

PAYETTE JOINT DISTRICT

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MIGRANT EDUCATION PROGRAM

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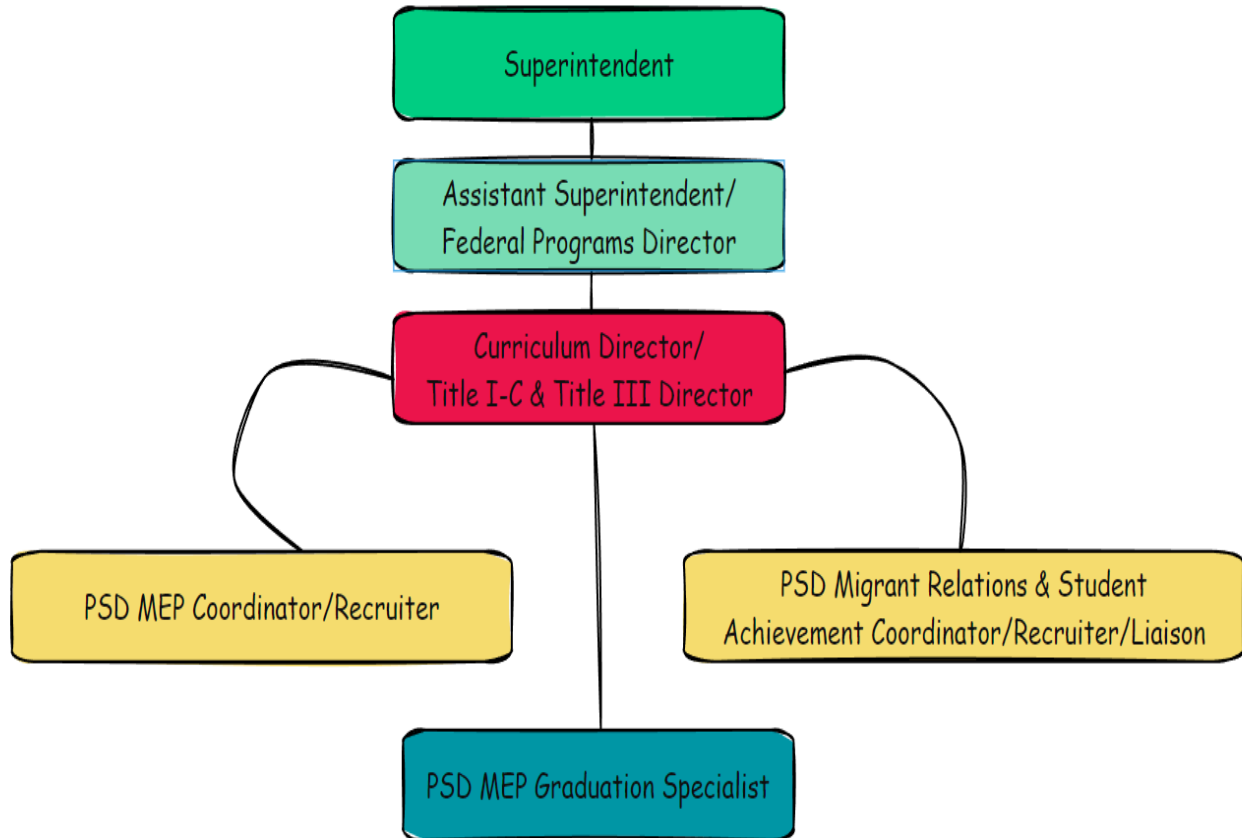
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ORGANIZATION



I. INTRODUCTION & OVERVIEW

Purpose and Audience for the Manual

The Payette School District (PSD) Migrant Education Program (MEP) Manual was developed to help administrators, program directors, and migrant staff to understand the MEP and how to effectively meet the unique needs of migrant children. It should be used in conjunction with other program materials including State and Federal laws, regulations and guidance, supplemental documents, and other relevant information that governs and supports the education of children of migratory workers. Services to migrant students in the Payette School District are governed by the Payette School District Migrant Education Program Service Delivery Plan in conjunction with the Idaho State Migrant Education Program Service Delivery Plan (SDP). This Manual is a tool for local MEP directors, coordinators, and staff responsible for designing and implementing programs and for collecting and reporting data on the effectiveness of programs and services designed to meet the needs of migrant students. It contains guidance on websites and program resources to help facilitate further exploration of these topics. The Payette School District will update the Manual as substantial changes come up to provide staff with the most recent materials and resources needed to implement MEPs in the PDS.

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

The Migrant Education Program (MEP) known as Title I Part C Education of Migratory Children, is a federal entitlement program designed to provide supplementary education and support services to highly mobile children up to and through age twenty-one (21). Eligibility for the MEP is determined by the lifestyle of the parents/guardian (i.e. moving across school district, county, or state boundaries for the purpose of seeking or obtaining temporary or seasonal work in agriculture or commercial fishing activities). Children must move with the parent/guardian or join the parent/guardian within 12 months of a qualifying move. Children who are determined to be eligible may remain eligible for up to 36 months without another qualifying move.

The mission of the Payette School District Migrant Education Program is to ensure that every student has the opportunity for success by developing learning skills that will make them exceptional leaders in their community. The migrant program focuses primarily on the educational needs of the migrant child and attempts to alleviate barriers to successful educational achievement. According to the Every Student Succeeds Act of 2015 (ESSA), the purpose of Migrant Education is to:

- To assist in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children.
- To ensure that migratory children who move across school boundaries are not penalized in any manner by disparities among the districts in curriculum, graduation requirements, and challenging State academic standards;
- To ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet;
- 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 succeed in school. To help migratory children benefit from state and local systemic reforms.

The MEP helps children and youth by providing supplementary services beyond those provided in schools (e.g., develop oral and written language, and communication skills; reading and mathematics; and provides support for migrant students to accrue high school credit toward graduation or attain a GED). The MEP is authorized by Part C of Title I of the Elementary and Secondary Education Act (ESEA). This subgrant assists the Payette School District in improving educational opportunities for migrant children to help them succeed in the regular school program, meet challenging State academic content standards that all children are expected to meet, and graduate from high school ready for career or college.

II. IDENTIFICATION AND RECRUITMENT OF MIGRANT CHILDREN (ID&R) AND ELIGIBILITY

Identifying and Recruiting Migrant Children

Federal Definition*

*Non-Regulatory Guidance (NRG) will be updated to reflect Every Student Succeeds Act language and changes to ESEA based on the law. Legal references in this manual already include ESSA, however, NRG has not yet been updated and will be updated here when available.

There are very specific conditions that define migrant child eligibility. This definition is extracted directly from the Migrant Education Program Non-Regulatory Guidance – October 2010.*

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

1. The child is not older than 21 years of age; and
2. The child is entitled to a free public education (through grade 12) under State law or is below the age of compulsory school attendance; and
3. The child is a migratory agricultural worker or a migratory fisher, or the child has a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher; and
4. The child moved within the preceding 36 months in order to seek or obtain qualifying work, or to accompany or join the migratory agricultural worker or migratory fisher identified in paragraph 3, above, in order to seek or obtain qualifying work; and

With regard to the move identified in paragraph 4, above, the child:

- Has moved from one school district to another; or
- In a State that is comprised of a single school district, has moved from one administrative area to another within such district; or
- Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in or to accompany or join a parent, spouse, or guardian who engages in a fishing activity. (This provision currently applies only to Alaska.)

Migratory agricultural worker means a person who, in the preceding 36 months, has moved from one school district to another school district, or from one administrative area

to another within a State that is comprised of a single school district, in order to obtain temporary employment or seasonal employment in agricultural work, including dairy work.

Eligibility Rulings

Federal and State definitions of migrant student eligibility are clearly presented. However, some cases have so many variables that eligibility may not be so obvious. The Idaho website at www.sde.idaho.gov contains basic migrant child eligibility factors, new MEP program definition, information on quality control, and numerous ID&R resources. The U.S. Department of Education, Office of Migrant Education, provides rulings on eligibility.

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

Basic Concepts for Managing ID&R

The Payette School District focuses on proper and timely identification and recruitment of eligible students, especially those who are the most mobile. Identifying and recruiting eligible migrant children is a cornerstone of the MEP. Identification means determining the presence and location of migratory children within the District. Recruitment means obtaining the necessary information to document the child’s eligibility in order to enroll the child in the program. Identification and recruitment of migrant children is critical because:

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

As each LEA is responsible for the identification and recruitment of all eligible migrant children in the District, Idaho provides frequent opportunities for professional development around correctly identifying and recruiting all eligible migrant children. MEP funding is based on the annual count of eligible migratory children during the regular year AND the annual count of migrant children who attend summer school.

Roles and Responsibilities of Recruiters

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

A migrant family liaison's primary recruiting responsibilities are to:

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

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

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

Recruiters in Idaho are expected to participate in training offered by the State twice per year. This training centers around identification and recruitment, data collection, and program services and planning. They are also expected to participate in regional training twice per year in the local area provided by local regional ID&R coordinators and focusing primarily on ID&R. District migrant staff may participate in training provided during such events as the National Association of State Directors of Migrant Education (NASDME)

Conference, the National ID&R Forum, Idaho Federal Programs Conference and other applicable meetings and conferences.

Quality Controls for ID&R System

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

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

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

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

- Inaccuracy on COEs
- Not correcting errors on State forms

An efficient quality control process consists of training the recruiter, monitoring eligibility through peer reviews of ID&R activities, reviewing face validity of COEs, and validating child eligibility determinations. A final important piece is evaluating quality control results and using them to improve the ID&R process. The Payette School District MEP works closely with the Idaho Region 3 MEP coordinator to implement an ID&R plan with procedures to ensure the accuracy of eligibility information received from recruiters identifying and recruiting potential migrant students. The Certificate of Eligibility (COE) is the form the State uses to document MEP eligibility determinations. The Payette School District MEP:

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

Preventing errors that occur is a focus of professional development. Quality control also takes place through careful reviews of COEs by the recruiter, the regional ID&R coordinator, and state MEP personnel. At each of these levels, reviews for accuracy are undertaken which include verification of the completeness of the information, determination whether or not the instructions to the COE have been followed, and verification that the parent/guardian has signed the form, as has the interviewer. Once the recruiter has signed the COE he or she forwards it to the regional ID&R coordinator who verifies that the information is correct. Next the COE is forwarded to the Idaho State Department of Education, where it is reviewed by State MEP staff. If corrections or revisions need to be made, the COE is returned to the regional ID&R coordinator, who then reviews the errors with the migrant recruiter. Services cannot be provided to migrant students until final approval has been obtained. This review process is done in a timely manner.

III. PLANNING AND DELIVERING MEP SERVICES

Comprehensive Needs Assessment

Purpose for Conducting a Comprehensive Needs Assessment

A Migrant Education Program Comprehensive Needs Assessment (CNA) is required. The District addresses the special educational needs of migratory children in accordance with a comprehensive plan that:

- is integrated with other programs under ESSA and may be submitted as part of the consolidated application;
- provides that migratory children will have an opportunity to meet the same challenging State academic content standards that all children are expected to meet;
- specifies measurable program objectives and outcomes;
- encompasses the full range of services that are available for migrant children;
- represents joint planning among programs; and

Is periodically reviewed and revised, as necessary, to reflect changes in strategies and programs provided. The purpose of the CNA is to: 1) focus on ways to permit migrant children with priority for services to participate effectively in school; and 2) meet migrant student needs not addressed by services available from other Federal or non-Federal programs.

Some aspects of a needs assessment are conducted annually and use the most recent and relevant information available. The needs assessment serves as the blueprint for establishing priorities for our procedures and provides a basis for the District to allocate funds towards specific program outcomes. The CNA uses a systematic approach that involves key stakeholders including migrant parents and students as appropriate, educators and administrators of programs that serve migrant students, content area experts, and other individuals that are critical to ensuring commitment and follow-up.

How and When to Conduct a Local Needs Assessment

The needs assessment forms the basis of the comprehensive plan for service delivery which describes how gaps in the education and academic progress of migrant children will be addressed and how the services in the plan will be evaluated. It is the first step in planning and implementing the MEP. The MEP uses parent, student, and staff surveys and

focus group protocols for gathering data on perceived needs. We conduct individual needs assessments to:

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

Tools for conducting the needs assessment (surveys and focus group questions) are included in the Idaho LEA MEP Comprehensive Needs Assessment Toolkit. Identified needs indicated on surveys, through evaluation results, assessment results, and interviews with stakeholders (e.g. parents, MEP staff) are reviewed regularly to determine the nature and extent of changes. An annual program evaluation provides important data used to update the Comprehensive Needs Evaluation every year. A new CNA is conducted every 3 years including, parent, staff, and student surveys and focus groups. The following chart lists needs assessment forms and data that is collected during the CNA process.

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

The Payette School District makes decisions about how services are delivered by assigning PFS to those eligible migrant students who have been determined to have the greatest needs. As previously discussed, students are designated PFS based on a two-part process of educational interruption and failing or at-risk of failing.

Seven areas of concern for migrant students

What makes migrant students “migrant” is the eligibility determination certifying that they move from one country, place, or locality to another with migrant worker parents who move regularly in order to find temporary or seasonal work in agriculture or fishing.

Their mobile lifestyle characteristics pose substantial challenges to students' being successful in school among which are educational disruption, cultural adjustments, and discontinuity in curriculum, instruction, and assessment.

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

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

Service Delivery Plan (SDP)

Process Overview

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

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

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

- **Evaluation.** The plan must describe how the LEA will evaluate whether and to what extent the program is effective in relation to the performance objectives and measurable outcomes. [34 CFR 200.84 (a-b)].

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

- **Priority for Services.** You will give priority to migrant children who: (1) are failing, or are at greatest risk of failing, to meet the State's challenging academic content standards, and, 2) whose education has been disrupted during the regular school year.
- **Parent Involvement.** A description of the SEA's consultation with parents through the State PAC and whether the consultation was conducted in a format and language that parents understand.
- **Identification and Recruitment.** A description of the State's identification and recruitment plan.
- **Student Records.** A description of the State's plan for requesting and using migrant student records and transferring migrant student records to the schools and projects in which migrant students are enrolled.

MEP Service Delivery Plan

The MEP SDP was developed by a broad-based committee representing migrant programs and families across the community. It was designed to address the needs outlined in the State's comprehensive needs assessment.

School Readiness

- Migrant parents need to receive more information about the importance of developing and maintaining their language at home.
- Migrant parents need to have more access and opportunities to learn about school readiness strategies.
- Migrant parents need more access to community resources to meet their health needs.
- Migrant parents need more educational resources to support their children at home.

English/Language Arts Achievement

- The proficiency level of K-3 migrant students must increase to be comparable to that of their non-migrant peers.
- The percentage of students in grades 3-12 who score proficient in ELA will increase by 31%.
- Migrant students need targeted support to increase their participation.
- A higher percentage of migrant families need to have access to the resources needed to support ELA academic development in the home environment.

Mathematics Achievement

- The achievement gap between migrant students who score proficient or advanced on the ISAT and all student subgroups must decrease.
- Migrant parents need help with math knowledge and homework to be able to support their children.

High School Graduation

- The percentage of migrant students who graduate from high school must increase by 12%
- The percentage of migrant high school students who receive instructional services must increase by 63%
- Migrant students need more opportunities to form meaningful connections as they transition to a new school.
- The number of students receiving information about graduation requirements and school systems must increase.
- Migrant students need more access to health services.

Resources for the Four Objective Areas within the Service Delivery Plan

The Migrant education program is implemented in accordance with the State Service Delivery Plan and the provisions described in the previous section. The Payette School District operates supplemental school readiness and family literacy services as well as programs for school-aged children, out-of-school youth, and supportive services such as

School Readiness through Early Childhood (PreK)

Staff works with families of preschool children ages 3 to 5 to place migrant children in early childhood programs such as Head Start, Early Intervention, day care facilities, family literacy programs, or pre-K programs. School readiness learning programs may be provided in the home to parent and child. School readiness has been identified as one of the four main components.

The Payette MEP is committed to supporting early childhood education opportunities for migrant families. Helping young migrant children be ready for school is accomplished in a variety of ways within the district. It may also be delivered through coordination with service agencies whose mission is to provide high quality early childhood education, parenting, parent literacy, and/or parent and child interactive literacy.

English Language Arts & Mathematics

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

Supplementary instruction may include carrying out individualized literacy, English language development, or math concepts/problem solving activities in small groups or one-on-one during the regular school day, during the summer, or in before and after school programs.

High School Graduation

All migrant students in grades 9-12 are contacted by migrant personnel to discuss deficiencies in coursework toward graduation that are listed on the educational record. This meeting is to discuss the requirements and encourage high school aged youth to enroll in coursework to correct any deficiencies. Eligible out-of-school youth are served through resource coordination, dropout recovery, and graduation/career planning and services.

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

Tutoring and Instructional Services

- access to bilingual resources that are supplemental to those provided through the Title III program to help facilitate understanding of the content
- opportunity to recover lost credits.
- access to supplemental classes and additional support through individualized tutoring instruction that is supplemental to the general education, Title I-A, and other services provided.
- additional support for students who manifest academic difficulties or signs of falling behind in English development.
- academic support classes that provide instruction in becoming a successful student, self-advocate, and independent learner.
- access to a graduation specialist, to mentor students and help them negotiate secondary school areas such as credits, homework, self-advocacy, college and career planning. This person also closely monitors student progress toward graduation and communicates with parents frequently.

Services in the Accumulation of Credits for Graduation

- Help the student develop an ongoing relationship with school counselors
- Counselors create a graduation plan for appropriate class placement
- Provide personalized help with creating a 4-year educational plan
- Organize the master schedule based on what is best for migrant students; create the master schedule with special populations in mind first
- Enroll students in an alternative credit accumulation/credit recovery program
- Provide access to graduation specialists
- Provide access to alternative credit accumulation options

Inter- and Intrastate Agency Coordination

The Payette School District MEP ensures educational continuity between districts and states and provides both adult and peer support to help students navigate the new school and new schedule. For migrant students who have moved through many districts and programs, we conduct thorough assessments at intake to identify student needs and design their program accordingly and contact previous districts and programs for educational information.

The program also refers students to and assists with participation in community and school resources such as:

- English Language Development (ELD) Classes

- Alternative/Adult Options
- Native Language Content Classes
- Newcomer Centers

Access to Post Secondary Education and Funding Opportunities

The Payette School District MEP helps migrant students take advantage of opportunities available to prepare them for college or technical training past high school. We offer students the opportunity to earn college and technical competency credits in addition to Advanced Placement courses. Funding is available through the Fast Forward program funded by Idaho to pay for these classes. Help with planning for the future is also provided.

We work to design and implement supplemental educational services that prepare migrant students postsecondary education through university visits, counseling on postsecondary options, and paths to scholarships, particularly the CAMP scholarship when available. We collaborate with Payette High School and Payette Academy to provide postsecondary information to parents and to educate parents on college admissions, preparation and financing processes, so they can understand how to manage the transition from high school into college education for their children.

Serving Out-of-School Youth (OSY)

Historically, most migrant education program services have been provided to school-aged migrant students. Migrant-eligible OSY are youth who have left school before graduating or are working and need access to educational programs such as GED or ESL. Needed resources include vocational education counseling and programs that provide training in basic literacy, ESL (when needed), content area studies, community resources, etc. Below is a brief description of some existing programs for our OSY.

Adult Basic Education (ABE) is for those who have left school and need basic literacy, second-language training, and/or basic mathematical skills. Our liaisons work with OSY to enroll in programs that support these needs.

High School Equivalency Program (HEP) is a competitive award to agencies through the Office of Migrant Education to serve youth who are 16 years or age or older and not currently enrolled in school to obtain the equivalent of a high school diploma.

General Equivalency Diploma (GED) programs are for those who have the basic skills but lack a high school diploma.

Portable Assisted Study Sequence (PASS) programs are free for migrant students with units to be completed semi-independently or with the help of a tutor. Upon completion of a given course of study, high school credit is issued by the PASS sponsoring school. For more information, contact our Migrant Liaison at 208-642-3241.

Recruiting Out-of-School Youth

PSD MEP staff work to connect with youth where they are; going to those places where young people are most likely to be found, such as parks, recreation centers, shopping malls, health clinics, clubs, movie theatres, community-based and faith based organizations, day labor agencies, unemployment offices, emergency food programs and homeless.

We canvas homes door-to-door, stores, and community centers, particularly in neighborhoods where youth are most likely to be eligible for services. Staff utilize strategies such as walking through the neighborhood, engaging youth and others in conversation about the program, distribute brief, easy-to-read, colorful flyers or brochures.

Staff enter the community in small groups and use a “sector approach”, dividing the community geographically into areas and often combine with neighboring liaisons to visit these areas.

The MEP team works to schedule recruitment activities during evening and weekend hours to target those youths who may have been missed during the day.

We actively collaborate with partner agencies, community and faith-based organizations, local government and nongovernment entities, and schools to recruit the hardest-to-reach youth and actively involve community partners on the outreach and recruitment team.

Types of Student Services

MEP-funded support services include, but are not limited to, health, nutrition, counseling, and social services for migrant families; necessary educational supplies; and transportation. Payette School District hires a graduation specialist housed at Payette High School to provide educational support and assistance. Examples include:

Referred Services

Educational or education-related services provided by non-MEP programs or organizations that would not otherwise have been obtained by migrant children, but are obtained for migrant children through the efforts of MEP-funded staff. An example of this would be a referral to the Lion's Club for eyeglasses. Referred services often provide needed support at home so that the student can focus on his or her studies and may include referrals to food banks, faith-based organizations for clothing and household items, and agencies that provide services to struggling families. This must be a referral from a migrant staff member to a non-migrant funded service.

Support Services

Support services are those that are provided by migrant-funded school district staff, but are not instructional services. As such, they include a wide variety of services provided to students. What they all have in common is that they help students succeed in school.

- **Counseling Service** - Services to assist a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her skills, emotions, and aptitudes to educational and vocational opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfactory personal and social development. These activities are carried out between one or more counselors and one or more students as advisees, between students and students, and between counselors and other staff members. Services may also help the child address life problems or personal crises as a result of the migration culture.
- **Collaboration with the College Assistance Program for Migrants (CAMP)** - The CAMP program offers migrant students financial and academic assistance to attend a participating university. Students receive individual guidance and support from CAMP staff during their first year on campus.
- **Collaboration with local universities** - Local university admissions departments often have a minority recruiter who will organize and support university visits for migrant students.
- **Health Services** - PSE MEP provides health referrals and information to students and families through a number of health care partnerships.
- **School Supplies** - Students may be provided with a backpack with school supplies, the use of learning technology, and weather-appropriate clothing such as coats, gloves, etc. as needed.
- **Advocacy** - The Payette School District MEP provides a graduation specialist at Payette High School to work with migrant students, tracking students' progress

toward graduation by monitoring grades, attendance, and behavior. This person works as a student advocate with teachers and other staff, as well as providing clear lines of communication between parents and the school.

Instructional Services

Instructional services may include tutoring, classes at the secondary level, before or after school programs, summer school. What they have in common is that a migrant-funded staff member is providing instruction to a student or group of students. This person must be highly qualified (e.g., have the skills, education, and support to provide high-quality instruction).

Continuation of services

For migrant children who complete their eligibility during a school term, there are provisions for them to remain eligible for services through the end of the school term. A migrant child who is no longer eligible may continue to receive services for an additional school year, but only if comparable services are not available through other programs. High school students who are eligible for services in high school may continue to receive services through credit accumulation programs until graduation.

Priority of services

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

The determination of which migrant students receive priority for services is established through the SDP as part of the statewide activity in which Idaho sets its performance goals, targets, and benchmarks to ensure the adequate provision of services for migrant students.

Title I-C Section 1304(d) of ESEA defines Priority for Services (PFS) as follows: The statutory priority to FIRST serve children who fail, or are at greatest risk of failing, to meet the State's challenging academic content standards; and whose education has been disrupted during the regular school year.

Determination of priority for services is made annually in the Payette School District in the fall when students first return to school.

Parent Involvement

The Payette School District has established and regularly consults with our Parent Advisory Committee (PAC) in the planning and operation of regular year MEPs. Specifically, we establish a PAC with representation from eligible migrant parents.

The membership of the Migrant PAC is composed primarily of migrant parents or guardians of eligible migrant children. Members may be selected in the following ways: election, volunteering, nomination, and/or appointment. The PAC consists of no fewer than 5 members, whenever possible. The goals of the Payette School District Migrant PAC are to:

- Provide parents with the opportunity to voice their concerns in the planning, implementation, and evaluation of the MEP;
- Provide parents with the knowledge and skills necessary to be an effective advocate for their children; and
- Provide parents with the opportunity to provide support for school programs.

Migrant funds must be used to address MEP priorities determined through a CNA as discussed above. The Payette School District MEP has identified the following program priorities as explained in the previous section:

1. School Readiness
2. English/Language Arts Achievement
3. Mathematics Achievement
4. High School Graduation

The MEP provides the following activities using MEP funds (or other funds) to address the unique needs of migrant children:

- Identification and Recruitment
- Supplemental Instructional and Support Services
- Referrals to Social Services
- Professional Development
- Student Data Reporting
- Parent Involvement – through the PSD Migrant Parent Advisory Council (PAC)
- Program Administration
- Comprehensive Needs Assessment

- Consolidated Annual Federal and State Grant Application (CFSGA)
- Service Planning, Implementation, Monitoring, and Oversight
- Annual Program Evaluation

IV. FISCAL AND PROGRAM REQUIREMENTS

Use of Resources

In preparation of the annual budget, Payette School District MEP consults with members of the school MEP Parent Advisory Council for input on use of these funds. These resources are used to supplement regular instructional programs to enable migrant students to perform better in school and on State assessments.

Consideration is given to instructional programs, materials, and equipment that challenges student learners who may have difficulty learning in standard educational environments.

Funds may be used for additional personnel to support student learning, including student mentoring and advocacy, strengthening home and school relations, parent involvement activities, extended learning opportunities for students, professional development for staff working with migrant students and student transportation where none is available.

Annual Consolidated Federal and State Grant Application

Program Purpose

Migrant funds are used for programs that result in comprehensive, high-quality educational programs for migrant children to help reduce educational disruptions and other problems that result from repeated moves. The programs are designed to ensure that migrant children who move between states are not penalized in any way for differences between states in curriculum, graduation requirements, and student academic achievement standards.

The Payette School District Migrant Education Program is designed to help eligible migrant children overcome educational disruption, cultural and linguistic barriers, social isolation, various health-related problems, and other factors that inhibit students' ability to perform well in school, and to prepare them to make a successful transition to postsecondary education or employment.

Consultation with Migrant Parents

In the planning and operation of programs and projects Payette School District's MEP consults with migrant parent advisory councils (PACs) for school-year-long programs. This

is to ensure that our programs are carried out in a manner that provides the same parental involvement required under Title I-A and other federal programs, unless extraordinary circumstances make this provision impractical in a format and language understandable to parents.

Size, scope and quality requirements

The Payette School District Migrant Education Program ensures the following:

- Migrant students have access to the same basic educational services available to non-migrant students in the district
- MEP funds are used to provide supplemental services and do not supplant other funding sources
- MEP funds address the special educational needs, based on a needs assessment, of migrant students that result from the effects of their migratory lifestyle or that are necessary to enable migrant children to participate effectively in school
- Title I-C funded programs are of sufficient size, scope, and quality to help migrant students meet the challenging standards set by the state of Idaho for all children.

Use of Funds in Staffing

In recruiting personnel for Title I-C MEPs, strong consideration is given to selecting staff members who are qualified to serve the specific needs of Title I Part C students and families with respect to skills development and linguistic and cultural competence.

Push-In Programs

Title I-C staff may provide program services in classrooms with non-eligible students present and take into account these special considerations when this occurs:

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

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

Substituting

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

Special Education

The Payette School District MEP will not use Title I-C staff to maintain records, write IEPs, translate at meetings, or perform other duties related to students with disabilities under IDEA. These activities will be funded by the PSD through the resources available for those responsibilities, not by Title I Part C funds.

Supervisory Duties

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

Professional Development

PSD personnel paid with Title I-C funds may participate in general professional development and school planning activities; and assume limited duties that are assigned to similar personnel who are not so paid, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such

duties is the same proportion of total work time as prevails with respect to similar personnel at the same.

V. PROGRAM MONITORING

Guidance on Monitoring

The Payette School District will routinely monitor the MEP as a support for the MEP in Federal and State Program Monitoring. The district will review compliance with applicable Federal laws and regulation, and with the approved State and District plan. The District will identify exemplary projects and review any potential need for technical assistance.

VI. PROGRAM COORDINATION

Interstate, Intrastate, and Interagency Coordination

Inter-and intrastate coordination refers to planning and carrying out programs and projects in coordination^[OBJ:OBJ] for children who migrate from one State or school district to another, including but not limited to, the transfer of student records; and grants or contracts provided to improve coordination^[OBJ].

Coordination activities in which the Payette School District participates include the Annual MEP Directors' Meetings sponsored by the Office of Migrant Education and when applicable the National Association of State Directors of Migrant Education (NASDME). The PSD MEP is active in the inter- and intra-state transfer of migrant records through the Migrant Student Information System and the Migrant Student Information System (MSIX). Interstate and intrastate coordination between and among local between and among local education agencies and State agencies: Notifying "receiving" school districts about migrant families who have moved to those locations; Promoting the exchange of student educational records using the secure site (SFTP); Developing academic credit accrual and academic credit exchange programs; Collaborating in the development of project curriculum; Exchanging teachers and teaching materials; Exchanging information on health screenings and health problems that interrupt a student's education; and Meeting with other programs to discuss issues related to the MEP.

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

In providing services, the Payette School District plans jointly with all Federal programs departments and integrates MEP with services provided by other programs. We ensure that eligible migrant children and formerly migrant children are selected to receive Title I-[OBJ] on the same basis as other eligible children.

MEP funds are supplemental to all other local, State, and Federal funds; therefore, coordination with other programs is essential in our work to operate an efficient Title I-C program. An example of an active partner in Payette is the Migrant and Seasonal Head Start Program. Migrant preschool students receive valuable services. This helps students transition from preschool into our schools and can help parents with the transition too.

The HEP program assists migratory and seasonal farmworkers (or children of such workers) who are 16 years of age or older and not currently enrolled in school to obtain the equivalent of a high school diploma and, subsequently, to gain employment or begin postsecondary education or training. Idaho's HEP projects are operated by Boise State University and Community Council of Idaho. The CAMP program assists students who are migratory or seasonal farmworkers (or children of such workers) enrolled in their first year of undergraduate studies at an institute of higher education (IHE). Idaho's CAMP projects are housed at Boise State University, at the University of Idaho, and Lewis Clark State College.

VI. PROGRAM EVALUATION

The evaluation of the Payette School District MEP is completed annually. The evaluation collects information systematically to improve the program and to help the program to make decisions about improvements and success. The evaluation provides both implementation and outcome data to determine the extent to which the measurable outcomes for the MEP in school readiness/family literacy, proficiency in reading/Language Arts/ESL, proficiency in mathematics, and graduation from high school/alternative diploma have been implemented and achieved.

Evaluation questions answered by implementation data include the examples below.

- Were projects implemented as described in the approved MEP plan?
 - If yes, what worked and why?
 - If not, what didn't work and why not?
- What challenges were encountered in the implementation of the MEP?

- What was done to overcome these challenges?
- What adjustments could be made by the MEP to improve instruction, professional development, and the involvement of parents of migrant students?
- To what extent were the procedures used for identification and recruitment of eligible migrant students found to yield reliable results?
- To what extent were staff serving migrant students better prepared to help them close the achievement gap?
- To what extent did parents of migrant students report being involved in their English /language arts/ESL, and math?
- How many students achieved a high school graduation/alternative diploma?
- To what extent did parents of young migrant children report being able to help their children prepare for school?
- To what extent did teachers of pre-kindergarten aged migrant children and migrant children participating in junior kindergarten report that children are ready for school as a result of participation in the MEP?

Evaluation questions answered by outcome data include the examples below.

- To what extent did migrant students demonstrate proficiency on the ISAT in reading and mathematics?
- To what extent did migrant students who are English learners attain proficiency on the ACCESS for English Learners 2.0?
- To what extent did 3-4 year-old PK migrant children who participated in a pre-kindergarten/early childhood education programs attain proficiency on the State IRI when they started kindergarten?
- To what extent did the graduation rate for migrant students increase?

Data Collection and Tracking Tools

Data on migrant students and services are collected regularly and sources include: migrant parents; recruiters; MEP coordinators, administrators, educators; and other staff as appropriate. Surveys, focus groups, structured interviews, and records reviews are collected.

For program improvement purposes and in accordance with the evaluation requirements, evaluation data and demographic information are collected, compiled, analyzed, and summarized to help determine the degree to which the MEP is on target to reach the stated performance targets and is effective based on the chosen MPOs. Specifically, data will be collected to assess student outcomes, monitor student progress, and evaluate the effectiveness of the MEP.

Electronic Record Keeping

The MEP relies on sources of information and vehicles for the storage and retrieval of data and the generation of MEP reports. The MEP coordinator and administrative staff is responsible for collecting parent and staff surveys, student achievement and other outcome data, and implementation data such as parent training agendas and survey results. In addition to data on student achievement that is available on the Assessment website the MEP utilizes two key sources of information: 1) MSIS and 2) the Migrant Student Information Exchange System (MSIX).

Migrant Student Information System (MSIS)

The Idaho Migrant Student Information System (MSIS) is a computerized database system that stores, maintains and transfers educational and health information for migrant students. The database has the capability of providing migrant students transfer documents, state and school district monthly and yearly reports, as well as data for the federal performance report. The MSIS assists educators by providing continuity in educational and health reporting and record keeping. Utilizing the MSIS online capabilities, educators have immediate access to student academic and health information.

MSIS also provides a number of reports used to provide information to migrant and regular school staff. Summary reports aggregate data to give total numbers of students and student assessment scores by grade. The discrepancy report (also in summary reports) shows students enrolled in a district, but not yet identified by the current district. This report is very valuable for recruiting. The student detail Reports all export to Excel and allow the district great flexibility in manipulating data. The worksheets are designed as tools to help districts make determinations for Priority for Services, Continuation of Services, and for randomly selecting students for re-interviewing.

How to gain access to MSIS

New migrant liaisons or coordinators will:

- Ask the district technology director to get the new person put into the appropriate role in IDCI. (This MUST be done first.) This is how you get emails from the SDE.
- Each person requesting to access an Idaho web application is required to register his or her district email address with the State Department of Education (SDE).
- Visit the ISEE Portal (<http://sde.idaho.gov/techservices/isee/index.html>), select "Other" as your organization, then click on the "Register" hyperlink.

- Follow the on screen instructions to register using your school email address as your username. After submitting, you will then receive an email at the address you entered and it will instruct you to click on a link in the delivered email to finalize the registration process.
- Ask the district technology director/ISEE coordinator to give you access to MSIS in the ISEE Portal Admin Tool.

The Migrant Student Information Exchange (MSIX)

MSIX is the technology-based system that allows States to share educational and health information on migrant children who travel from State to State and have student records in multiple States' information systems. MSIX works in concert with MSIS to manage migrant data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migrant children nationwide. OME has developed the user and system requirements to implement the records transfer system and is responsible for overall system administration, maintenance and monitoring.

Liaisons in all states are able to send a targeted notification when a migrant student is moving to a different State or a different region in their own state. In Idaho, liaisons place the notification with the name of the district the student is moving to. Regional ID&R coordinators receive notifications for their region and communicate with districts when notifications are received. Idaho districts commit to providing these notifications as part of the Consolidated Federal and State Grant Application.

Using MSIX can provide valuable information for identification and recruitment as well as information used for placing students appropriately, especially into secondary school courses that meet graduation requirements, and in identifying Priority for Services based on other state's test scores. It is possible to analyze student data by logging into MSIX and searching for a student by name or by Idaho unique identification number (EDUID). Be sure to double check the student's date of birth and parent names when reviewing a student's information. This is a large national database and many students may have names that are repeated more than once.

How to gain access to MSIX

To request access to MSIX, please:

- Download the MSIX User Access Guide and Application and complete the User Access Application (Applicant-page 13).
- Submit your application to your supervisor to complete the application (Verifying Authority-page 14).

- He or she will review the application and confirm your identity and need of an account.
- Forward the form (pages 13 & 14) to the Idaho Migrant Education Coordination (email or US Mail).
- Once the form is received and approved, a new account will be created and you will receive an email with information on how to log in for the first time.

Note: MSIX passwords require frequent changing. If you miss an update, your account will be locked. Please email your regional ID&R coordinator or the Idaho MEP coordinator for a “no shame” password reset.