Parental Advisory Committee and Federal Programs Advisory Committee, we will continue to conduct parent meetings to provide information on school policies and procedures, homework help, and family literacy activities throughout the year. Migrant family nights are held throughout the year.

Our Migrant Program funds will be used to provide assistance to those students who are failing, or most at risk of failing, and have interrupted school year. Since the majority of these migrant students are limited English proficient, have moved during the school year, and have low grades and test scores, they will be our first priority. Migrant funds will be used to provide tutorial assistance through Extended Day, summer school instruction, and instructional materials.

Migrant parents in the Enterprise City Schools System continue to need assistance with English and basic literacy classes. Future plans include continuing to offer family literacy and other parental involvement programs at local schools throughout the school year.

A fourth component of our migrant program is professional development for teachers of migrant and EL students. Classroom teachers at all grade levels and other school personnel need staff development opportunities in working with this population during school year. Our staff attends SETESOL, SAMUEL, and WIDA conferences. This training is providing an understanding of cultural difference, language acquisition, and strategies for all students but especially ELs and migrant students.

3. LOCAL EDUCATION AGENCY (LEA) SUPPORT

The Enterprise City School System provides support for the Migrant Education Program through various funding sources and programs. Summer School and Extended Day salaries are provided through Title I, Part C funds. ESL Teachers and Instructional Aide salaries and benefits are provided through Title III, Part A funds, Title I, Part A, and State ESL funds.

Migrant Education Program students are eligible for other programs and services provided by the school system on the same basis that non-migrant students are eligible. These programs and services include Title I/Part A – Basic Programs; Title I, Part C, Title III/Part A – ESL; State ESL, Title VI, Education of Homeless Children and Youth; Special Education/Students with Disabilities; Gifted/Talented; Career/Technical Education; At-Risk Programs such as the Alabama Student Assistance Program (ASAP), Prep Assistance classes for the AHSGE; and other programs offered through federal and state funding.

Program Evaluation

The effectiveness of the Enterprise City School Systems Migrant Education Program will be evaluated annually using the criteria below:

- The percentage of migrant students who achieve proficiency or higher on the state's assessment in reading/language arts and mathematics.
- The percentage of limited-English proficient migrant students who demonstrate improvement in the components of English proficiency on the state-adopted English language acquisition assessment (ACCESS)
- The percentage of migrant students who graduate from high school.
- Increased participation in adult education and literacy programs.
- Evidence of efficient transfer credits

Local schools will provide documentation on each student's academic progress. Students will be monitored while in the Migrant Education Program and after exiting. School test data from the State Department will be used to measure program effectiveness, allowing comparisons to be made between migrant students and other student groups. Progress monitoring will include review of grades, review of formal and informal student assessment results and review of English language proficiency assessment results (ACCESS).

Transfer of Records

The Enterprise City School System currently maintains all Certificates of Eligibility (COEs) in the office of the migrant recruiter. In addition, schools keep up-to-date records of each credit accrual, ESL assessment and placement results, and health data. When migrant students move to another school, this information is sent as soon as possible to the receiving school.

BUDGET DETAIL

The proposed budget is based on a summary of needs from the previous school year. --- Priority Services and Tier 2 Reports. State ESL, Title I, and Title III Funds will be used to pay the salaries and benefits of our ESL faculty and staff.

The migrant budget proposal lists funding for educational materials and supplies and Extended Day and Summer School salaries.

1. Allocation

Title I, Part C funds

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2. Provide a line-item budget description of proposed expenditures:

Materials and Supplies

Professional Licensed Counselor

Additional revenue sources for the Enterprise City Schools System Migrant Education Program:

- State ESL Funds
- Title III, Part A
- Title I, Part A
- Local Funds
- Homeless Funds

  Varies according to children's needs.
- Children Without Fund

- Charitable contributions form local churches, high school clubs and local civic groups have provided clothing, food, and additional education materials and supplies for our migrant students.

Budget Narrative

The budget allocates funding for Migrant materials and supplies, salaries and benefits. The key to academic success for our migrant students strongly depends on effective home-school communication.

Professional development funds (Title II) will be used to provide classroom teachers the opportunity to attend training workshops on the education of ESL and migrant students. Funds have been budgeted to provide professional development for elementary and secondary teachers to attend the SETESOL/AMTESOL conference.

Funds to pay for migrant services include: Extended day salaries, summer school salaries and benefits, and materials and supplies.

Migrant Recruiter

Our migrant recruiter/parental involvement specialist serve as the primary contact for migrant students and their families. Primary responsibilities include obtaining information provided by parents, guardians, and others; collecting and recording information on COEs to establish migrant eligibility; data entry of migrant information in the MIS 2000 database system; assisting in meeting the educational, social, and emotional needs of migrant students and their parents; and providing services to local schools in support of migrant students and their families.

ESL Resource Teachers

English as a Second Language services are offered at all schools in the Enterprise City Schools System. Currently there are 10 ESL faculty and staff serving EL students. These teachers and paraprofessionals provide support to the staff and faculty at each school. These individuals assist in the collection and compilation of data for program

implementation and evaluation. All ESL teachers are currently certified in English as a Second Language.

ESL Instructional Aides

ESL Instructional Aides work under the direction of the regular classroom teacher and the ESL Teacher. Their job is to assist EL students in learning English and to master the appropriate content at that grade level. The ESL Instructional Aides receive training in ESL methodologies by ESL Teachers in our system and other ESL Consultants. All non-certified personnel meet the qualifications prescribe in Title I, Part A, Section 1119.

Title III Translators

Our Title III Translators (Spanish) serves as the primary translator and interpreter of written communication for system. These translators are also members of our ESL faculty and staff. Community volunteers serve as oral translator and interpreters when needed. An updated list of available translators/interpreters is maintained at the superintendent's office. We also have Language Line and TransACT to assist with translating to parents and students.

Professional Development

ESL Teachers have completed Master's level certification. ESL Resource Teachers attend workshops and follow up/technical assistance seminars. Additional professional development opportunities include attendance at the National and Southeast Regional Conferences for Teachers of English to Speakers of Others Languages (TESOL), AMSTESOL, SAMUEL Meetings, WIDA, state ESL conferences and in-service training through the Southeast Alabama Regional In service center and the Alabama State Department of Education.

The migrant recruiter will participate in local in-service training opportunities through SARIC and the Alabama State Department of Education. Workshops related to family

literacy services will be priority. Our migrant recruiter plans to participate in national, regional, and state migrant workshops, when appropriate.

Professional development workshops concerning cultural differences and the unique needs of migrant student and families will be offered to regular classroom teachers, school staff, and administrators. Strategies for teaching special populations will be the focus for the school year with the implementation of the EL-PDA for the school with the highest concentration of migrant and ELs. This academy will be conducted by state department consultants.

Management and Oversight

The following school personnel are the contact persons for the Migrant Education Program: Migrant Recruiter, School Counselors, and Federal Programs Director

The migrant recruiter and federal programs director will provide management and oversight for documentation of student eligibility, including recruitment and certificates of eligibility; program implementation; program evaluation; data collection; and reporting in accordance with federal and state guidelines.

Parental Involvement Specialist Job Description
(also serves as Migrant Recruiter)

Position: Migrant Recruiter

Nature of Position:

Primary responsibilities are to 1) obtain and interpret information provided by parents, guardians, and others, 2) record accurately and clearly, information that established a child to be a migrant child, 3) assist in meeting the social, emotional, and educational needs of migrant students and their parents, and 4) provide resources to schools in supports of migrant students and their families.

Accountability:

This position is directly responsible to the Federal Programs Director.

Duties and Responsibilities:

- Identify migrant-eligible students
- Document eligibility by completing Certificates of Eligibility for qualifying students
- Maintain communication between home, school, and community agencies for migrant and EL students
- Coordinate migrant/EL parental involvement activities
- Make home visits to families of eligible children
- Assist in identifying, obtaining, assessing, adapting, and/or developing native language materials for use in the classroom.
- Assist migrant/EL students in classroom and in after school programs by ensuring that services are provided, if needed
- Attend all related training sessions and workshops
- Work cooperatively with regular teachers and ESL program faculty and staff as needed
- Complete assigned duties as deemed appropriate by the Federal Programs Director and Superintendent of Education

Qualifications:

B.S. degree in social work or a similar field and experience or genuine interest in working with students and families in the Enterprise City School System