



Migrant Education Program

Service Delivery Plan Update

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July 15, 2014

Acknowledgements

The Kansas State Department of Education wishes to thank the following individuals who, as members of the Service Delivery Plan Committee, gave time, effort, knowledge, and expertise toward the accomplishment of this Service Delivery Plan.

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Abbreviations and Acronyms

AIMSWEB	A Test of Early Literacy
AMO	Annual Measurable Objective
API	Assessment Performance Index
CAMP	College Assistance Migrant Program
CIG	Consortium Incentive Grant
CETE	Center for Educational Testing and Evaluation
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Comprehensive State Performance Report
DIBELS	Dynamic Indicators of Basic Early Learning Skills
DRA	Developmental Reading Assessment
ECE	Early Childhood Education
EDEN	Education Data Exchange Network
EL or ELL	English Learner (Also, English Language Learner)
ESL	English as a Second Language
ERDA	Early Reading Diagnostic Assessments
ESEA	Elementary and Secondary Education Act
FII	Fidelity of Implementation Index
FSCC	Fort Scott Community College
FTE	Full-Time Equivalent
GED	General Education Development (H.S. Equivalent Certificate)
HEP	High School Equivalency Program
HHLA	Harvest of Hope Leadership Academy
H.S.	High School
ID&R	Identification and Recruitment
IMC	Illinois Migrant Council
IMEC	Interstate Migrant Education Council
InET	Innovative Education Technologies (MEP Consortium Incentive Grant)
IPT	Idea Proficiency Test
KAP	Kansas Assessment Program
KCCRS	Kansas College and Career Ready Standards
KELPA	Kansas English Language Proficiency Assessment
KIDS	Kansas Individual Data on Student
KPIRC	Kansas Parent Information Resource Center
KS	Kansas
KSDE	Kansas State Department of Education
LAS	Language Assessment Scales
LCP	Local Consolidated Application
LEA	Local Education Agency
LOA	Local Operating Agency
LPTS	Language Proficiency Test Series
MEP	Migrant Education Program
MPAC	Migrant Parent Advisory Council
MSIX	Migrant Student Information Exchange
MTSS	Kansas Multi-Tiered System of Support
NAC	Needs Assessment Committee
NASDME	National Association of State Directors of Migrant Education
NCLB	No Child Left Behind Act of 2001

Abbreviations and Acronyms (Continued)

NPC	National PASS Center
NRT	Norm-Referenced Tests
OME	Office of Migrant Education
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PALS	Phonological Awareness Literacy Screening
PASS	Portable Assisted Study Sequence
PAT	Parents as Teachers
PD	Professional Development
PPVT	Peabody Picture Vocabulary Test
PFS	Priority for Services
PSS	Program Services Specialist
Pre-K	Pre-Kindergarten
QAD	Qualifying Arrival Date
QC	Quality Control
SDP	Service Delivery Plan
SEA	State Education Agency
SOSOSY	Strategies, Opportunities, and Services to Out-of-School Youth Consortium
SRC	Secondary Resource Center (Located in Eudora, KS)
TA	Technical Assistance
TASN	Technical Assistance System Network
TMIP	Texas Migrant Interstate Project
USD	Unified School District
WIA	Workforce Investment Act
WIC	Women, Infants, and Children (A Supplemental Federal Program)

Part 1: Introduction

Congressional Mandate for Service Delivery Planning

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

- Is integrated with other Federal programs, particularly those authorized by the Elementary and Secondary Education Act (ESEA);
- Provides migrant children an opportunity to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;
- Specifies measurable program goals and outcomes;
- Encompasses the full range of services that are available to migrant children from appropriate local, State, and Federal educational programs;
- Is the product of joint planning among administrators of local, State, and Federal programs, including Title I, Part A, early childhood programs, and language instruction education programs under Part A or B of Title III; and
- Provides for the integration of services available under Part C with services provided by such other programs.

Section 200.83(b) of the regulations requires the SEA to develop its comprehensive State Service Delivery Plan (SDP) in consultation with the State Migrant Education Parent Advisory Council or, for SEAs that do not operate programs of one school year in duration, with the parents of migrant children in a format and language that the parents understand.

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

1. *Performance Targets.* The plan must specify the performance targets that the State has adopted for all migrant children for: reading; mathematics; high school graduation/the number of school dropouts; school readiness if adopted by the SEA; and any other performance target that the State has identified for migrant children. (34 CFR 200.83(a)(1).)
2. *Needs Assessment.* The plan must include identification and an assessment of: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle; and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(2).)

3. *Measurable Program Outcomes.* The plan must include the measurable outcomes that the Migrant Education Program (MEP) will produce statewide through specific educational or educationally-related services. (Section 1306(a)(1)(D) of the statute.) Measurable outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the comprehensive needs assessment. The measurable outcomes should also help achieve the State's performance targets.
4. *Service Delivery.* The plan must describe the SEA's strategies for achieving the performance targets and measurable objectives described above. The State's service delivery strategy must address: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle, and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(3).)
5. *Evaluation.* The plan must describe how the State will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes. (34 CFR 200.83(a)(4).)

Other information that Kansas addresses in the SDP includes the policies and procedures it will implement to address other administrative activities and program functions, such as:

- *Priority for Services.* A description of how, on a statewide basis, the State will give priority to migrant children who: (1) are failing, or most at risk of failing, to meet the state's challenging academic content and student achievement standards, and 2) whose education has been interrupted during the regular school year.
- *Parent Involvement.* A description of the SEA's consultation with in a format and language that the parents understand.
- *Identification and Recruitment.* A description of the State's plan for identification and recruitment activities and its quality control procedures.
- *Student Records.* A description of the State's plan for requesting and using migrant student records and transferring migrant student records to schools and projects in which migrant students enroll.
- *Secondary Project.* A description of statewide secondary services which include inter- and intra-state collaboration for credit accrual, technical assistance to local operating agencies, secondary course development, consortium incentive grant coordination, and Harvest of Hope Leadership Academy.
- *Quality Control.* A comprehensive description of Kansas' quality control procedures is available on file at the SEA.

In compliance with the guidance provided by the Office of Migrant Education (OME), Kansas will update the comprehensive State SDP whenever it: 1) updates the statewide CNA; 2) changes

the performance targets and/or measurable outcomes; 3) significantly changes the services that the MEP will provide statewide; or 4) significantly changes the evaluation design.

Developers of the Kansas MEP Service Delivery Plan Update

The Kansas MEP Service Delivery Plan resulted from a systematic process that involved a broad-based representation of stakeholders whose experience lent authenticity and whose expertise directed the strategies that are presented in this report.

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

Description of the Planning Process

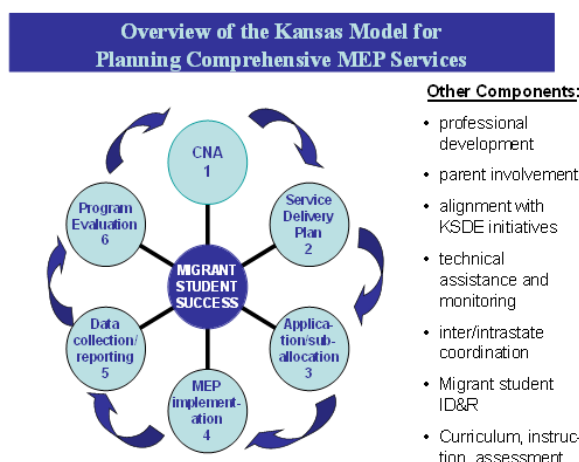
The Kansas CNA Committee was led through the service delivery planning process by a consultant using the *Migrant Education Service Delivery Plan Toolkit: A Tool for State Migrant Directors* (2012). The Committee reviewed the work completed by the members of the CNA Committee during the CNA update process completed during 2012 and 2013.

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

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

Purpose of the SDP Update

The Continuous Improvement Process as shown in the graphic on the previous page was designed to help ensure that students participating in the Kansas MEP benefit from a planning process that involves multiple stake holders from across the State. The comprehensive SDP should be updated when the State education agency (SEA) 1) updates the comprehensive statewide needs assessment; 2) changes the performance targets and/or measurable outcomes; 3) significantly changes the



services that the MEP will provide statewide; or 4) significantly changes the evaluation design. Also, the guidance provided is that given these various changes, the SDP should be updated about every three years.

Overview of the SDP Update

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

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

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

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

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

The *Appendices* are found at the end of the report and include: (A) Priority for Services Form and Directions; (B) Kansas MEP Monitoring Tool; (C) Order of Operations for the COE Approval Process; (D) Special Projects Sub-Granted by the Kansas MEP; and (E) Kansas MEP Evaluation of the Fidelity of Implementation Index.

Part 2: Building on the Comprehensive Needs Assessment

The CNA Process in Kansas

During the 2012-13 school year, the Kansas Needs Assessment Committee (NAC) worked through the process outlined in the *Migrant Education Comprehensive Needs Assessment Toolkit: A Tool for State Migrant Directors* (2012). An experienced consultant helped the NAC through the process following OME's Three-Phase Model that consists of *Phase I: What is a Comprehensive Needs Assessment?*; *Phase II: Gathering and Analyzing Data*; and *Phase III: Decision Making*. The graphic below shows the planning process.

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

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

At the final meeting of the CNA Committee, the direction to ensure continuity with the planning process for the SDP was determined. This CNA process resulted in the development of the Kansas Migrant Education Program CNA report which is on file at the KSDE.

Using CNA results to Inform the Service Delivery Planning Process

The Kansas Migrant Education Program CNA results provided clear directions allowing the State to move ahead with planning services to be delivered to migrant children and youth. A Service Delivery Plan (SDP) committee was formed by the State with representatives from various regions of the State serving migrant students (e.g., large and small schools, school districts, regional service centers). In addition, migrant parent representatives attended as well as individuals with content expertise in reading, mathematics, graduation/dropout prevention, out-of-school youth (OSY), early childhood, professional development, ID&R, and parent involvement.

Section 3 of this report contains a chart of the CNA and SDP decisions made through the CNA process and in accordance with the State Goals. The areas of greatest need were identified as reading and mathematics, school readiness, and high school graduation/services to out-of-school youth.

Aligning CNA Results to State Systems and Resources

The KSDE has a number of initiatives in place for which MEP services have been aligned. Kansas will put the majority of its resources into supplementing existing services and resources in reading and mathematics, as well as high school graduation and services to OSY. In addition, the State will provide school readiness services and coordinate the delivery of school readiness services with other agencies and service providers.

State systems and resources that the Kansas MEP has considered in the alignment of its CNA results and the development of its SDP are listed below, including:

- COE Approval Team Office (Fort Scott);
- High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) Programs in Kansas;
- Kansas Coordinated School Health and the Kansas Department of Health and Environment's Statewide Farmworker Health Program; Healthy Kansas Schools;
- Kansas institutions of higher education offering professional development partnerships;
- Kansas K-12 reports for accountability by district, school, county, State including KIDS—Kansas Individual Data on Students found at www.ksde.org;
- Kansas MEP resource website at www.ksmigrant.org;
- Kansas Migrant and Seasonal Farmworker Program;
- Kansas Migrant Family Literacy programs;
- Kansas Multi-Tiered System of Supports (MTSS);
- Kansas Parent Information Resource Center (KPIRC);
- Kansas Preschool Program;
- KSDE regulatory and non-regulatory guidance found at www.ksde.org;
- Kansas State Department of Education MEP Office (Topeka);
- Kansas Statewide Parent Advisory Council, Kansas Parents as Teachers network, MPAC;
- Kansas Technical Assistance Network (TASN) at www.ksdetasn.org;
- Mid-Continent Comprehensive Center;
- Reading/Math Jump Start www.ksde.org/Portals/0/Reading%20Math%20Jump%20Start.pdf
- State-mandated reading and mathematics standards and assessments as described in the 2012 Kansas ESEA Flexibility Waiver; and
- Title I-A (Basic Program), Title I-D (Homeless Program) Title II-D, Title III, Title V.

Part 3: General Framework: Plan Alignment

Performance Targets

The performance targets for migrant students work in concert with the priorities and goals established by the State of Kansas as part of its ESEA Flexibility Waiver Request approved by the U.S. Department of Education in 2012. As such, migrant students are part of all students for which the State describes at: <http://www.ksde.org>.

The **Performance Targets** are the expectations for all students in Kansas expressed as Annual Measurable Objectives (AMOs) for the broad goals of 1) college and career-ready expectations, 2) State-developed differentiated recognition, accountability, and support; and 3) supporting effective instruction and leadership.

The Assessment Performance Index (API), Kansas' accountability system, awards successively higher points each time a student moves into a higher proficiency level. The API is described in detail within the Kansas Flexibility Waiver at: [http://www.ksde.org/Agency/DivisionofLearningServices/EarlyChildhoodSpecialEducationandTitleServices/TitleServices/ESEAFlexibility\(Waiver\)Request.aspx](http://www.ksde.org/Agency/DivisionofLearningServices/EarlyChildhoodSpecialEducationandTitleServices/TitleServices/ESEAFlexibility(Waiver)Request.aspx). The Performance Targets are based on the Kansas College and Career Ready Standards (KCCRS) in reading and math as described in the Kansas ESEA Flexibility waiver.

Needs Assessment

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

Grades 3-8: The Kansas Reading and Math Assessments are administered to students in grades 3-8. The data from the most recent Comprehensive State Performance Report (CSPR) show that the percent of migrant students scoring proficient or above in reading was less (by 16%) than for all students. Differences by grade ranged from 14% to 17%.

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

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

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

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

Goal Area 1: School Readiness			
<i>1.1 We are concerned that, as a result of migrancy, migrant children from 3-5 years old are not prepared for school.</i>			
Data Sources	Need Indicator	Need Statement	Solution Strategies
CNA Committee members/expert informants	During interviews and focus groups with Pre-K staff and parents of PK-aged migrant children, school readiness was raised as a concern.	The percent of school readiness skills mastered by migrant preschool students' needs to increase.	1a) Increase awareness of (and referrals to) available preschool programs by coordinating with existing programs, distributing information about programs, and advocating enrollment for migrant families. 1b) Provide supplemental school readiness instruction to preschool students when no other program is available to provide these services.
<i>1.2 We are concerned that, as a result of migrancy, migrant parents lack access to strategies and/or training regarding evidenced-based early literacy strategies for the home.</i>			
Data Sources	Need Indicator	Need Statement	Solution Strategies
Parent Survey	Parents of migrant preschoolers report that they lack skills for helping their children with reading at home.	The percent of parents who indicate knowledge of strategies for developing early literacy skills in the home needs to increase.	1c) Provide parent education events, family literacy events, free book distributions, and provide parents with literature/educational materials and strategies.
Goal Area 2: Reading and Math Achievement			
<i>2.1 We are concerned that, as a result of migrancy, fewer migrant students score proficient or above on the Kansas Reading Assessment than non-migrant students.</i>			
Data Sources	Need Indicator	Need Statement	Solution Strategies
2011-12 Kansas Reading Assessment	In 2011-12, 71% of migrant students (grades 3-8) scored proficient or above in reading compared to 87% of all students (a deficit of 16%).	The percent of migrant students (grades 3-8) scoring proficient or above in reading needs to increase by 16%.	2a) Provide supplemental needs-based reading instruction that is aligned with district/State reading curricula. 2b) Provide research-based academic interventions in reading/language arts with appropriate progress monitoring and instructional adjustments for migrant students below proficient in math during the school day, extended day programs, and the summer.
<i>2.2 We are concerned that, as a result of migrancy, fewer migrant students score proficient or above on the Kansas Math Assessment than non-migrant students.</i>			
Data Sources	Need Indicator	Need Statement	Solution Strategies
2011-12 Kansas Math	In 2011-12, 72% of migrant students	The percent of migrant students	2c) Provide supplemental needs-based math instruction that is aligned with

Assessment	(grades 3-8) scored proficient or above in math compared to 85% of all students (a deficit of 13%).	(grades 3-8) scoring proficient or above in math needs to increase by 13%.	district/State math curricula. 2d) Provide research-based academic interventions with appropriate progress monitoring and instructional adjustments for migrant students below proficient in math during the school day, extended day programs, and summer.
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2.3 We are concerned that, as a result of migrancy, migrant students do not have adequate English language skills to be successful in preschool and school.

Data Sources	Need Indicator	Need Statement	Solution Strategies
2011-12 KELPA (Kansas English Language Proficiency Assessment) results	Migrant student data has not been disaggregated; but over 50% of English learners, many of whom are migrant, do not score proficient.	The percent of migrant English learners scoring proficient on the KELPA needs to increase.	2e) Provide supplemental needs-based English language instruction to migrant students when no other program is available to provide these services.

2.4 We are concerned that, as a result of migrancy, migrant parents do not have access to strategies and/or training to provide an academically supportive environment and help migrant students with reading and math homework.

Data Sources	Need Indicator	Need Statement	Solution Strategies
Parent Survey (2012) Staff Survey (2012)	Parents report wanting training on strategies to help with rdg/math homework. Staff felt parents needed training on reading/math strategies in the home.	The percent of parents with knowledge of strategies for helping their child with reading and math homework needs to increase.	2f) Provide events and activities that focus on helping parents develop skills to provide reading and math homework support.

Goal Area 3: Graduation and Services to OSY

3.1 We are concerned that, as a result of migrancy, migrant students are not accruing adequate credits to graduate on time.

Data Sources	Need Indicator	Need Statement	Solution Strategies
Local school district reports listed on State website	About 25% of migrant H.S. students are credit deficient.	The number of migrant students that are credit deficient needs to decrease.	3a) Offer supplemental credit accrual options leading to graduation. 3b) Provide supplemental materials to migrant homes.

3.2 We are concerned that, as a result of migrancy, migrant secondary students are dropping out of school at an increasing rate.

Data Sources	Need Indicator	Need Statement	Solution Strategies
2010-11 & 2011-12 CSPR	More migrant students dropped out of H.S. in 2011-12 than in 2010-11 (105 vs 83 students) – an increase of 21%.	The number of migrant students dropping-out of high school needs to decrease.	3c) Provide innovative, supplemental instruction to secondary students to keep them engaged in school. 3d) Provide individualized support throughout high school.

3.3 We are concerned that, as a result of migrancy, migrant secondary students do not have the reading skills to score proficient or above on the Kansas Reading Assessment.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
2011-12 Kansas Reading Assessment	42% of migrant secondary students scored proficient or above in reading compared to 88% of all students (a deficit of 46%).	The percent of migrant students scoring proficient or above in reading needs to increase by 46%.	3e) Provide supplemental test preparation in reading. 3f) Provide supplemental tutoring and instruction to increase proficiency in reading.
3.4 We are concerned that, as a result of migrancy, migrant secondary students do not have the reading skills to score proficient or above on the Kansas Math Assessment.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
2011-12 Kansas Math Assessment	50% of migrant secondary students scored proficient or above in math compared to 83% of non-migrant students (a deficit of 33%).	The percent of migrant students scoring proficient or above in math needs to increase by 33%.	3g) Provide supplemental test preparation in math. 3h) Provide supplemental tutoring and instruction to increase proficiency in math.
3.5 We are concerned that, as a result of migrancy, only a small percentage of migrant OSY that are served are engaged in activities that lead to school re-engagement, GED prep, or other educational offerings (i.e., reading/math instruction).			
Data Sources	Need Indicator	Need Statement	Solution Strategies
2011-12 CSPR	A total of 2,908 OSY were eligible to receive services in 2011-12, however, only 3 OSY (<1%) received instructional services during the program year.	The number of migrant OSY engaged in activities that lead to school re-engagement, GED prep, or other educational offerings will increase.	3i) Provide educational opportunities and postsecondary, workforce, and career readiness development 3j) Provide referrals to community agencies and social services as needed.
3.6 We are concerned that, as a result of migrancy, migrant parents are not well informed about the criteria for high school graduation and postsecondary opportunities.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
Parent focus groups	Parents report that they lack information about the criteria for high school graduation and information about postsecondary opportunities.	The number of parents reporting awareness of the criteria for high school graduation and post-secondary opportunities needs to increase.	3k) Provide resources, materials, and training for parents on the criteria needed for high school graduation and postsecondary opportunities.

Service Delivery Strategies, Measurable Program Outcomes, and Resources

The Service Delivery Strategies identified by the SDP Committee are aligned with the needs of migrant children and youth as identified by the Needs Assessment Committee. The chart on the pages that follow shows the alignment between migrant student needs, program implementation strategies, MPOs, and resources needed for each of the goal areas of school readiness, reading and math, and high school graduation/services to out-of-school youth. How progress toward meeting the MPOs is measured along with the extent to which the strategies are implemented is discussed in Part 9 of the report, *Evaluation*.

The 2012 Kansas ESEA Flexibility Waiver has set an overall Annual Measurable Outcome (AMO) for graduation at 80%. A graduation AMO can also be met by achieving a 3% improvement if the prior year rate was greater than or equal to 50% but less than 80%, or by achieving a 5% improvement if the prior year rate was less than 50%. The AMO can be met by either the four- or five-year rate calculation. In reading and mathematics achievement, the AMO for students is to reduce the percentage of non-proficient students by half in annual increments spanning six years.

CNA and SDP Strategic Planning Chart - Kansas MEP

1.0 – SCHOOL READINESS

NEED/CONCERN: We are concerned that, as a result of migrancy, migrant children ages 3-5 are not prepared for school.				
Solution identified in the CNA	Performance Target	Strategy	MEP Measurable Program Outcome	Resources Needed
<p>1a) Increase awareness of (and referrals to) available preschool programs by coordinating with existing programs, distributing information about programs, and advocating enrollment for migrant families.</p> <p>1b) Provide supplemental school readiness instruction to preschool students when no other program is available to provide these services.</p> <p>1c) Provide parent education events, family literacy events, free book distributions, and provide parents with literature/ educational materials and strategies.</p>	<p>Students enrolled in preschool programs will be prepared to enter kindergarten.</p>	<p>1.1 Provide supplemental school readiness instruction during the regular year and summer programs to migrant 4-year old children that are not yet in school.</p>	<p>1a) By the end of the 2014-15 school year and each year thereafter, 70% of 4 year old preschool students that have attended a migrant-funded family literacy or preschool program for at least one school year will score kindergarten ready on an appropriate assessment.</p>	<ul style="list-style-type: none"> • Home visits • KPIRC materials • Home visits curricula • Migrant/ESL state conference with expert speakers and staff PD • Assessments (e.g., PPVT, DIBELS) • Parent needs and perceived outcomes surveys • Lists of resources and vendor for ECE curriculum • Transportation and child care for migrant parents to participate in training and Title I meetings • Resource guides with community agency and organization contact information • Coordination time with the Health Department, Parents as Teachers (PAT) • MPAC meeting supplies, child care, refreshments, transportation, presenters, materials • Staff PD (e.g., NASDME conf., liaison training, KSDE PD meetings) • TASN • KS MEP Service Centers
		<p>1.2 Coordinate with existing community programs and social services agencies addressing the needs of migrant children from birth to school age.</p>		
		<p>1.3 Distribute information to migrant families about early childhood school readiness programs available to enroll migrant infants and toddlers as well as 3-4 year old migrant children, as appropriate.</p>		
		<p>1.4 Provide parent education events, family literacy events, book distributions, literature/ educational materials, and strategies for parents to promote school readiness for their children.</p>	<p>1b) By the end of the 2014-15 school year and each year thereafter, 80% of migrant parents surveyed who attend at least two migrant-funded parent involvement events will assign a rating of 4 or 5 (on a 5-point scale) indicating that the events helped them learn ways to help their children become ready for school.</p>	
		<p>1.5 Provide access to pre-school services for a greater number of migrant students.</p>		

2.0 – PROFICIENCY IN READING AND MATHEMATICS

NEED/CONCERN: We are concerned that, as a result of migrancy and mobility, fewer migrant students* score proficient or above on the Kansas Reading Assessment and Kansas Math Assessment than non-migrant students.

Solution identified in the CNA	Perf. Target	Strategy	MEP Measurable Program Outcome	Resources Needed
<p>2a) Provide supplemental needs-based reading instruction that is aligned with district/State reading curricula.</p> <p>2b) Provide research-based academic interventions in reading/language arts with appropriate progress monitoring and instructional adjustments for migrant students below proficient in math during the school day, extended day programs, and the summer.</p> <p>2c) Provide supplemental needs-based math instruction that is aligned with district/State math curricula.</p> <p>2d) Provide research-based academic interventions with appropriate progress monitoring and instructional adjustments for migrant students below proficient in math during the school day, extended day programs, and summer.</p> <p>2e) Provide supplemental needs-based English language instruction to migrant students when no other program is available to provide these services.</p> <p>2f) Provide events and activities that focus on helping parents develop skills to provide reading and math homework support.</p>	<p>Proficiency on a district/state approved assessment of reading will increase.</p> <p>Proficiency on a district/state approved assessment of math will increase.</p>	<p>2.1 Provide supplemental needs-based, research-based reading instruction with appropriate progress monitoring and instructional adjustments for migrant students during the regular term and summer term.</p> <p>2.2 Provide supplemental needs-based, research-based mathematics instruction with appropriate progress monitoring and instructional adjustments for migrant students during the regular term and summer term.</p> <p>2.3 Provide supplemental needs-based, research-based English language instruction with appropriate progress monitoring and instructional adjustments for migrant students during the regular term and summer term.</p> <p>2.4 Provide academic and support services to non-project areas through the NW KS and SW KS statewide service centers.</p>	<p>2a) By the end of the 2014-15 year and each year thereafter, the percentage gap between migrant* and non-migrant elementary/middle school-aged students meeting state standards on the district/state approved reading assessment will decrease by 2%.</p> <p>2b) By the end of the 2014-15 year and each year there-after, 75% of migrant students* participating in a migrant-funded summer program for at least 3 weeks will demonstrate a 5% gain on a local assessment in reading administered at the beginning and end of the summer program.</p> <p>2c) By the end of the 2014-15 year and each year thereafter, the percentage gap between migrant* and non-migrant elementary/middle school-aged students meeting state standards on the district/state approved math assessment will decrease by 2%.</p> <p>2d) By the end of the 2014-15 year and each year thereafter, 75% of migrant students* participating in a migrant-funded summer program for at least 3 weeks will demonstrate a 5% gain on a local assessment in math administered at the beginning and end of the summer program.</p> <p>2e) By the end of the 2014-15 school year and each year thereafter, 35% of migrant students* who enter 11th grade will have received full credit for Algebra or another high math course.</p> <p>2f) By the end of the 2014-15 year and each year thereafter, the percentage gap between migrant* and non-migrant students meeting state standards on the district/state approved English language proficiency assessment will decrease by 2%.</p> <p>2g) By the end of the 2014-15 school year and each year thereafter, there will be a quality implementation rating of 4 or 5 (on a five-point Fidelity of Implementation Index scale) for 90% of the academic and support services offered to migrant students in non-project areas.</p> <p>2h) By the end of the 2014-15 school year and each year thereafter, there will be a 2% decrease in non-proficient migrant students* on the State-approved reading assessment.</p> <p>2i) By the end of the 2014-15 school year and each year thereafter, there will be a 2% decrease in non-proficient migrant students* on the State-approved math assessment.</p> <p style="text-align: center;">*PFS Migrant and Non-PFS Migrant</p>	<ul style="list-style-type: none"> • Summer school grants • PD on cultural proficiency for classroom staff • Training-of-trainer PD for large districts and surrounding sites on rdg/math strategies specific to migrant students • KPIRC resources • Consultants to provide TA/PD • Supplemental reading and math instructional mat'ls • After school tutoring resources • Migrant family literacy funds • Opportunities for non-project and project districts to share support service ideas • EL strategies specific to migrant students • Progress monitoring tools • Summer school and after school transportation • KS MEP Service Centers • TASN

3.0 – GRADUATION FROM HIGH SCHOOL

NEED/CONCERN: We are concerned that, as a result of migrancy, migrant students* are not accruing adequate credits to graduate on time. We are concerned that, as a result of migrancy, only a small percentage of migrant OSY that are served are engaged in activities that lead to school re-engagement, GED prep, or other educational offerings (i.e., reading/math instruction).

<u>Solution identified in the CNA</u>	<u>Performance Target</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome</u>	<u>Resources Needed</u>
<p>3a) Offer supplemental credit accrual options leading to graduation.</p> <p>3b) Provide supplemental materials to migrant homes.</p> <p>3c) Provide innovative, supplemental instruction to secondary students to keep them engaged in school.</p> <p>3d) Provide individualized support throughout high school.</p> <p>3e) Provide supplemental tutoring and instruction to increase proficiency in reading.</p> <p>3f) Provide supplemental tutoring and instruction to increase proficiency in math.</p> <p>3g) Provide educational opportunities and postsecondary, workforce, and career readiness development</p> <p>3h) Provide referrals to community agencies and social services as needed.</p> <p>3i) Provide resources, materials, and training for parents on the criteria needed for high school graduation and postsecondary opportunities.</p>	<p>By 2014, 80% of students will graduate from high school.</p>	<p>3.1 Offer supplemental credit accrual options and supplemental instruction during the regular term and summer term leading to graduation.</p>	<p>3a) By the end of the 2014-15 school year and each year thereafter, the percent of migrant students* dropping out of high school will decrease by 2%.</p> <p>3b) By the end of the 2014-15 school year and each year thereafter, 75% of migrant secondary students* will prepare a postsecondary education and/or career plan.</p> <p>3c) By the end of the 2014-15 school year and each year thereafter, the percentage gap between secondary migrant students* and non-migrant students meeting state standards on the district/state approved reading assessment will decrease by 2%.</p> <p>3d) By the end of the 2014-15 school year and each year thereafter, the percentage gap between secondary migrant* and non-migrant students meeting state standards on the district/state approved math assessment will decrease by 2%.</p>	<ul style="list-style-type: none"> • Harvest of Hope Leadership Academy • State migrant Conference • Access to online credit accrual and other credit accrual options (e.g., PASS) • PD on graduation enhancement for instructors, counselors, parents • PD for tutors and coordinators on assisting with career readiness • Instructional materials for OSY • PD for staff working with OSY • Dissemination planning time for staff working with OSY • Post-secondary State network for scholarships for migrant youth • PD for instructors on reading and math curriculum and instructional strategies • Personnel for leadership academies • Transportation • Day care • Regional Summer Academies • Tablets and computers • TASN • KS MEP Service Centers
		<p>3.2 Provide educational opportunities to help students plan for postsecondary education and a career.</p>	<p>3e) By the end of the 2014-15 school year and each year thereafter, 80% of migrant secondary students* enrolled in credit accrual academies will earn ½ credit toward high school graduation.</p>	
		<p>3.3 Participate in interstate projects to support student achievement and outcomes such as migrant Consortium Incentive Grants, PASS programing, and other appropriate interstate collaboration efforts.</p>	<p>3f) By the end of the 2014-15 school year and each year thereafter, 90% of migrant* OSY enrolled in instructional and supportive services will be on track in their recommended plan of study based on their individual profile as indicated on a Fidelity of Implementation Index (FII).</p>	
		<p>3.4 Provide leadership academies and workshops that promote regular school year and summer credit accrual.</p>		
		<p>3.5 Provide supplemental education for OSY appropriate for their academic needs through a statewide OSY project.</p>		

****PFS Migrant and Non-PFS Migrant***

Part 4: Priority for Services

Every Kansas MEP is required to maintain a list of *eligible* migrant students as well as a listing of the students actually *receiving* migrant services. The eligibility list indicates whether or not a student is determined to have PFS. The Priority for Services Form is intended to serve as documentation for audit purposes and to assist the MEP in determining which migrant students should receive services as a priority. Completed forms are kept on file at the district and readily available upon request. (See Appendix A for a copy of the PFS Form and instructions).

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

All Kansas Migrant Education Programs (MEP) are to have the documentation below.

- List of eligible migrant students
- List of students identified as Priority for Services students
- List of services available
- List of students receiving migrant services

Part 5: Accountability

Accountability Through State Monitoring of Local MEPs

Kansas has developed a plan for monitoring its local MEPs that includes the key components of technical assistance, compliance, and best practice in implementing high quality MEPs. As part of its monitoring, the KSDE asks local operating agencies questions about general issues, private school involvement, ID&R, needs assessment, Priority for Services, and continuity of instruction. A complete listing of the questions asked during a monitoring visit is found on the KSDE website: <http://www.ksde.org/Portals/0/Title%20Programs%20and%20Services/Kansas%20Migrant%20On-Site%20Review%20Guiding.pdf>

Only districts receiving Title I, Part C allocations are included in the MEP monitoring process. Districts are selected for an onsite visit based on size of the MEP and migrant allocation, the review of the local consolidated application (LCP), audit issues, and the size of the school district. It is the goal of the KSDE to monitor all districts receiving Title I, Part C allocations within a three year period.

Technical assistance is available to districts to ensure understanding of the MEP monitoring process, the rules/regulations to be discussed during the onsite monitoring visit and questions about program improvement. A district may request technical assistance at any time.

The goals of the MEP onsite monitoring visit are to:

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

The MEP onsite monitoring visit includes the following components: a) Preparation prior to the migrant onsite monitoring visit; b) Data verification during the migrant onsite monitoring visit; and c) Follow-up. See Appendix B for a copy of the Kansas MEP Monitoring Tool.

District staff and KSDE staff work collaboratively to set a date and time for the visit established at least four to six weeks prior to the visit. Within this same timeframe, KSDE sends the following documents to the authorized representative in the district:

- A cover letter outlining the details of the onsite visit, the MEP Onsite Monitoring Process and Procedures;
- The MEP Guiding Questions;
- A copy of the Kansas MEP Evaluation of the Fidelity of Implementation Index (FII); and
- The MEP Monitoring Worksheet, which outlines the specific rules and regulations to be reviewed during the onsite visit.

Prior to the onsite visit, KSDE staff reviews all data and documentation on file at KSDE regarding the district's MEP. Any issues or questions that arise are discussed with the district prior to the onsite visit.

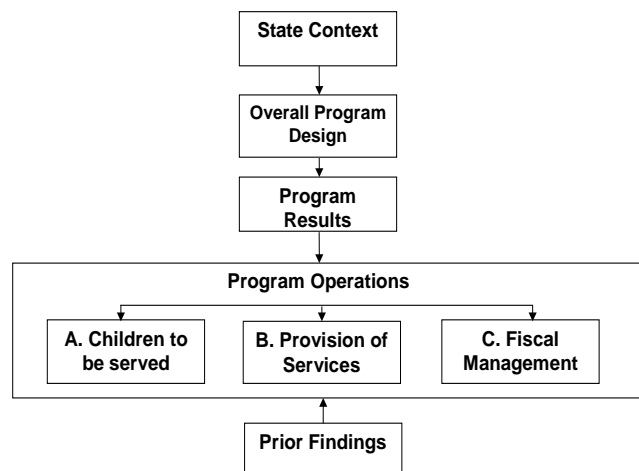
During the visit, KSDE verifies documentation provided by the district to support compliance with the Federal rules and regulations. The implementation of the local MEP also is discussed using questions from the Guiding Questions document.

The visit to the district usually lasts 3 to 4 hours depending on the complexity of the local MEP, and is conducted by the state level Migrant Education Program staff. Local personnel involved in the visit may include, the director of the Migrant Education program, the LCP contact if different than the MEP director, the board clerk or fiscal agent for the district, and any other staff involved in the administration of the local MEP.

KSDE will provide a written report to the district which serves as official notification of any findings and/or recommendations identified through the monitoring process. This written report is returned to the district

within 30 days of the onsite monitoring visit. All findings must be corrected by the district and verified by KSDE within 60 days from the date of the written report.

Kansas MEP Monitoring Flowchart



Follow-up by KSDE staff to provide technical assistance is available to districts identified with findings to ensure compliance issues have been verified and/or assist the district in implementing the requirements. Follow-up may be provided via email, phone conversations or conference calls.

Any district regardless of identified findings may request specific technical assistance to ensure compliance of the MEP rules and regulations. The flowchart below offers a visual representation of the monitoring process.

The accuracy of documentation for Certificates of Eligibility (COEs) and other quality control processes are verified by the KSDE as part of the monitoring process. How school districts serving migrant students collaborate with the Kansas ID&R Regional Center for data is reviewed by the KSDE and verified.

To further support the quality of the MEP, the State reviews the collaboration with the State Professional Development contact as to professional development for MEP recruiters and other staff.

Opportunities for collaboration and sharing of resources, materials, and information are evident on the MEP website at www.ksmigrant.org and the State website at www.ksde.org. and through the activities listed below.

- Kansas MEP directors and ID&R meetings;
- Kansas Regional Migrant Family Literacy program annual meetings;
- Liaison training;
- Eastern and Western Kansas ID&R training events;
- Participation in activities and events sponsored by the MEP Consortium Incentive Grant (CIG) for out-of-school youth (SOSOSY);
- Regional MPAC meetings; and
- Technical assistance and program monitoring visits by KSDE MEP staff.

Examples of the resource areas available to migrant educators, recruiters, administrators, and parents on the Kansas MEP webpages are found in the exhibit below.

Key Collaboration and Resource Sharing Topics		
About the Kansas MEP	Calendar of events	CAMP and HEP programs
Conference materials	Families/ <i>Las Familias</i>	Guidance
Kansas ID&R/ConQIR ID&R	KSDE onsite monitoring review	Kansas MEP PASS Program
Kansas/national OSY CIG	MEP grants and funding	Migrant data resources
Migrant directory/contacts	Migrant/ELL Academy videos	Migrant family literacy
Needs assessment	Newsletters	Presentations
Parent involvement (MPAC)	Priority for services	Quality Assurance
Reports	Regional ID&R maps	Resources for recruiters
Services to migrant students	Training materials	Weblinks and resources

Communication with Local Programs to Inform About the SDP and Solicit Feedback

Communication with local MEPs occurs systematically through a) the State website at www.ksde.org; b) the migrant website at www.ksmigrant.org; c) regular meetings at least twice annually with directors, administrators, recruiters, and advocates; d) State and local MPAC meetings; e) email communications with directors, administrators of MEPs, recruiters, and advocates on topics about migrant students and programs; f) topic-specific webinars (e.g., OSY, MEP application); and g) regular onsite and desk monitoring.

The KSDE has purposefully involved a broad base of participants in the SDP process as a means of communication, requesting of SDP Committee members that they take the information received to share with others in their districts. For example, staff participated from USD 443-Dodge City, USD 491-Eudora, USD 500-Kansas City, USD 215-Lakin, USD 457-Garden City, USD 253-Emporia, USD 218-Elkhart, and USD 214 Ulysses. In addition, communication with parents in Kansas will be facilitated by participation on the SDP Committee of the MPAC president and the State MEP Parent Liaison. A draft of the SDP was shared with the SDP Committee and the State MPAC for feedback prior to finalization. The SDP is available on the State website at www.ksde.org/migrant and a copy mailed to each funded MEP site.

Part 6: Professional Learning

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

- The OME administers grant programs that provide academic and supportive services to eligible migrant students. Resources are found at <http://results.ed.gov>.
- Interstate Migrant Education Council's (IMEC) mission is to advocate policies that ensure the highest quality education and other needed services for migrant children. Resources are found at <http://imec-migrated.org/>.
- The Geneseo Migrant Center houses resources useful in the classroom to understand and teach migrant children and youth. See www.migrant.net.
- The *Migrant Services Directory: Organizations and Resources* provides contact information for Federal programs and national organizations that serve migrant farmworkers. See www.ed.gov/about/offices/list/oese/ome/migrantdirectory.pdf.
- The What Works Clearinghouse reports on effective educational programs, practices, and products. For more information, see www.ies.ed.gov/ncee/wwc/.

Professional learning opportunities for Kansas migrant staff include attendance at the National Migrant Education Conference held annually in which 15-30 educators attend, at OME-sponsored events such as the MEP Annual Directors' Meeting, and SOSOSY and InET Consortium meetings and training-of-trainer events.

Examples of **State** and **regional/local** MEPs professional learning activities are found on the next page.

- A designated State MEP professional learning technical support network that consults with Kansas MEP sites to identify needs in professional development and marshal resources to address those needs;
- A network of regional educational service centers in which resources are pooled to offer regional training and technical assistance;
- Websites at www.ksde.org and www.ksmigrant.org that provide web resources, contact information for Kansas MEP sites, materials and information on various topics of interest, operating procedures for ID&R, upcoming events, and questions and answers;
- The Kansas Technical Assistance System Network (TASN) that provide technical assistance to support school districts' systematic implementation of evidence-based practices. Any parent or educator in Kansas can visit www.ksdetasn.org and select the *Request Assistance* button to ask for the support or service that is needed; and
- KPIRC works with KSDE to provide information and resources on early childhood through high school parent involvement useful to train staff who work with parents. For more on this resource, see www.kpirc.org.

Professional learning will be migrant-specific, responding to the identified needs of staff providing services to meet the unique needs of migrant children and youth. The strategies for professional learning will be aligned with the Kansas MEP Service Delivery Plan. Webinars, workshops, web-based documents, training-of-trainers, and staff academies will be utilized.

Part 7: Parent Involvement and Development

In order to receive MEP funds, a local school district must implement programs, activities, and procedures that effectively involve migrant parents. The Kansas MEP requires that a local school district receiving MEP funds consult with a Migrant Parent Advisory Council (MPAC) in an organized, ongoing, and timely way, in the planning, review, and improvement of the local MEP.

Parent involvement in the planning of the program enables parents to understand the program and have informed conversations with MEP and school staff about their children's education. Kansas offers information for parents to learn about the MEP, to understand the ID&R process to determine whether their family qualifies for the program, and ideas on helping their child experience success in school. Each local MEP sponsors parent development, family events for sharing information and resources, and culminating activities to which parents are invited to participate and bring their families. The Kansas MEP and local projects consult with the MPAC about CNA and the design of the comprehensive SDP by participation of MPAC representatives on the Kansas MEP CNA and SDP committees. The Kansas MEP Policy Guidance governs the MPAC.

The State MPAC goals and objectives are to:

- have an active MPAC at every MEP project in the State of Kansas;
- train local MPAC representatives to become advocates and leaders of their communities;

- create a strong MPAC network throughout the State; and
- empower parents as primary educators of their children.

Local MPACs are supported by the State MEP, but have autonomy to make decisions about parent involvement at the local and State levels. They must:

- be comprised of a representative sample of parents or guardians of eligible migrant children and individuals who represent the interests of such parents;
- meet once per month during the regular school year;
- be provided by LEAs with a meeting location. With the assistance of the LEA, the MPACs plan the time, and agenda well in advance;
- schedule meetings convenient for parents to accommodate their work schedules;
- provide meeting agendas, minutes, and other materials in a language and format that parents understand; and
- establish meeting rules that support open discussion.

Local MEPs may use MEP funds to provide transportation, child care, or other reasonable and necessary costs to facilitate attendance. The local MEPs must retain copies of attendance records, meeting agendas, minutes, and any other relevant materials for auditing purposes by the Kansas Migrant Education Program. Kansas employs a statewide MPAC coordinator.

On the www.ksmigrant.org website, www.ksdetasn.org, and www.ksde.org, parents can access information about programs and services for which they or their children may be eligible (e.g., migrant family literacy, preschool and daycare services, Harvest of Hope Leadership Academy, Tri-State High School Equivalency Program (HEP), after-school educational programs, tutoring and homework help, adult education such as GED and ESL, college scholarships, parent engagement presentations, transportation, free/reduced lunches, summer programs).

Part 8: Identification and Recruitment

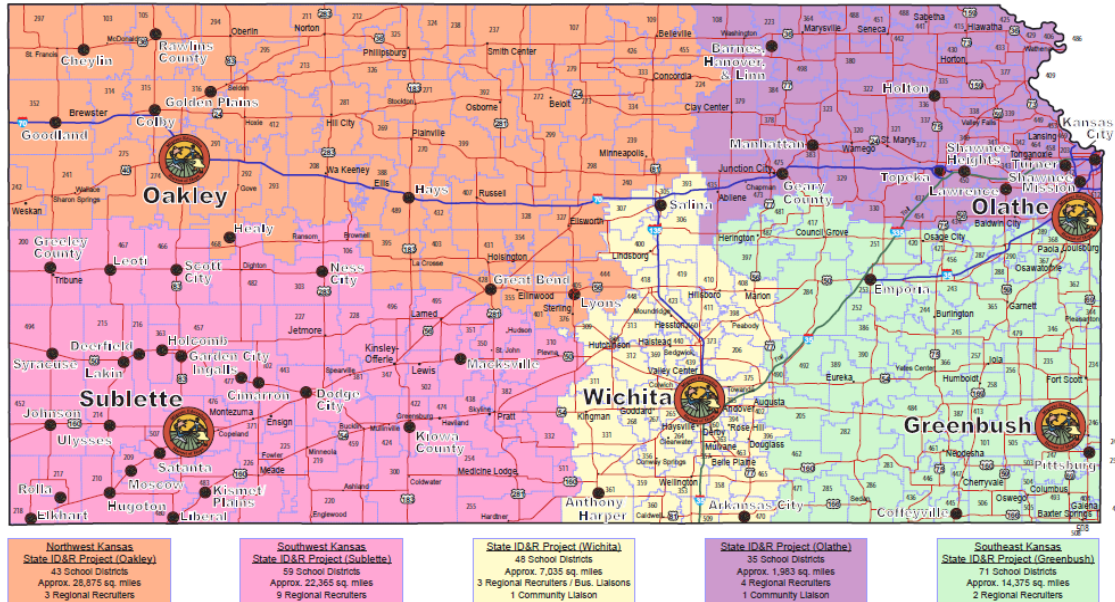
Identification and recruitment of eligible migrant children is key to the MEP. “Identification” is the process of determining the location and presence of migrant children. “Recruitment” is defined as making contact with migrant families, explaining the MEP, securing the necessary information to make a determination that the child is eligible for the program, and recording the basis of the child’s eligibility on a Certificate of Eligibility (COE).

Statewide ID&R reflected in the map below utilizes these ID&R Centers: **Oakley** will cover the northwest area of the state (colored orange); **Greenbush** will cover the southeast area of the state (colored green) on the state map; and **Sublette** will cover three service areas and will be the lead ID&R service center (colored pink). This service center will also cover the service area adjacent to Sublette area surrounding Wichita (colored beige/yellow) and the northeastern corner of the state colored in purple.



Kansas Migrant Education Program

2013-2014 ID&R Regions



Revised 10/14/2013

The Kansas statewide recruiting system provides year-round recruitment and ID&R coverage for the entire state with a focus on all aspects of the migrant population. It supports services required by the unique demands of the migrant lifestyle and blends local and statewide perspectives into a substantial and resourceful system of migrant support. In all regions of the state, recruiters and liaisons work together to ensure collaboration, coordination, and a statewide perspective to ensure all eligible migrant students have the opportunity to meet the same academic and content standards as non-migratory students. The responsibilities of the statewide recruitment specialists are to:

- Review of time and effort logs of all recruiters
- Directing the identification and recruitment efforts for the State of Kansas
- Coordination of activities of Tier II recruiters
- Identification of training/mentor needs of individual recruiters
- Collaboration with the Staff Development Specialist
- Review of Qualifying Activities
- Evaluation of the quality of recruiter performance, and
- Evaluation of the effective use of staff development

These recruiters in the three ID&R centers will cover the entire area assigned to identify all eligible migrant children and youth. One of the strategies used to increase the effectiveness of the ID&R efforts is creating networks by coordinating with organizations and agencies that provide services to migrant workers and their families. The recruiter prioritizes the resources that migrant students, youth or workers may need during home visit to determine if the family may qualify as migrant under the statute.

If the family fails to be eligible due to type of work, length of stay, employment condition, and time since movement, contact with the family discontinues. However, if the family information indicates reasonable potential for eligibility, the recruiter collects the necessary information sufficient to determine if the family is eligible to receive migrant services. The recruiter documents this information on a completed Certificate of Eligibility (COE) form signed by the parent and electronically submits the COE for review.

The ID&R Staff Development Coordinator ensures that recruiters are following the statutory guidelines and the SDP. Quality control is a key activity in Kansas and includes the services of an ID&R Staff Development Coordinator responsible for the staff development statewide to ensure the quality of ID&R services.

This Coordinator is responsible for developing and presenting fall and spring ID&R meetings in the regions; providing staff development sessions at a Summer State MEP workshop; developing and providing training for all new recruiters and seasoned recruiters for the State; implementing individual ID&R staff development plans addressing the specific training needs of the recruiter; and providing one-day onsite visitations with each recruiter to review the staff development plans and the progress toward meeting its objectives. Further information describing ID&R quality control procedures is available on the migrant website at www.ksmigrant.org.

Reporting ID&R Results

Information on ID&R is collected and reported by local MEP sites, most of which are affiliated with school districts. Details on the ID&R plan are included in Appendix D. Resources on conducting ID&R and reporting ID&R results are available to assist recruiters as they conduct recruitments, verify information, and report ID&R results. These include:

- The Certificate of Eligibility
- COE Logsheet
- Move Notification Form
- Qualifying Activity Form
- Recruiter Contact Log
- Telephone Log Sheet
- Site Visitation Form
- Agri-business Brochure
- Parent Brochure (English and Spanish)
- Recruiter Calendar

Part 9: Evaluation

Evaluating MEP Implementation and MPO Results

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

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

Implementation of the strategies identified in this SDP will be measured using a fidelity of implementation index (FII) that is anchored to specific implementation-based best practices in designing and implementing effective programs for migrant children and youth. The FII data will be gathered by local MEPs and presented as evidence during onsite monitoring visits, during classroom observations, and during structured interviews with MEP staff. The FII will utilize a 5-point rubric that measures the degree of implementation from non-evident to highly effective.

Results on progress toward meeting the MPOs will be measured using the State reading and math assessments for PFS migrant students, non-PFS migrant students, and the comparison group of non-migrant students. These assessments are tied to the KCCRS standards in reading, math, English language development, and other content areas that define the depth and breadth of the body of knowledge, conceptual understanding, and skills that students are expected to master.

The Kansas Assessment Program (KAP) includes formative and summative assessments. **Formative assessments** can be used throughout the school year to provide feedback to teachers and parents about student performance. **Summative assessments** are taken at the end of the school year and are used in the state accountability system.

- KAP – This program includes a variety of instructional tools and tests that measure the KCCRS in English language arts and mathematics. These tests are designed to support educators and policy makers in evaluating student learning, as well as to meet the requirements for federal and state accountability.
- NRTs – During this transition year, the reading and math sections of norm-referenced tests (NRTs) are being used such as nationally-normed assessments.
- K-3 – Screening or diagnostic reading assessments may be used for K-3.
- KELPA – The Kansas English Language Proficiency Assessment is for students who are not native speakers of English. The Center for Educational Testing and Evaluation (CETE) is developing the Kansas State Assessment to align with the KCCRS.

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

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

An annual report on the progress made by the Kansas MEP toward meeting its MPOs is prepared annually by an external evaluator. This report includes implementation results (See Appendix E for a copy of the Kansas MEP Evaluation of the Implementation of Strategies Tool), outcome results for the statewide MPOs, and recommendations for improving services to help ensure that the unique educational needs of migrant students are being met.

Student Assessment and Progress Monitoring

Progress monitoring is done throughout the school year in Kansas to determine a student’s progress toward meeting the instructional goals and to help plan differentiated instruction. This assessment is administered regularly in Kansas—two to three times per year. AIMSweb is administered more frequently for diagnostic purposes.

For program monitoring and improvement purposes and in accordance with the evaluation requirements provided in 34 CRF 200.83(a)(4), the evaluation data and demographic information described in Parts 3 of this report will be collected, compiled, analyzed, and summarized annually to help the State determine the degree to which the MEP is effective in relation to the State performance targets, strategies, and MPOs as illustrated in the charts that follow.

Data element	Who collects?	How collected	When?
Number of eligible students recruited	COE approval team data clerk	From Kansas Migrant Student Network (KMSN) data base	Daily updates
Documentation of COE accuracy	COE approval team; ID&R coordinator; rolling re-interview process	Reviewer checks COE at time of writing; approval team at submission and at COE data entry. Also during re-interview.	Immediately at submission for supervisor review and then at approval team level. Annual re-interview process.
Number of students, by age/grade, enrolled in pre-school, school, OSY programs, summer programs	District MEP data clerks	From KMSN data base	Daily updates
Number of students receiving services through highly qualified teachers and tutors	District KIDS clerk	KIDS data system	Year end
Number and type of intra- and interstate coordination activities	KSDE ID&R Coordinator	A data base	At time of activity
Number of parents involved through attendance at parent meetings; participation in workshops, classes, parent training; and school/classroom visits	MPAC Coordinator	Records kept by MPAC coordinator	At time of function
Home-school communication documentation	Local projects	Records kept by district	Ongoing documentation
Number of staff enrolled in staff development programs and specifics on training	Local projects	Records kept by KSDE ID&R Coordinator	Immediately after programs or functions occur
Completed evaluation surveys and questionnaires from staff and parents	Staff development providers	Onsite visits	Ongoing documentation
Body of evidence tools and rubric-based outcomes	KSDE	KIDS data system	Year end
Documentation on monitoring and technical assistance review findings	KSDE Monitoring team	Onsite visits Monitoring tool	After visit
Number and % of families with 4-year old PK children who receive services through the MEP	District MEP data clerk	From KMS data base	Year end
Number and % of students designated PFS in reading	District MEP	From KMS data	Ongoing

Data element	Who collects?	How collected	When?
who receive supplemental, content-based instructional services	data clerks	base	documentation
Number and % of high school students who receive supplemental, content-based instructional services	District MEP data clerks	From KMS data base; survey	Ongoing documentation
Number and % of migrant students who graduate from high school	District KIDS clerk	KIDS data system	Year end

In addition to demographic data and the MPO data below, other data are collected through skills checklists, formal and informal assessments, and mastery of performance objectives.

School Readiness Data element	Who collects?	How collected	When?
1a) Number and % of 4-year old migrant PK children enrolled in a school readiness program for at least one school year that score kindergarten-ready on an appropriate assessment.	SEA Family Literacy Program Coordinator	Family Literacy evaluation Reliable developmental skills assessment	Upon enrollment and at year end
1b) Number and % of migrant parents attending at least 2 migrant-funded parent involvement events that assigned a rating of 4 or 5 (on a 5-point scale) indicating that the events helped them learn ways to help their children become ready for school.	SEA Family Literacy Program Coordinator	Family Literacy Program evaluation (parent survey, interviews with staff)	Year end
Reading and Math Data element	Who collects?	How collected	When?
2a) Number and % of PFS migrant, non-PFS migrant, and non-migrant elementary/middle-school aged students that meet state standards based on the district/state approved reading assessments	District KIDS clerk	KIDS data system	Year end
2b) Number and % of migrant students participating in a migrant-funded summer program for at least 3 weeks who demonstrated a 5% gain between pre/post on a local assessment in reading	District MEP data clerks	From KMS data base	End of summer
2c) Number and % of PFS migrant, non-PFS migrant, and non-migrant elementary/middle-school aged students that meet state standards based on the district/state approved math assessments	District KIDS clerk	KIDS data system	Year end
2d) Number and % of migrant students participating in a migrant-funded summer program for at least 3 weeks who demonstrated gains between pre/post on a local assessment in math	District data clerks	From KMS data base; survey	Ongoing documentation
2e) Number and % of PFS migrant, non-PFS migrant, and non-migrant students who enter 11 th grade and have received full credit for Algebra or another high level math course	District data clerks	From KMS data base; survey	Ongoing documentation
2f) Number and % of PFS migrant, non-PFS migrant, and non-migrant students meeting State English language proficiency standards	District KIDS clerk	KIDS data system	Year end
2g) Number/% of academic and support services offered to migrant students in non-project areas that receive an FII rating of 4 or 5 (on of a 5 point scale)	District MEP data clerks	From KMS data base	End of summer
2h) 2% decrease in non-proficient students on the State-approved reading assessment	District KIDS clerk	KIDS data system	Year end
2i) 2% percent decrease in non-proficient students on the State-approved mathematics assessment	District KIDS clerk	KIDS data system	Year end

Graduation/OSY Services Data element	Who collects?	How collected	When collected?
3a) Number and % of PFS migrant, non-PFS migrant, and non-migrant students dropping out of H.S	District KIDS clerk	KIDS data system	Year end
3b) Number and % of migrant secondary students that prepare a postsecondary education and/or career plan	District data clerks	From KMS data base; survey	Ongoing documentation
3c) Number and % of secondary PFS migrant, non-PFS migrant, and non-migrant students meeting State standards on the district/state approved reading assessment	District KIDS clerk	KIDS data system	Year end
3d) Number and % of secondary PFS migrant, non-PFS migrant, and non-migrant students meeting State standards on the district/state approved math assessment	District KIDS clerk	KIDS data system	Year end
3e) Number and % of secondary migrant students enrolled in credit accrual academies that earn a ½ credit toward high school graduation	District data clerks	From KMS data base; survey	Ongoing documentation
3f) Number and percentage of migrant OSY enrolled in instructional services that are on track in their recommended plan of study based on their individual profile as indicated on a Fidelity of Implementation Index (FII)	District data clerks	From KMS data base; survey	Ongoing documentation

The Kansas State Department of Education collects data from local school districts through its Kansas Individual Data on Students (KIDS) system. KIDS is a student-level record system that was developed to meet the reporting requirements of the ESEA Flex Waiver. This system that includes the *Assignment System* and the *Collection System* can be accessed by typing in the following address: <http://kids.ksde.org/>.

A set of core data elements for every student in Kansas results from a unique randomly-generated State number assigned to each student that tracks students as they move between Kansas public schools. Additional data elements collected are used for district funding, student assessments, school accountability, and State and Federal reporting requirements such as enrollment, graduation, attendance, and truancy information.

Evaluation of the achievement and outcomes made by PFS migrant students, non-PFS migrant students, and the comparison group of non-migrant students will be accomplished through the use of annual State assessment results. These assessments are tied to the State standards in reading, math, English language development that define the depth and breadth of the body of knowledge, conceptual understanding, and skills that students are expected to master.

The Kansas Assessment Program (KAP) includes formative and summative assessments. **Formative assessments** can be used throughout the school year to provide feedback to teachers and parents about student performance. **Summative assessments** are taken at the end of the school year and are used in the state accountability system.

- KAP – This program includes a variety of instructional tools and tests that measure the KCCRS in English language arts and mathematics. These tests are designed to

support educators and policy makers in evaluating student learning, as well as to meet the requirements for federal and state accountability.

- NRTs – During this transition year, the reading and math sections of norm-referenced tests (NRTs) are being used such as nationally-normed assessments.
- K-3 – Screening or diagnostic reading assessments may be used for K-3.
- KELPA – The Kansas English Language Proficiency Assessment is for students who are not native speakers of English. Currently, the Center for Educational Testing and Evaluation (CETE) is developing the Kansas State Assessment to align with the KCCRS.

Part 10: Exchange of Student Records

Statewide MEP Data Collection and Reporting Systems

The Kansas MEP is responsible for promoting inter- and intra-state coordination of services for migrant children, including providing for educational continuity through the timely transfer of pertinent school records. To assist with this task, the **Migrant System** is used to enter Certificates of Eligibility (COE) and information on student enrollment, PFS, courses, and services/referrals for migrant-eligible children in Kansas. The KSDE Migrant System User's Guide (<http://www.ksde.org/Portals/0/Migrant%20System%20User%20Guide.pdf>) contains useful information. In addition, a Help Desk for assisting with student records is available at MigrantHelp@ksde.org or by calling (785) 296-7935.

The State level MEP recruiters conduct face-to-face interviews with potential families and enter COE data into the web-based Migrant System at the point of recruitment per the Migrant System User Guide specifications. Once the COE is submitted electronically, the Kansas State level COE Team individually verifies the accuracy of all COE data to ensure that appropriate eligibility is determined. After the COE has undergone three reviews, a final review is conducted prior to the final State approval of the COE.

All procedures of the COE review process are tracked by date within the web-based Migrant System. District level users are responsible for entering priority for service data, enrollment and exit data. As data is entered into the Migrant System, automated verification checks require the user to correct data anomalies prior to saving COE data.

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

State level recruiters, and district staff are required to input and update data (e.g. initiate COE, deactivate COE, priority for services, course completion) in the web-based Migrant

System. All users are provided a user name and password to access the secure Migrant System based on their user level status. The Migrant System menu and help files instruct users on how to navigate and accurately input data. The System saves the data to the database which is used to generate discrepancy reports so that districts then access their data to initiate updates and corrections.

The Migrant System and the KIDS Student Information System are web-based and in real time so data and reports such as the Category I Child Count, are updated instantaneously. Data are organized through various ad hoc reports that the user can generate via the advanced search parameters (e.g., dates, names, COE status, grades, district enrollment, etc.). In addition, no new or recertified child is entered into the database without COE submission and approval by the State level COE Approval Team. State MEP staff generate periodic child counts for Category 1 and Category 2 throughout the year as a quality control measure to monitor and ensure data reporting accuracy.

Migrant Student Records Exchange (MSIX)

The U.S. Department of Education was mandated by Congress, in Section 1308 (b) of ESEA, as amended by the No Child Left Behind Act of 2001, to assist States in developing effective methods for the electronic transfer of student records and in determining the number of migratory children in each State. Further, it must ensure the linkage of migrant student record systems across the country. In accordance with the mandate, the Department has implemented MSIX to ensure the appropriate enrollment, placement, and accrual of credits for migrant children. The Kansas Migrant System interfaces with it successfully to allow the State to complete reports on inter- and intra-state student records. Kansas is able to provide student data, as required, for the State Comprehensive State Performance Report (CSPR) and to meet other Federal and State data requirements.

Part 11: Looking Forward

Communicating the SDP to Local Projects and Other Stakeholders

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

- Dissemination and discussion during the next semi-annual Kansas MEP directors' meeting;
- Translation of key sections of the SDP report into Spanish and other languages, as feasible;
- Providing copies of the translated SDP to local MPACs and the State MPAC;
- When requested of the KSDE, sending an electronic or paper copy of the SDP to stakeholders;
- Sharing a copy of the report with key collaborators (e.g., HEP and CAMP programs, Kansas' OME project officer, KPIRC); and
- Placing a copy of the SDP report on the State website at www.ksde.org and the www.ksmigrant.org website;

An **SDP Systems Alignment Workgroup** met in February 2014 to review the draft SDP and make recommendations for revisions that will be in effect for Kansas' MEPs during the 2014-15 school year. The workgroup included staff from the SEA, local education agencies, parent representatives, and the Kansas Technical Assistance Network. Decisions made by the workgroup are included in this final version of the SDP.

Next Steps

The Kansas MEP systems alignment allows for full implementation of the updated SDP that aligns with the 2012 Kansas ESEA Flexibility Waiver beginning in the 2014-15 school year. In fall 2014, the SEA will **disseminate the report** to various stakeholders; and provide **professional development** to local MEP directors, instructional staff, recruiters, parents, and others responsible for ID&R, program administration, instruction, and support of migrant children and youth.

The State will conduct a complete **alignment of State MEP systems** to reflect the various aspects of program administration that were affected by the decisions made in the SDP update, specifically the MEP sub-grantee application, the implementation and outcome evaluation data collection forms, the State data collection and reporting system, and the onsite monitoring tool used to review local project implementation. The SDP will be updated at least every three years; however the MPOs will be reviewed annually and the results of the evaluation data used for program improvement purposes.

Appendices

Appendix A – Priority for Services Form and Directions

Appendix B – Kansas MEP Monitoring Tool

Appendix C – Order of Operations for the COE Approval Process

Appendix D – Special Projects Sub-granted by the State Education Agency

Appendix E – Kansas MEP Evaluation of the Fidelity of Implementation Index

Appendix A

Kansas Migrant Education Program (MEP) Priority for Services Form 2014-2015 School Year

Kansas State Department of Education

DIRECTIONS

Every Kansas Migrant Education Program (MEP) is required to maintain a list of eligible migrant students as well as a listing of the students actually receiving migrant services. The eligibility list should indicate whether or not a student is determined to be a Priority for Services student. The Priority for Services Form is intended to serve as documentation for audit purposes and to assist the MEP in determining which migrant students should receive services first.

Whether or not an eligible migrant student meets the Priority for Services criteria, it is important that every MEP enter into the Migrant system the at-risk information for migrant students. Not only does this provide important information should the student move to another district or state, but it is also data that is used in determining a district's MEP allocation. The Priority for Services form is one method for collecting the information that is then entered into the Migrant system.

All Kansas Migrant Education Programs (MEP) are to have the following documentation:

- List of eligible migrant students
- List of students identified as Priority for Services students
- List of services available
- List of students receiving migrant services

Each district participating in the Migrant Education Program must complete the Priority for Services Form for each Priority for Services student. All data must be entered for every migrant student on the Migrant system. The completed forms are to be on file at the district and readily available when requested by appropriate entities (i.e. auditors, KSDE staff).

To be identified as a Priority for Services migrant student, there must be an interruption of services during the regular school year (items 1 thru 4) **and** the student must have one check in items 5 thru 18.

Following is additional information on the Priority for Services requirements:

- Interruption during the Regular School Year - the interruption has to occur within the preceding 12 months. For **2013-2014**, an interruption during the regular school year would have occurred sometime after the beginning of the 2012-2013 regular school year. Moves occurring during the summer of 2013 do not constitute an interruption of services.
- The **interruption has to relate to the migrant lifestyle**. Students

going to the country of origin for a two-week vacation do not qualify as having an interruption.

- The **at-risk criteria** have to occur during the current school year or within the **previous two school years**.
- State assessment results from other States must be verified through school records or through data entered into that Migrant Data System.
- For 2013-14, norm-referenced tests (NRTs) refer to the nationally-normed assessments. Use the reading and/or mathematics norm-referenced assessment results rather than science or social studies results. Beginning in the 2014-15 school year, the new State assessment tests will be used by students as a measure of academic performance in Kansas.
- K - 3 screening or diagnostic reading assessments.
- The Language Assessment Scales (LAS), the Idea Proficiency Test (IPT), and the Language Proficiency Test Series (LPTS) refer to commercial English language proficiency tests, and the Kansas English Language Proficiency Assessment (KELPA during 2013-14 and the ELPA 21 beginning in the 2014-15 school year).
- A student is considered to be in a class that is not age appropriate when the student is older than the typical student at that grade. For example, a 12-year old being placed in a 3rd grade class in which students are usually 8 or 9 years old would be in a class that is not age appropriate.
- Grades below average performance refer to grades at the end of a grading period or at the time of withdrawal from a school. These do not refer to the daily grades given in class.

2014-2015
Kansas Migrant Education Program (MEP)
Priority for Services Form
(Using Data from 2014 - 2015 Regular School Year)

The Priority for Services Form is intended to assist the MEP in determining which migrant students meet the Priority for Services criteria and should receive migrant services first.

Student's Name _____ Today's Date _____

Migrant System ID# _____ Most current QAD _____

District Student ID _____ Student State Identification # _____

School _____ School Year _____ Current Grade Enrolled _____

***Priority for Services student** _____ Yes _____ No Receiving MEP services _____ Yes _____ No

***Any migrant student who has the appropriate number of boxes checked in both Table A and B is a PFS Student.**

Table A. Interruption during the Regular School Year

#1 - 4: 1 item MUST have a check

Check the one that is most recent:	Interruptions Related to Migrant Issues - During Regular School Year	School Year in Which Interruption Occurred
	1. QAD of 08/15/13 or start of regular school year until end of regular school year in 2014.	
	2. Moved from one district to another due to migrant lifestyle.	
	3. Absent for two or more weeks and then returns due to migrant lifestyle.	
	4. Officially withdrawn and gone for at least two weeks and then re-enrolled due to migrant lifestyle.	

Table B. At Risk of Failing to Meet State Standards Criteria **

#5 - 18: 1 item MUST have a check

Check all that apply	Criteria (Reference boxes to the left)	Year in Which Criteria Occurred
	5. Scored academic warning or approaches standard on Kansas Reading Assessment	
	6. Scored academic warning or approaches standard on Kansas Mathematics Assessment	
	7. Scored academic warning or approaches standard on Kansas Writing Assessment	
	8. Scored academic warning or approaches standard on Kansas Science Assessment	
	9. Scored academic warning or approaches standard on Kansas Social Studies Assessment	
	10. Scored below proficient on State assessments from other States	
	11. Scored below 50% tile on norm-referenced test (reading and/or math)	
	12. Is below grade level on any K-3 reading diagnostic assessment	
	13. Classified as non-English or limited English proficient on LAS, IPT, LPTS or Kansas English Proficiency Assessment (KELPA)	
	14. Is behind in accruing credits toward graduation requirements	
	15. Placed in a class that is not age appropriate	
	16. Has grades indicating below average performance in math and/or language arts at the elementary level	
	17. Has grades indicating below average performance in math, language arts, sciences or social studies at the middle or high school levels	
	18. Repeated a grade level or course	

****To be identified as a Priority for Services migrant student, there must be an interruption of services during the regular school year and the student must meet one or more of the at-risk criteria**

Migrant Services

Student Name _____ **School** _____ **Date** _____

Table C. Description of Services Received by Student

Description of Services Received	School Year	Comment

By completing this table, the MEP will have appropriate documentation to show that the Priority for Services student is receiving migrant services.

Appendix B
Kansas MEP Monitoring Tool

Kansas State Department of Education
Title I, Part C - Migrant Education Program
On-Site Review (2014-15)

Migrant Budget Year 20____ - 20____	Migrant Allocation: _____
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USD Number:	USD Name:	USD City:
Contact Person:	Telephone:	Date of On-Site Review:
Participating USD Staff:		
Participating KSDE Staff:		

Certificate of Information

As a duly authorized representative of the district, I hereby certify that the documentation provided during the On-Site Visit is correct and accurate.

Authorized USD Signature:	Date:
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Area of Compliance	Supporting Data Presented	Compliance Status		Comments
		Yes	No	
General Issues 2 C.F.R. Part 225 Sections 9101 and 9521 of Title IX 34 CFR 200.88 and 299.5 34 CFR 200.83(b)				
1. Documentation of signed time and effort logs for employees who are split-funded exists.	<ul style="list-style-type: none"> Signed time and effort logs 			
2. Documentation of semi-annual certification of employees exists.	<ul style="list-style-type: none"> Signed semi-annual certificate 			
3. Documentation of inventories for equipment purchased with migrant funds and appropriate labeling exists.	<ul style="list-style-type: none"> Equipment inventory and appropriate labeling 			
4. Documentation for separate accounting of funds for migrant funds exists.	<ul style="list-style-type: none"> Bookkeeping and journal entries 			
5. Documentation exists that migrant funds were expended to support only migrant activities.	<ul style="list-style-type: none"> Bookkeeping and journal entries 			
6. Documentation exists that paraprofessionals funded by migrant education are under the direct supervision of a licensed teacher.	<ul style="list-style-type: none"> Name of teachers who provide supervision Class schedule 			

Area of Compliance	Supporting Data Presented	Compliance Status		Comments
		Yes	No	
7. Documentation exists that professional development activities funded by migrant education meet the definition of the No Child Left Behind Act (NCLB) as defined in Title IX Section 9101 (34).	<ul style="list-style-type: none"> • Description of activities • List of professional development offered to teachers focused on working with migrant students. 			
8. Documentation exists that Migrant services are supplementary and do not supplant state and local support.	<ul style="list-style-type: none"> • Building Schedule showing basic education time and period of time migrant students are accessing migrant funded supplemental services • Bookkeeping and journal entries 			
9. Documentation exists that Parent Advisory Council (PAC) is consulted regarding the planning, design, and implementation of the migrant education program.	<ul style="list-style-type: none"> • Meeting agenda • Minutes of meetings • List of PAC officers • Parent compacts 			
Recruitment Issues				
34 CFR 200.81				
1. Documentation exists that recruitment referrals are provided to state recruiting offices.	<ul style="list-style-type: none"> • List and dates of referrals 			
2. COEs are organized and kept in locked cabinets.	<ul style="list-style-type: none"> • Original COEs signed by parents and recruiters attached to approved COE 			

Area of Compliance	Supporting Data Presented	Compliance Status		Comments
		Yes	No	
3. Documentation exists that blue copies of the COEs are sent to qualifying families, and parents are notified of services.	<ul style="list-style-type: none"> Dated cover letter to parents from project. 			
Private School Involvement Sections 9101(37) and 9501 of Title IX				
1. Documentation exists that private school officials were consulted regarding the planning, design, implementation and participation in the migrant program.	<ul style="list-style-type: none"> Copies of correspondence between the district and private school officials. Consultation Form – On File 			
2. Documentation exists that equitable services are provided to private school migrant children.	<ul style="list-style-type: none"> Itemized budget expenditures Class schedules Staffing 			
3. Documentation exists that Federal funds are used for secular, neutral, and non-ideological instruction.	<ul style="list-style-type: none"> Review of materials Supplies 			
Identification of Migrant Student Needs 34 CFR 200.29(c)(1); 200.83; 200.86; 299.6 – 299.9				
1. Documentation exists that the district has a process to identify the education and/or support needs of migrant children.	<ul style="list-style-type: none"> Local needs assessment 			
2. Documentation exists that the district uses data to determine student services and program design.	<ul style="list-style-type: none"> Needs assessment results Strategies identified on the Local Consolidated Plan (LCP) application 			
3. Documentation exists that the district is ensuring that migrant children who (1) are failing, or at risk of failing to meet the State’s	<ul style="list-style-type: none"> List of participating students List of Priority for Services (PFS) students 			

Area of Compliance	Supporting Data Presented	Compliance Status		Comments
		Yes	No	
standards and (2) have an educational interruption during the regular school year, are given priority for MEP service.	<ul style="list-style-type: none"> • Priorities for Services fields on Migrant Data System are completed for each child identified as Priority for Services. 			
4. Documentation exists that the continuity of instruction and related support services for migrant children particularly through the transfer of records is occurring.	<ul style="list-style-type: none"> • Advance notification form • Methods used for transfer of records • Methods provided for continuity of instruction • Coordination with other programs • Communication with other districts on previous services provided 			
5. Documentation exists that project liaisons meet with families to facilitate communication between school, families, and social resource agencies.	<ul style="list-style-type: none"> • Identified staff person • Log of families contacted and services provided 			
NOTES:				

Measurable Program Objectives (Prioritization 1 – 4 from LCP)

School Readiness
 Reading
 Mathematics
 Graduation/OSY

Strategies and Implementation

1.0 – School Readiness (Check Strategies from Migrant Portion of LCP Application)		
	1-1	Provide supplemental school readiness instruction during the regular year and summer programs to migrant 4-year old children that are not yet in school.
	1-2	Coordinate with existing community programs and social services agencies addressing the needs of migrant children from birth to school age.
	1-3	Distribute information to migrant families about early childhood school readiness programs available to coordinate services to migrant infants and toddlers as well as 3-4 year old migrant children, as appropriate.
	1-4	Provide parent education events, family literacy events, book distributions, literature/educational materials, and strategies for parents to promote school readiness for their children.
	1-5	Provide parent education events, family literacy events, book distributions, literature/educational materials, and strategies for parents to promote school readiness for their children.
	1-6	Other:
	1-7	Other:

For each identified strategy, describe how it is carried out, along with the personnel involved and Migrant resources devoted to its execution:

2.0 – Reading and Mathematics (Check Strategies from Migrant Portion of LCP Application)		
	2-1	Provide supplemental needs-based, research-based reading instruction with appropriate progress monitoring and instructional adjustments for migrant students during the regular term and summer term.
	2-2	Provide supplemental needs-based, research-based mathematics instruction with appropriate progress monitoring and instructional adjustments for migrant students during the regular term and summer term.
	2-3	Provide supplemental needs-based, research-based English language instruction with

		appropriate progress monitoring and instructional adjustments for migrant students during the regular term and summer term.
	2-4	Provide academic and support services to non-project areas through the NW KS and SW KS statewide service centers.
	2-5	Other:
	2-6	Other:

For each identified strategy, describe how it is carried out, along with the personnel involved and Migrant resources devoted to its execution:

3.0 – Graduation/OSY (Check Strategies from Migrant Portion of LCP Application)		
	3-1	During the regular term and summer term, offer supplemental credit accrual options and supplemental instruction leading to graduation.
	3-2	Provide educational opportunities to help students plan for postsecondary education and a career.
	3-3	Participate in interstate projects to support student achievement and outcomes such as migrant Consortium Incentive Grants, PASS programing, and other appropriate interstate collaboration efforts.
	3-4	Provide leadership academies and workshops that promote regular school year and summer credit accrual.
	3-5	Provide supplemental education for OSY appropriate for their academic needs through a statewide OSY project.
	3-6	Other:
	3-7	Other:

For each identified strategy, describe how it is carried out, along with the personnel involved and Migrant resources devoted to its execution:

Appendix C

Order of Operations for the COE Approval Process

1. Review COE.
2. If problems on COE – It is sent to the project with a letter, stating the COE # and the changes/corrections that need to be made. Copy of ALL letters to the projects is kept in the project file.
3. Stamp date received on log sheet and white and yellow copies of COE.
4. On every back page make sure that the COE # is listed on the top right hand corner.
5. Copy all 2nd (back pages) pages- For scanning purposes.
6. Record Project information & data on COE Log sheet.
7. Record Recruiter Percentage on database.
8. Create folder for each batch and attach exit batch slip to folder.
9. Scan and e-mail the batch to the COE Approval Group for comments.
10. If there were any significant corrections that had to be made – The COE MUST go back to the project for corrections/changes to be made! (A letter will be sent with COE with comments.)
11. Once COEs are reviewed by Approval Group – The batch with the log go to the data clerk to be entered into the state database – If any changes were made to the log or COEs, the batch must be rescanned.
12. When data entry is completed with Student ID numbers on the log sheet it is ready for the final signatures.
13. Lead Reviewer section and Approval section is signed/stamped on yellow and white copies.
14. Yellow Copy – With a copy of the log –To Project.
15. White Copy - With a copy of the log – To KSDE Migrant Director.
16. Make copy of log and COE to send to State Database Coordinator.
17. Make a copy of the log sheet to keep in the Projects file.
18. Rolling re-interview. An outside person will re-interview the family either in person or by phone to verify the information on the COE is correct.

** This process is generally completed in 3 to 5 working days.*

Appendix D

Special Projects Sub-granted by the Kansas MEP

OVERVIEW

The Migrant Education Program (**MEP**) is authorized by Part C of Title I of the Elementary and Secondary Education Act (ESEA) of 1965 later amended by No Child Left Behind (**NCLB**). The MEP provides formula grants to State educational agencies (**State**) to establish and improve education programs for migratory children to help them succeed in regular school programs and to achieve the same State academic content and student academic achievement standards as non-migratory students are expected to meet.

The State MEP is charged statutorily to design a statewide MEP to meet the needs of migratory students in the State. There are never enough resources in the State MEP grant from the Office of Migrant Education to meet all the needs of migratory students in the State. Hence, the strategy outlined in the guidance is that the State with the local operating agencies (**LOAs**) conducts statewide comprehensive needs assessment (**CNA**) to set the priorities for services. The process that leads to the CNA product identifies the special educational needs of migrant children that are established statewide priorities. The State MEP and its LOAs then must determine the specific services that will help migrant children achieve the State's measureable outcomes and performance targets.

The tool suggested in the MEP guidance (2010) is to develop the statewide operational plan for MEP in the form of a Service Delivery Plan (**SDP**). The process that results in the SDP for the State determines the services that would best assist migratory students in accomplishing the State's measureable outcomes and performance targets. The statewide SDP articulates a clear vision of: 1) the needs of migrant children on a statewide basis; 2) the measurable outcomes and performance targets for students found eligible to receive migrant services; 3) the services the MEP will provide on a statewide basis; and 4) a measure of the effectiveness of those services. The SDP directs the use of MEP funds allocated to the State by the Office of Migrant Education.

Section 1302 of Title I states that the State is held responsible to accomplish all aspects of the MEP required to received federal funds to serve migrant children and youth. However, the State is given the flexibility to directly operate the program or may designate other agencies to perform a portion or all the State-level duties. The State of Kansas has designated other qualified agencies within the state to deliver:

- Secondary Services
- ID&R
- Quality Control Functions

PURPOSE

The purpose of this Addendum is to articulate how State of Kansas has determined these functions required in the SDP will be accomplished. The state must look for the most effective and efficient method to address needs identified in the Comprehensive Needs Assessment (CNA) and to ensure the accomplishment of the performance targets in the SDP. The State has the sole authority (Section 1302) for determining whom and how these administrative functions will be performed. The state chooses to sub-grant with LOAs to carry out these administrative

functions. Sub-granting for these functions and others have been included in the State Consolidated State Plan and approved by the Office of Migrant Education (**OME**)

Since the previous SDP was developed, there have been some changes in the sub-granting agencies that will carry out these functions and some modifications in the policies that govern some of these functions. This addendum will detail these changes.

SERVICES REQUIRED IN THE SDP DELIVERED BY SUB-GRANTING

I. SECONDARY SERVICES

The sub-grant for secondary services to migrant students beyond the regular services provided in LOA high schools are centered in Eudora School District and referred to as the Secondary Resource Center (**SRC**). The positions assigned to the SRC total five FTE:

- Migrant Education Services Specialists
- PASS Secretary
- PASS Director
- PASS Advocate
- PASS Grader

The Secondary Resource Center provides a wide array of services. A summary of services provides follows:

A. Credit Accrual

It is a common condition that secondary students are at multiple high schools during a single school year. One of the services performed within the SRC is to work with the Texas Migrant Interstate Program (**TMIP**), the Illinois Migrant Council (**IMC**) and the current LOA where the student is enrolled to weave together the pieces of credit earned for total course credit. In some cases, a whole credit has been earned leaving resource staff the task of accessing the partial credits and having the credit awarded at the current high school. In other cases, only partial credit has been earned at other schools and the resource staff must work with the current high school to develop a plan for the total credit accrual. If the student leaves the current high school prior to completing the credit, the SRC works with the receiving high school to continue the plan toward full credit accrual.

B. Technical Assistance to LOA

The SRC offers technical assistance to LOAs providing services to secondary migrant students. The Program Services Specialist (**PSS**) provides technical assistance to the LOA migrant project to ensure that K-12 migrant projects are receiving the services delineated in the SDP. Each LOA MEP is visited to determine if the program is in alignment with the service delivery plan for K-12. The PSS tracks the progress of secondary students toward the goal of graduation. Technical Assistance is provided to the LOA MEP in the form of suggestions on learning strategies, materials, and modifications to course curriculum to assist the migrant student in learning. Secondary migrant students are provided technical assistance on study skills, course suggestions, and learning strategies to make sure they are on track for graduation. The PSS documents each LOA MEP visit and reports to the Educational Program Consultant:

- A list of current/trend use of existing programs and resources provided,

- A description of the district's delivery plan to ensure that priority for service students are served,
- A narrative summary of difficulties/problems which required technical assistance and
- Recommendations for the LOA to better meet the needs of migrant and continuation of service students.

C. Course Development

The Secondary Resource Center (SRC) develops course materials for the National PASS Center as well as the Out-School Youth Consortium (**OSY**).

1. PASS Courses

PASS stands for Portable Assisted Study Sequence Program. PASS offers high school students a chance to earn credit for missed or incomplete courses, helping them stay on track for graduation. Courses are developed for most required subjects and a variety of elective courses. Courses are offered in both English and Spanish for grades 6 – 8 and high school grades 9 through 12. The Secondary Resource Center in Eudora is one of the four dissemination sites that are licenses by the National PASS Center (NPC) to distribute PASS courses. The State of Kansas is also involved in course development for the NPC through the SRC. The SRC develops: 1) Full secondary courses that may be taken on-line for full high school credit and 2) Mini courses for middle school credit. Currently in development is the shared project between Kansas MEP and the National PASS Center to develop a matrix to align common core standards with the Mexico'

2. Out-School Youth

The SRC provides support to OSY students in two ways: 1) The Kansas OSY Advocacy Project and 2) Leadership role in the SOSOSY Consortium.

a. Kansas OSY Advocacy Project

The SRC publishes all digital and paper materials required providing OSY migrant youth support services required by the unique demands of their migrant life style. There are eight advocates that serve the OSY students identified in the State. The advocates make home visits to conduct interviews to conduct needs assessments. Twenty percent of OSY youth identified want to return to school. The majority of OSY want to have assistance acquiring life skills. The advocates work with school districts and community resources to meet the needs of the OSY migrant youth.

b. Consortium (OSY)

The State of Kansas through the SRC in Eudora performs lead state duties for the SOSOSY (Strategies, Opportunities, and Services for Out-Of-School Youth) Consortium. The Consortium was formed to address the needs of the growing out-of-school (OSY) population among MEP secondary-aged youth. The purpose of the Consortium is to design, develop, and disseminate a system to identify and recruit, assess, and develop/deliver services to migrant out-of-school youth, provide professional development to support these activities, institutionalize SOSOSY services into State CNA and SDP to elevate the quantity and quality of services to this large, but underserved population.

In addition to the fiscal responsibilities performed at the Resource Center for the SOSOSY Consortium, it also assists in the development and dissemination of materials to the twenty participating states. Examples of materials that have been developed and disseminated are: 1) OSY Advocacy Support, 2) Academic Services and, 3) Health Materials.

D. Consortium Support in Collaboration with FSCC

Currently Kansas, through the SRC, is the sponsoring state for the SOSOSY and the Using Innovative Educational Technologies (**InET**) Consortia. The SOSOSY Consortium has been explained in a previous section. The InET Consortium is an eight-state consortium that addresses the Absolute Priority of expanding access to innovative educational technologies to increase the academic achievement of eligible migrant students whose education is disrupted due to frequent moves across state lines and international borders. The SRC publishes and disseminates: 1) educational materials created by each of the Consortiums and 2) Publishes Newsletters written by each of the Consortiums.

E. Intra-agency/Interstate Coordination

Kansas has always been a leader in Interstate coordination through the sharing of cutting edge materials, models, and the dissemination of information to other states. Two of the tools the State of Kansas used to share information with other states are through the monthly Newsletter and the monthly updated MEP website. The SRC assumes these responsibilities for the State MEP website and uses this tool to publish Kansas cutting edge practices.

F. Summer Leadership Academies

The SRC designs, plans, and implements a three-week summer academic enrichment program on the University of Kansas Campus in Lawrence. The leadership program is a 20-day residential program offering 40 migrant secondary students the opportunity to: a) strengthen learning strategies, b) explore and practice leadership skills, and c) gain knowledge and skills to graduate from high school and pursue a college education.

In coordination with KSDE, local districts, HEP/CAMP and post-secondary institutions, etc., will develop a series of week-long regional leadership summer academies targeted for Migrant PFS students.

G. Professional Learning

Professional development opportunities are available for migrant staff as well as staff that work with migrant children and youth through TASN which provides offerings for instructional staff based on their identified needs.

H. MEP Evaluation

The Kansas State Migrant Department (**KSDE**) delegates the selection, hiring, and collaboration for the State evaluation to the SRC. The SRC provides input and reviews the evaluator's content, processes and procedures, and dissemination the annual report. The State MEP Evaluation Report offers documentation, statistical facts, conclusions, suggestions, and recommendations regarding the current delivery of MEP services for pre-kindergarten through 12th grade students.

II. Identification & Recruitment (ID&R) Projects

The state ID&R Plan is fluid and responds to the changing course of the migrant stream as well as the regulatory guidance (2010). Identification and recruitment (ID&R) of eligible migrant children is a cornerstone of the Migrant Education Program (MEP), and its importance cannot be overemphasized. *Identification* is the process of determining the location and presence of migrant children. *Recruitment* means making contact with migrant families, explaining the MEP, securing the necessary information to make a determination that the child is eligible for the program, and recording the basis of the child's eligibility on a Certificate of Eligibility (COE).

The tenets of the statewide ID&R Plan are that:

- a. The children who are most in need of program services are often those who are the most difficult to find.
- b. Many migrant children would not fully benefit from school, and in some cases would not attend school at all, if the MEP did not identify and recruit them into the MEP. This is particularly true of the most mobile migrant children who may be more difficult to identify than those who have settled in a community.
- c. Children cannot receive MEP services without a record of eligibility.

Section 1304 (c) (7) of the statute provides the State is responsible for identifying and recruiting all eligible migrant children residing in the State. The State of Kansas has sub-granted all ID&R responsibilities to three service centers. The state of Kansas employs a statewide recruitment system. The state has been divided into five service areas displayed on a map contained in ID&R materials. The State MEP will designate the ID&R services to be covered by each of three service centers.

The three ID&R centers located in:

- Southwest Kansas ID&R Center (Sublette),
- Southeast Kansas State ID&R Center (Greenbush), and,
- Northwest Kansas State ID&R Center (Oakley).

The statewide ID&R Plan will be implemented utilizing these three ID&R Centers. Oakley will cover the northwest area of the state colored orange on the state map. Greenbush will cover the southeast area of the state colored green on the state map found on page 25. Sublette will cover three service areas and will be the lead ID&R service center. The Sublette Service Center will cover southwest corner of the State colored pink. This service center will also cover the service area adjacent to Sublette area surrounding Wichita (colored yellow). Sublette ID&R Service Center will also cover the northeastern corner of the state colored in purple.

The statewide ID&R plan continues to advocate a statewide perspective in supervision and staff development of all ID&R personnel within the community, the local school districts, and state recruiters. The plan has a State ID&R Coordinator who is responsible for the coordination of all recruitment efforts and a State ID&R Staff Development Coordinator who is responsible solely for the staff development of the entire state. Both of these full-time staff are located in the Sublette service center, but serve the entire state. Statewide recruiters are employed by the State and assigned to one of the three service centers. The State also employs two community liaisons

to interface between the recruiters and the local districts with migrant education programs. The ID&R function is staffed by a total of 28 FTE.

The statute sees recruiter training as a part of the Quality Control function. Hence, the State ID&R Staff Development Coordinator and her responsibilities are not included in the ID&R function, but reside in the Quality Control function discussed below.

All five regions, recruiters and liaisons work together to ensure collaboration, coordination, and a statewide perspective toward ensuring all eligible migrant students and youth have the opportunity to meet the same academic and content standards as non-migratory students. This collaborative network joining local school districts, state level resources, and national consortia increases the likelihood of addressing all MEP needs, including support services, within and outside of the school district.

The ID&R Plan will be implemented as such:

- a. These recruiters in the three ID&R centers will cover the entire area assigned to identify all eligible migrant children and youth. One of the strategies used to increase the effectiveness of the ID&R efforts is creating networks by coordinating with organizations and agencies that provide services to migrant workers and their families. These include resources such as:
 - 1) Public school data,
 - 2) Migrant program located in public schools,
 - 3) Agri-business employers,
 - 4) Farm worker organizations,
 - 5) Workforce Investment Act (WIA) offices,
 - 6) Cold calls at places where migrants frequent such as markets, churches, local businesses,
 - 7) Social Services Offices,
 - 8) Legal Aid agencies,
 - 9) Migrant Head Start and other preschool programs,
 - 10) Supplemental Federal Program for Women, Infants and Children (**WIC**) offices,
 - 11) Community liaisons.
- b. The recruiter prioritizes the resources that migrant students, youth or workers may need.
- c. The recruiter makes a home visit to determine if the family may qualify as migrant under the statute.
- d. If the family fails to be eligible due to type of work, length of stay, employment condition, and time since movement, contact with the family discontinues.
- e. If the family information indicates reasonable potential for eligibility, the recruiter collects the necessary information sufficient to determine if the family is eligible to receive migrant services.
- f. The recruiter documents this information on completed Certificate of Eligibility (**COE**) form signed by the parent.
- g. The recruiter electronically submits the COE for review.
- h. The next steps in the statewide ID&R Plan are covered in the Quality Control Section.

This statewide ID&R Plan outlines a cost effective and efficient system that provides many benefits that the previous system did not. The statewide system:

- Provides year-round recruitment,
- Provides ID&R coverage for the entire state with a focus on all aspects of the migrant population and the support services required by the unique demands of the migrant lifestyle, and,
- Blends local and statewide perspectives into a substantial and resourceful system of migrant support. Not only does this revised ID&R plan fulfill federal regulations but it also ensures all qualifying MEP children are identified and recruited in Kansas.
- Provides high accountability by annual compliance visits by the State ID&R Staff Development Coordinator to ensure that recruiters are following the statutory guidelines and the SDP. This function is detailed in the Quality Control Function.

III. Quality Control

Kansas has always been noted for its leadership in the area of identification and recruitment (ID&R). The Office of Migrant Education (OME) increased emphasis on the accuracy and timeliness of the determination of child eligibility published in 2004. The revised non-regulatory MEP guidance (2010) specifically states that the State is responsible for ensuring the accuracy of eligibility determinations and the sufficiency of the information used for the determination. Accuracy of child eligibility decisions is central to MEP programmatic and fiscal decisions at the State level.

The current Non-Regulatory Guidance (2010) requires each state to implement a system of quality control to ensure that the information used to determine eligibility is accurate. An effective and efficient quality control function provides a reasonable basis for: 1) determining that the children who are recruited are, indeed, migrant children entitled to receive migrant services and, 2) providing an accurate basis to determine the federal allocation for each State serving migrant children. The minimum requires for an acceptable system of quality control is delineated in the Non-Regulatory Guidance (2010). The State of Kansas MEP has outlined in the approved Consolidated State Plan, the Service Delivery Plan, and the adopted Quality Control function, procedural that exceed the requires established in the Non-Regulatory Guidance (2010).

The State of Kansas MEP has sub-granted the quality control function to Fort Scott Community College (**FSCC**). FSCC is responsible for carrying out all Quality Control Functions (**QCF**) and reports directly to the Kansas Director of MEP. FSCC is not involved in any other aspect of identification and recruitment nor is it involved in any aspect of direct services to migrant children, youth or migrant families. There are six Quality Control functions performed by FSCC can be schematically viewed in. These functions are performed by 3.9 FTE. The QCF performed are listed below:

A. Recruiter Training

Recruiter Training is the keystone to a strong quality control program. State ID&R Staff Development Coordinator is responsible for providing training of all ID&R staff as well as other stakeholders in the ID&R process. Perhaps the most important responsibility is the training of recruiters to perform their duties fully, with accuracy, and in a timely fashion. There are two levels of training that is provided by the ID&R Staff Development Coordinator: 1) the initial training required when recruiters join the Kansas ID&R statewide program, and 2) the periodic training received in response to errors made in the

current year in the areas of: COE completion, eligibility determinations, or sufficient documentation accompanying the COE.

In developing effective training curricula, the qualities of an effective recruiter must be considered. The desired recruiter must have:

- a. Knowledge of the definition of a “migratory child”
- b. Knowledge of MEP eligibility requirements,
- c. Cultural sensitivity,
- d. Fluency in the languages spoken by migrant workers in their area,
- e. Knowledge of local growers and fishing companies
- f. Knowledge of local qualifying agricultural and fishing production and processing activities,
- g. Familiar with cycles of seasonal employment and temporary employment,
- h. Knowledge of the local school system, the services available for migrant children offered by the local LOA and their families, and the most effective strategies for recruiting in the area being covered,
- i. Familiarity with local roads and the locations of migrant labor camps and other migrant housing, and
- j. Knowledge of other agencies that may provide services to migrant workers and their families.

The resources used to develop the curriculum include the National ID&R Curriculum, needs of the trainees, and recent past errors. A sample-training curriculum will include, but will not be limited to:

- a. Knowledge of all MEP eligibility definitions;
- b. Understanding of the decision-making process that recruiters should use, consistent with Federal definitions and SEA-adopted procedures, to determine each child's eligibility for the MEP;
- c. Knowledge of local agricultural and fishing production and processing activities;
- d. Familiarity with local growers, processors, and fishing companies;
- e. Skill in the use of studies of the State's agricultural and fishing industries, where available, as guides to determine whether particular employment activities are temporary;
- f. Proficiency in accurately, completely, and clearly filling out all sections of the COE;
- g. Knowledge of the types of situations that need additional narrative or documentation beyond what is normally recorded on the COE to demonstrate that the children are eligible for the MEP services; and
- h. Targeting common errors that have been made in the previous year.

B. COE Approval

The COE approval process ensures the reasonable accuracy of recruiters' eligibility determinations and written eligibility documentation. The process below describes the process by which each COE is reviewed, checked for completeness, and verified. Eligibility of a student or youth is determined by the information contained on the COE; hence, a formal process is necessary for resolving eligibility questions raised by recruiters

or their supervisors. The process described below is the formal process of COE Approval:

1. The statewide recruiter completes the COE with parent, guardian, or OSY with the accompanying signature.
2. The recruiter electronically submits the COE for review to the COE Approval Team comprised of individuals with prior experience with and knowledgeable of ID&R and current MEP guidelines
3. The COE Approval Team reviews each COE submitted for:
 - a. Completeness,
 - b. Spelling,
 - c. Support sequence of dates,
 - d. Eligibility Issues,
 - e. Qualifying Activity,
 - f. Temporary activity duration, and
 - g. Dates of move.
4. The COE Approval team gives an eligibility determination recommendation before sending it to the final reviewer.
5. The COE is then submitted to the final reviewer with accompanying notations. The final reviewer rechecks the COE and makes the final eligibility determination
 - a. If the COE is found to be valid, the COE is approved.
 - b. If the COE is found to have error or need more information, the COE is returned to the recruiter that submitted the COE for correction, more information, or verification.
6. If the COE is returned to the recruiter, the recruiter addresses the issues and the COE proceeds through steps 2-5 again.
7. If the COE is approved, it is sent to the Data Specialist for review. At this step the following steps are completed:
 - a. Compare the COE against the information in the KIDS (**K**ansas **I**ndividual **D**ata on **K**ids **S**ystem)
 - b. Assigns a KIDS number to each student.
 - c. If there are discrepancies with the KIDS database, the COE is returned to the recruiter for correction or verification.
 - d. The recruiter addresses the identified issues
8. If the Data Specialist returns the COE to the recruiter, then the COE must proceed through step 7 again.
9. When the student data on the COE is verified by the Data Specialists, the student information is entered into the Migrant Data System and the FSCC COE Migrant System.
 - a. Multiple KIDS IDs are reconciled each Friday.
10. After the information is entered into the Migrant Data System and FSCC COE Migrant System, the recruiter is notified. The recruiter then provides the original COE to the service provider:
 - a. Migrant funded project site
 - b. Service center that provides migrant services
 - (1) In this case, a COE is also sent to LOA attendance center for free and reduced lunch consideration.
 - c. If the COE is an OSY, the COE is given to an OSY project.

11. If the OSY enrolls in a school, the COE is transferred to the migrant funded site in which the OSY enrolls.
12. The migrant funded site sends the COE through steps 6 through 9.
13. The student is assigned (ASGT) to the district in which the student is being served and indeed is uploaded/enrolled (ENRL) and included in the 9/20 count of the District.
14. Each overnight the Migrant Data System pulls and verifies data from KIDS system.

C. Rolling Re-Interview

A required component of an acceptable quality control system is a systematic review of the eligibility determinations that have been made in the current year. In 2007, the State of Kansas re-interviewed each family represented by each COE in the 2006 migrant student count. The students found to be ineligible were deducted from the roles as well as restitution made with the federal migrant office. Each year after, the quality control staff has re-interviewed a sample of students and youth identified as eligible to receive migrant services. Quality Control staff completes this level of review internally.

The purpose of the rolling-re-interview is to determine whether children enrolled in the MEP in the current program year were properly identified and eligible to receive MEP services. The term rolling denotes the on-going basis of this type of annual review. The initial information documented on the COE that was used to make the eligibility determination is verified within six weeks of the initial interview. This re-interviewing process occurs prior to the student or youth's inclusion into the state's child count.

The methodology of the Rolling Re-interview is comprised of nine sections:

- 1) Goals of Rolling-Re-interview
 - a. Examine through re-interviewing, of parents/guardians/self the eligible youth, the validity of an initial interview prior to the sampled youth's inclusion in a state child count.
 - b. Ensure that only eligible students and youth receive MEP services.
 - c. Identify areas/topics for future recruiter training.
 - d. Improve the overall quality and accuracy.
- 2) Sampling
 - a. The Quality Control staff (QCs) will select the COE of every fourteenth student determined to be eligible to receive migrant services.
 - i. This sampling rate will allow a sufficient number to sample in excess minimum of three percent of migrant children and youth identified within a 12-month period and,
 - ii. Allow families to receive a re-interview within six weeks after the initial interview.
 - b. The re-interview sample will be random and will not consider age, location, type of work or other distinguishing factors.
 - c. If the results of the re-interview indicate there are specific problems in a certain area, further stratification of re-interviewing may be conducted in that specific area.

- d. The “highly mobile” families sampled that could not be contacted will be taken into consideration. If this population seems to be under-represented, further stratification may be indicated.
- 3) Selection of Re-interviewers
- a. There are two full-time re-interviewers who re-interview the COE of every fourteenth student that is identified. The two persons who conduct the re-interview are seasoned recruiters who are also on the re-interview team for the Re-Interview Consortium that serves six states.
 - b. The two re-interviewers are familiar with the qualifying work performed in Kansas, the location of work, the agri-business employers, and the migration patterns within Kansas and between Kansas and other states.

4) Training

Given that the State of Kansas has two re-interviewers whose sole responsibility is to re-interview for the State of Kansas and for other states associated with the Re-Interview Consortium when conducting independent prospective re-interviews, an annual training program is not needed. However, these two re-interviewers attend national and state ID&R meetings to maintain their level of current knowledge and skills.

If this system of re-interviewing staff was changed where multiple re-interviewers were used who may be new to the State, training such as the following may be used.

- a. Each re-interviewer is given a copy of the established procedures of the re-interview.
 - b. Each re-interviewer in initial training will cover the basic concepts of re-interviewing.
 - c. Each re-interviewer is asked to do a self-assessment in the areas of MEP knowledge, recruiter skills, knowledge of Non-Regulatory Guidance, and areas of recruiter weakness. Training is modified based on re-interviewer self-assessments. If no weaknesses are offered, training determines areas through role-playing and questioning.
 - d. Training specific to State Rolling-Re-interview purpose, inter-rater reliability, data sheet, protocol, and questionnaires.
 - e. Application of recruiter basics and re-interview techniques through role-playing and scenarios.
 - f. Each re-interviewer is tested on the basic concepts of migrant eligibility and quality control information concerning re-interviewing.
 - g. Before re-interviews are conducted with migrant families, all re-interviewers are observed during mock interviews to ensure that the established re-interview procedures are followed.
 - h. Each re-interview will document the re-interview on data sheets completed from answers given during the protocol questions.
- 5) Conducting Interviews
- There are two full-time re-interviewers who re-interview the COE of every fourteenth student that is identified. The two persons who conduct the re-interview are seasoned recruiters who are also on the re-interview team for the Re-Interview Consortium that serves six states. The two re-interviewers are familiar with the

qualifying work performed in Kansas, the location of work, the agri-business employers, and the migration patterns within Kansas and between Kansas and other states. The following process is following when re-interviews are conducted:

- a. The re-interviewers have the initial COE with them when conducting the re-interview.
- b. While the re-interviewers are in the home, the parents are interviewed as to their satisfaction with: 1) the interactions with the initial recruiter, the school district staff, the migrant staff and, 3) the migrant services their child or youth has received since identification.
- c. If any information is received which requires action, the appropriate person is notified. The re-interviewers recheck with the family within six weeks to see if the issues have been resolved. If appropriate the MPAC president is notified.

If this system of re-interviewing staff were changed where multiple re-interviewers were used who may be new to the State, the following process would be followed:

- a. Re-interviews are given specific instructions to follow a set of questions and to record the answer to questions on approved forms.
- b. The re-interviewer makes the eligibility determination based on information collected on the established re-interview forms.
- c. Before the re-interviewer conducts interviews with migrant families, trainers may accompany the re-interviewer to give the final approval of the re-interviewer techniques and skills.
- d. Trainers may make unexpected accompaniments with a re-interviewer to check on the application of training.
- e. Re-interviews will be conducted face-to-face if possible and by phone if necessary. A list of helpful tips for phone contact is provided for the re-interviewer.

6) Determining Eligibility

There are two full-time re-interviewers who re-interview the COE of every fourteenth student that is identified. The two persons who conduct the re-interview are seasoned recruiters who are also on the re-interview team for the Re-Interview Consortium that serves six states. The two re-interviewers are familiar with the qualifying work performed in Kansas, the location of work, the agri-business employers, and the migration patterns within Kansas and between Kansas and other states. Eligibility is determined by the two re-interviews with the following process:

- a. After the re-interview is conducted, the re-interview makes the eligibility determination based on the information collected.
- b. The re-interviewer compares the information on the initial interview COE and the re-interview COE to compare eligibility determinations.
- c. If the information between the initial interview and the re-interview is without exception, the COE is sent to the COE Approval Coordinator.

- d. The COE Approval Coordinator maintains a file and writes an annual rolling re-interview report summarizing errors, difficulties with recruiters, corrections made based on continued errors, etc.
- e. If there is a variance on the eligibility determination between the initial interview and the re-interview, the re-interviewer determination is considered correct.
- f. The re-interviewer increases the number of students re-interviewed in that area, with that type of work, or by that recruiter.
- c. If other problems are found with the recruiter, the re-interviewer informs the COE Approval Coordinator. Plans are made to have all the COEs completed by recruiter for the last two years re-interviewed.
- d. The resulting action may be individual staff development with the State ID&R Staff Development Coordinator or may be more increased corrective action with the recruiter.

If this system of re-interviewing staff were changed where multiple re-interviewers were used who may be new to the State, the following process would be followed:

- a. The re-interviewer determines eligibility based on information collected in the re-interview.
- b. If there are differences between the initial interview and the re-interview, it goes to the Panel of Experts for review.
- c. If there are no discrepancies between the initial determination and the re-interview determination, the COE is sent to the COE Approval Coordinator for documentation.
- d. The COE Approval Coordinator maintains a file and writes an annual rolling re-interview report summarizing errors, difficulties with recruiters, corrections made based on continued errors, etc.
- e. If there is found to be a variance between the initial interview determination and the re-interview determination, the Panel of Experts reviews the documentation on the re-interview COE to determine if additional information is needed or if there are questions to be answered.
- f. The re-interviewer may be requested to get additional information from the family to provide sufficient information for the Panel of Experts to decide which eligibility determination is correct.
- g. If the eligibility determination changes from the original determination, the panel documents the specific differences.
- h. The documentation is sent to the COE Approval Coordinator to be:
 - 1) Maintained for the annual report
 - 2) Sent to the recruiter
 - 3) Sent to the local project director who must contact the family and must notify the teacher that services will be discontinued.
- i. If there are variances found, the re-interviewers increase the number of COEs reviewed by that recruiter, type of work, or served in that local project.
- j. The additional COEs are sent to the Panel of Experts for review.
- k. The same process is followed as described in steps e through h.

- l. If other eligibility determination errors are found the Panel of Experts writes a letter to the COE Approval Coordinator with copies sent to the recruiter, and Director of the local migrant project.
- m. The result may be individual staff development with the State ID&R Staff Development Coordinator or may be more increased corrective action with the recruiter.

7) Calculating defect rate

The State of Kansas utilizes the formula and the process identified into report from Aguirre and Aguirre to OME (2009). Kansas' sample selects the COE for review of the fourteenth student or youth that is identified. Hence, the defect rate is determined by taking the number of migrant students sampled during a twelve-month period is divided into the number of students that were found to be ineligible. This yields the defect rate. For a percentage, multiple the number times 100. For example 200 students interviewed and 5 found to be ineligible ($5/200 = .025 \times 100 = 2.5\%$)

If the State used a stratified same, a weighed formula is used.

8) Quality Control Process

The results of the rolling re-interview process should inform the State ID&R Coordinator and the State Staff Development Coordinator what corrective action the ID&R function of the State requires. These results will provide a basis for further conversations between the State MEP staff and the sub-grantee performing the ID&R services and the sub-grantee performing the Quality Control services for the State of Kansas.

The corrective actions taken could include the following changes to the ID&R process:

- a. Revising the ID&R Manual
- b. Redesigning required training for recruiters.
- c. Developing a professional development schedule for local project directors and recruiters to ensure knowledge and understanding of the MEP Non-regulatory Guidance.
- d. Implementing a specific, ongoing technical assistance in the area of ID&R for projects with excessive error rates.
- e. Increasing accountability between local projects and the state ID&R staff.
- f. A process for implementing corrective action in response to internal audit findings and recommendations.

9) Summary

The utilization of the Rolling Re-interview will enable the State MEP to thoroughly examine its efforts to provide quality ID&R efforts for the current year and to improve upon the delivery of services to eligible migrant children, youth, and their families.

D. Tri-Annual Review

The Tri-Annual Review is to determine whether children enrolled in the Kansas MEP were properly identified and eligible to receive services or if they should be removed from the program due to ineligibility. Every three years the State of Kansas has independent reviewers conduct re-interviews on an adequate sample of randomly selected students. The Re-Interview Consortium conducts the tri-annual re-interview for the State of Kansas MEP.

Re-Interview Consortium is a six state consortium with staff from each state that has expertise in ID&R in general and specifically with re-interviewing. Other states may contract with the Consortium to perform the tri-annual review in their state. The Consortium performs all eight components of the re-interview, compiles the results, conducts an exit interview, and provides a written report summarizing the results of the re-interview process.

The tri-annual re-interview consists of the following components:

- 1) Goals of the Tri-Annual Re-Interview are twofold:
 - a) To re-examine, through re-interviewing of parents or guardians, the accuracy of the previous year's count of migrant students and youth and to report the defect rate to OME.
 - b) To improve the Quality Control Function for the State MEP.

2) The methodology of the Tri-Annual Review Plan is comprised of eight sections

- a) **Sampling**

The sampling methods used for the Tri-Annual Re-interview Process are those described in Aguirre and Aguirre (2009) and are as follows:

- 1) lklksdsl
- 2) klsldslkksl

- b) **Selection of Re-interviewers**

The Re-Interview Consortium has two re-interviewers from each state with a high level of expertise in both ID&R and re-interviewing. The re-interviewing will be conducted for the State of Kansas by two of these ten people from Consortium states other than Kansas. The same people do not do the re-interviewing in the same state for two-consecutive tri-annual re-interviews. The state is not involved in selecting the re-interviewers that come to the state.

- c) **Training**

Re-Interview Consortium conducts training for the re-interviewers that participate with the Consortium. The states forward the two premier ID&R recruiters to work with the Consortium. The individuals forwarded from each state have over a decade of experience in ID&R and the MEP. The Re-Interview Consortium provides additional training so that each of the re-interviewers uses the same approach, the same protocol, questionnaires, and data sheets. Each re-interview conducted follows the same sequence, sampling method, and over-sampling if errors are found in a certain area.

d. Conducting Re-Interviews

The Re-Interview Consortium re-interviewers will arrive in the State with a project leader. The project leader will select the sample and coordinate with Kansas Quality Control staff to receive state and local maps. If some of the families are gone, the project leader, with cooperation of Quality Control staff, state recruiters or local migrant program who served the student or youth makes every effort to find the family. If the family has moved to another location close enough for the re-interviewers to travel that distance, the family is interviewed face-to-face in their home. If the distance is too far, the re-interviewers conduct a phone interview if possible. If the family cannot be located, another family from the same location is chosen to replace this sample COE.

The following process is followed:

- 1) The Re-Interview Consortium re-interviewers have the initial COE with them when conducting the re-interview.
- 2) The re-interviewers interview the same person that signed the COE in the initial interview if possible. If not, the person who provides information in the re-interview signs the re-interview COE.
- 3) If the re-interviewers eligibility determination based on information collected in the re-interview agrees with the eligibility determination made in the interview, the COE is passed on to the Panel of Experts without notation.
- 4) If the re-interviewers eligibility determination based on information collected in the re-interview differs from the eligibility determination, the COEs from the initial and re-interview with accompanying notations are forwarded to the Panel of Experts for review.

e. Determining Eligibility

There are two Re-Interview Consortium re-interviewers conduct re-interview with each COE included in the sample selected (Aguirre and Aguirre, 2009) The re-interviewers are made knowledgeable of the qualifying work performed in Kansas, the location of work, the agri-business employers, and the migration patterns within Kansas and between Kansas and other states. Eligibility is determined by the two re-interviews with the following process:

- 1) After the re-interview is conducted and the re-interviewers make eligibility determination based on the information collected.
- 2) The re-interviewer compares the information on the initial interview COE and the re-interview COE to compare eligibility determinations.
- 3) If the information between the initial interview and the re-interview is without exception, the COE is sent to the Panel of Experts.
- 4) The Panel of Experts documents the results on each of COEs in the sample as well as any secondary sample chosen.

- 5) The Panel of Experts could, although very seldom needed, ask the re-interviewer to return to the family to get more information to support the eligibility determination.
- 6) If there is a variance on the eligibility determination between the initial interview and the re-interview, the Panel of Experts decide the correct eligibility determination.
- 7) The recruiter who conducted the initial interview and/or his or her supervisor may appeal the decision of the Panel of Experts. In this case, three additional members Re-Interview Consortium that are qualified to be project leaders form a review panel to make the final eligibility determination.

f. **Calculating Defect Rate**

The sampling methods used for the Tri-Annual Re-interview Process are those described in Aguirre and Aguirre (2009) and are as follows:

- 1) kklksdsl
- 2) klsldslk

g. **Quality Control**

Each re-interview accompanied by all the documentation from the initial interview and the re-interview goes to the Panel of Experts composed of ID&R Re-Interview Consortium leadership. The panel is usually comprised of three, with one member taking a leadership role.

The Panel of Experts reviews each COE in the re-interview sample. The following process is followed:

- 1) The Panel of Experts reviews each COE; both initial and re-interview, to determine if there is sufficient information to make an accurate eligibility determination.
 - a. If sufficient information is included, no further notation is made.
 - b. If the re-interviewers eligibility determination based on information collected in the re-interview agrees with the eligibility determination made in the interview, no further notation is made.
 - c. If the re-interviewers eligibility determination based on information collected in the re-interview differs from the initial interview eligibility determination, the Panel of Experts review the accompanying notations of each COE.
- 2) The Panel of Experts has the option of requesting the re-interviewer to gather additional information if needed.
- 3) The Panel of Experts decides the eligibility determination with accompanying rational for the decision.
- 4) The recruiter who conducted the initial interview and/or his or her supervisor may appeal the decision of the Panel of Experts. In this case, three additional members Re-Interview Consortium that are qualified to be project leaders form a review panel to make the final eligibility determination.

- 5) When all the re-interviews are complete, the eligibility determinations made, the repeal decided, the Panel of Experts will:
 - a) Write a report documenting all the findings in the Tri-annual Prospective Re-interview. The report will be distributed to the State of Kansas MEP Director, the Office of Migrant Education (OME), and the ID&R Re-Interview Consortium.
 - (2) Conduct an exit interview with the Kansas Quality Control Staff, Director of Special Projects, and Director of Migrant Education and their representatives.
 - (3) Make suggestions for training directed at errors that were identified.
 - (4) Make suggestions for corrective action based on results of the Tri-Annual Prospective Re-interview. Common suggestions include:
 - a. Revising the ID&R Manual
 - b. Redesigning required training for recruiters.
 - c. Developing a professional development schedule for local project directors and recruiters to ensure knowledge and understanding of the MEP Non-regulatory Guidance.
 - d. Implementing a specific, ongoing technical assistance in the area of ID&R for projects with excessive error rates.
 - e. Increasing accountability between local projects and the state ID&R staff.

I. Summary

The Tri-Annual Review will enable the Kansas MEP to identify the defect rate and to provide further action based on the results. An external review provides an objective examination of the ID&R efforts as well as the Quality Control activities. The results will be used to strengthen these two state functions as well as improve the delivery of services to eligible migrant children and youth and their families.

E. Compliance

The purpose of the Compliance function is to make visits to each LOA MEP to determine if the project is in compliance with the current federal regulatory guidance standards. The Program Support Specialist position is charged to make monitoring visits to programs that serve over 400 students every year. If the LOA MEP serves less than 400 students, the Program Support Specialist will make a monitoring visit every three years unless there is reason to believe a more frequent schedule needs to be adopted. The Program Support Specialist will prepare written, objective documentation of the monitoring visit that will include, but not be limited to:

- 1) Demographic data describing the project, project count (regular and summer),
- 2) Priority for service count,
- 3) List of services provided ,
- 4) Description of database entry procedures,

- 5) Description of the district's plan to ensure that priority for service students are served,
- 6) Description of fiscal management of migrant funds, and,
- 7) Recommendations for the LEA to be in compliance.

The Program Support Specialist will provide the Educational Program Consultant in a timely manner summarizing the strengths and areas of concern for each LOA MEP.

New LOA MEP Directors will receive technical assistance to assist the new director in establishing an efficient and effective MEP program.

F. Migrant Parent Action Committee (MPAC)

The Kansas State Migrant Parent Advisory Council (**MPAC**) has been active since the 1980s. There are currently 48 active MPACs in local migrant projects. The mission statement that guides the actions of MPAC is "Educating parents to become strong advocates of their children's education and leaders in their communities as well as responsible and culturally sensitive citizens."

The goals of the Kansas MPAC are based on the tenets that parents are a child's first teacher, have longest opportunity to be the best advocate, and can play the most significant role in their child's academic achievement. The current goals for the Kansas State MPAC are:

- To have an active MPAC at every MEP project in the state of Kansas
- Train local MPAC representatives to become advocates and leaders of their communities
- Create a strong MPAC network throughout the state
- Empower parents as primary educators of their children.

While the statute in section 1304(c)(3) requires the State and LOAs to consult with parent advisory councils in the planning and operating the MEP, the Kansas MPAC exceeds the requirements of the statute. An MPAC advises the SEA and its local operating agencies on concerns of migrant parents that relate to the planning, operation, and evaluation of the MEP programs and projects in which their children participate. In particular, the SEA and local projects must consult with the MPAC about comprehensive assessment and the design of the comprehensive service delivery plan. The Kansas MEP provides the participation of migrant parents through policy involvement, shared responsibility and capacity-building activities.

Each local MPAC has the following targets for operation:

- Membership is comprised of a representative sample of parents or guardians of eligible migrant children and individuals who represent the interests of migrant parents and their children.
- Meetings will be held once per month during the regular school year
- Meetings will be scheduled to accommodate parent work schedules and publicized well in advance of the meeting location, time, and agenda.
- Meetings will be conducted in a language and format that parents understand.
- Establish meeting rules that support open discussion and build communication skills.

- Provide transportation, childcare and other reasonable and necessary costs to facilitate attendance.
- Retain attendance records, meeting agendas, minutes, and any other relevant materials for auditing purposes by the Kansas Migrant Education Program.

IV. Support to Consortia

A. SOSOSY Consortium

The State of Kansas is the lead state for the SOSOSY (Strategies, Opportunities, and Services for Out-of-School Youth) Consortium. The Consortium was formed to address the needs of the growing out-of-school population among MEP secondary – aged youth. The purpose of the consortium is to design, develop, and disseminate a system to identify and recruit, assess, and develop/deliver services to migrant out-of-school youth, provide professional development to support these activities, institutionalize SOSOSY services into State plans to elevate the quantity and quality of services to this large, but underserved population.

FSCC supports this effort through the editing, graphic design, feedback, and dissemination of Consortium materials to the twenty participating states. Examples of materials that have been published and disseminated are: 1) OSY Advocacy Supportive, 2) Academic Services and, 3) Health Materials.

B. Consortium Support in Collaboration with Secondary Resource Center

Currently Kansas, through the FSCC and the Secondary Resource Center, is the sponsoring state for the SOSOSY and the InET (Using Innovative Educational Technologies) Consortia. The SOSOSY Consortium has been explained in the previous section. The InET Consortium is an 8 state consortium that addresses the Absolute Priority of expanding access to innovative educational technologies to increase the academic achievement of eligible migrant students whose education is disrupted due to frequent moves across state lines and international borders. The FSCC, in collaboration with the Secondary Resource Center, publishes and disseminates: 1) educational materials created by each of the Consortia and 2) Newsletters written by each of the Consortia.



Appendix E



KANSAS MIGRANT EDUCATION PROGRAM EVALUATION OF THE FIDELITY OF IMPLEMENTATION

1.0 SCHOOL READINESS

Strategies	IMPLEMENTATION LEVEL					Evidence
	NON-EVIDENT ← → HIGHLY EFFECTIVE					
	1	2	3	4	5	
<p>1.1 Provide supplemental school readiness instruction during the regular year and summer program to 4-year old migrant children that are not yet in school.</p>	<ul style="list-style-type: none"> No appropriate school readiness resources No appropriate readiness instruction No evidence of participation No evidence of growth in student performance No records maintained 	<ul style="list-style-type: none"> Minimal appropriate school readiness resources Minimal appropriate readiness instruction Negligible evidence of participation Negligible growth in student performance Minimal records maintained 	<ul style="list-style-type: none"> Approaching sufficiency in appropriate school readiness resources Approaching sufficiency in appropriate readiness instruction Approaching sufficiency in evidence of participation Approaching sufficiency in growth in student performance Approaching sufficiency in records maintained 	<ul style="list-style-type: none"> Sufficient appropriate school readiness resources Sufficient appropriate readiness instruction Sufficient evidence of participation Sufficient growth in student performance Sufficient records maintained 	<ul style="list-style-type: none"> Extensive school readiness resources employed Extensive readiness instruction evident Extensive evidence of increased participation Extensive evidence of growth in student performance Comprehensive records maintained by site of migrant student participation in school readiness instruction 	<ul style="list-style-type: none"> Inventory lists of School readiness resources Classroom observation forms Kindergarten readiness assessment Number of students participating Number of students receiving visits from home visitors Interviews and focus groups with pre-K staff and parents of pre-K-aged migrant children
<p>1.2 Coordinate with existing community programs and social services agencies addressing the needs of migrant children from birth to school age.</p>	<ul style="list-style-type: none"> No coordination No impact on addressing children's needs No contact with migrant families No records maintained 	<ul style="list-style-type: none"> Negligible coordination Negligible impact on addressing children's needs Minimal contact with migrant families Minimal records maintained including a list of services 	<ul style="list-style-type: none"> Approaching sufficiency in coordination Approaching sufficiency in impact on addressing children's needs Approaching sufficiency in contact with migrant families Approaching sufficiency in an inadequate list of services and records student participation 	<ul style="list-style-type: none"> Sufficient coordination Sufficient impact on addressing children's needs Sufficient contact with migrant families Sufficient number of families participating based on needs Sufficient records on services and student participation 	<ul style="list-style-type: none"> Extensive coordination Extensive impact on addressing children's needs Extensive contact with migrant families Updates and shares an extensive list of services; maintains student participation, and services outcomes 	<ul style="list-style-type: none"> Contact logs Resource guides Documentation of coordination Examples of communication about service alignment Record keeping
<p>1.3 Distribute information to migrant families about early childhood school readiness programs to enroll migrant infants, toddlers, and 3-4 year old children, as appropriate.</p>	<ul style="list-style-type: none"> No evidence of parents understanding of early childhood school readiness programs No information on ECE program distributed 	<ul style="list-style-type: none"> Minimal evidence of parents understanding of early childhood school readiness programs Limited information distributed 	<ul style="list-style-type: none"> Approaching sufficiency in evidence of parents understanding of early childhood school readiness programs Approaching sufficiency in information distributed 	<ul style="list-style-type: none"> Sufficient evidence of parents understanding of early childhood school readiness programs Sufficient information distributed 	<ul style="list-style-type: none"> Extensive distribution Extensive evidence of parents understanding of early childhood school readiness programs High quality information distributed extensively 	<ul style="list-style-type: none"> Home visits Parent meeting attendance lists Surveys Interviews Attendance records Informational materials for parents

1.4 Provide parent education , family literacy events, book distributions, literature/ educational materials, and strategies for parents to promote school readiness for their children.	<ul style="list-style-type: none"> No evidence of parent education events provided No evidence of positive outcomes for parents No records maintained 	<ul style="list-style-type: none"> Minimal evidence of parent education events provided Negligible evidence of positive parent outcomes Minimal records maintained 	<ul style="list-style-type: none"> Approaching sufficiency in evidence of parent education events provided Approaching sufficiency in evidence of positive parent outcomes Approaching sufficiency in records maintained 	<ul style="list-style-type: none"> Sufficient evidence of parent education events provided Sufficient evidence of positive parent outcomes Sufficient records maintained 	<ul style="list-style-type: none"> Extensive evidence of parent education events provided Extensive evidence of positive parent outcomes Comprehensive records maintained 	<ul style="list-style-type: none"> Communication structures Meeting agendas Parent surveys Interviews Event sign in sheets Lists of family literacy events, book distribution events, literature/ educational materials distributed
1.5 Provide migrant children with access to pre-K services.	<ul style="list-style-type: none"> No evidence of access to services. 	<ul style="list-style-type: none"> Minimal evidence of access to services. 	<ul style="list-style-type: none"> Approaching sufficiency in access to services. 	<ul style="list-style-type: none"> Sufficient access to services. 	<ul style="list-style-type: none"> Extensive access to services. 	<ul style="list-style-type: none"> List of available services Child participant lists

2.0 READING AND MATHEMATICS

Strategies	IMPLEMENTATION LEVEL					Evidence
	←-----→					
	NON-EVIDENT EFFECTIVE				HIGHLY	
	1	2	3	4	5	
2.1 Provide supplemental needs-based, research-based reading instruction with appropriate progress monitoring and instructional adjustments for migrant students during the regular term and summer term.	<ul style="list-style-type: none"> No appropriate resources No appropriate progress monitoring No appropriate instructional adjustments No evidence of increased student performance 	<ul style="list-style-type: none"> Negligible appropriate resources Negligible evidence of appropriate progress monitoring Slight evidence of appropriate instructional adjustments Negligible evidence of increased student performance 	<ul style="list-style-type: none"> Approaching sufficiency in appropriate resources Approaching sufficiency in evidence of appropriate progress monitoring (3x per year) Approaching sufficiency in evidence of appropriate instructional adjustments Approaching sufficiency in evidence of increased student performance 	<ul style="list-style-type: none"> Sufficient appropriate resources Sufficient evidence of appropriate progress monitoring Sufficient evidence of appropriate instructional adjustments Sufficient evidence of increased student performance 	<ul style="list-style-type: none"> Extensive implementation observed A comprehensive checklist of key instructional approaches fully implemented; Student progress monitored monthly; Significant increase in student performance Extensive positive student outcomes 	<ul style="list-style-type: none"> Curriculum documents Reading instructional materials Individual progress monitoring growth with instruction modification documented Walk through observations Student work State assessment results
2.2 Provide supplemental needs-based, research-based mathematics instruction with appropriate progress monitoring and instructional adjustments for migrant students during the regular term and summer term.	<ul style="list-style-type: none"> No appropriate resources No appropriate progress monitoring No appropriate instructional adjustments No evidence of increased student performance 	<ul style="list-style-type: none"> Negligible appropriate resources Negligible evidence of appropriate progress monitoring Slight evidence of appropriate instructional adjustments Negligible evidence of increased student performance 	<ul style="list-style-type: none"> Approaching sufficiency in appropriate resources Approaching sufficiency in evidence of appropriate progress monitoring (3x per year) Approaching sufficiency in evidence of appropriate instructional adjustments Approaching sufficiency in evidence of increased student performance 	<ul style="list-style-type: none"> Sufficient appropriate resources Sufficient evidence of appropriate progress monitoring Sufficient evidence of appropriate instructional adjustments Sufficient evidence of increased student performance 	<ul style="list-style-type: none"> Extensive implementation observed A comprehensive checklist of key instructional approaches fully implemented Student progress monitored monthly; Significant increase in student performance Extensive positive student outcomes 	<ul style="list-style-type: none"> Curriculum documents Math instructional materials Individual progress monitoring growth with modifications of instruction documented State assessment results

<p>2.3 Provide supplemental needs-based, research-based English language instruction with appropriate progress monitoring and instructional adjustments for migrant students during the regular term and summer term.</p>	<ul style="list-style-type: none"> No appropriate resources No appropriate progress monitoring No appropriate instructional adjustments No evidence of increased student performance 	<ul style="list-style-type: none"> Minimal appropriate resources Minimal evidence of appropriate progress monitoring Minimal evidence of appropriate instructional adjustments Minimal evidence of increased student performance 	<ul style="list-style-type: none"> Approaching sufficiency in appropriate resources Approaching sufficiency in evidence of appropriate progress monitoring 3x per year Approaching sufficiency in evidence of appropriate instructional adjustments Approaching sufficiency in evidence of increased student performance 	<ul style="list-style-type: none"> Sufficient appropriate resources Sufficient evidence of appropriate progress monitoring Sufficient evidence of appropriate instructional adjustments Sufficient evidence of increased student performance 	<ul style="list-style-type: none"> Extensive implementation observed A comprehensive checklist of key instructional approaches fully implemented Student progress monitored monthly Significant increase in student performance All materials are readily available Extensive positive student outcomes 	<ul style="list-style-type: none"> Curriculum documents EL instructional materials Individual progress monitoring growth with modifications of instruction documented Kansas English Language Proficiency Assessment results
<p>2.4 Provide academic and support services to non-project areas through the NW KS and SW KS statewide service centers.</p>	<ul style="list-style-type: none"> No evidence of support services implementation No evidence of materials related to academic and support services No evidence of student participation No records maintained 	<ul style="list-style-type: none"> Limited support services implementation Minimal evidence of materials related to academic and support services Minimal evidence of student participation Minimal records maintained 	<ul style="list-style-type: none"> Approaching sufficiency in implementation of support services Approaching sufficiency in evidence of materials related to academic and support services Approaching sufficiency in evidence of student participation Approaching sufficiency in records maintained 	<ul style="list-style-type: none"> Sufficient support services implementation Sufficient evidence of academic and support services Sufficient evidence of student participation Sufficient records maintained 	<ul style="list-style-type: none"> Extensive support services implementation observed Multiple indicators of academic and support services Extensive positive student outcomes Comprehensive records maintained 	<ul style="list-style-type: none"> Interviews Observations Student participation

3.0 GRADUATION AND SERVICES TO OUT-OF-SCHOOL YOUTH (OSY)

Activities	Implementation Level					Evidence
	NON-EVIDENT ← → HIGHLY					
	EFFECTIVE					
	1	2	3	4	5	
<p>3.1 Offer supplemental credit accrual options and supplemental instruction during the regular term and summer leading to graduation.</p>	<ul style="list-style-type: none"> No evidence of appropriate supplemental instruction No evidence of student graduation No evidence of student participation No records maintained 	<ul style="list-style-type: none"> Minimal evidence of appropriate supplemental instruction Minimal evidence of student graduation Minimal evidence of student participation Minimal records maintained 	<ul style="list-style-type: none"> Approaching sufficiency in evidence of appropriate supplemental instruction Approaching sufficiency in evidence of student graduation Approaching sufficiency in evidence of student participation Approaching sufficiency in records maintained 	<ul style="list-style-type: none"> Sufficient evidence of appropriate supplemental instruction Sufficient evidence of student graduation Sufficient evidence of student participation Sufficient records maintained 	<ul style="list-style-type: none"> Extensive evidence of appropriate supplemental instruction Extensive evidence of increased student graduation Extensive evidence of student participation Comprehensive records maintained 	<ul style="list-style-type: none"> District reports Surveys
<p>3.2 Provide educational opportunities to help students plan for postsecondary education and a career.</p>	<ul style="list-style-type: none"> No evidence of educational opportunities provided No evidence of student plans and outcomes for postsecondary education and career 	<ul style="list-style-type: none"> Minimal evidence of educational opportunities provided Minimal evidence of student plans and outcomes for postsecondary education and career 	<ul style="list-style-type: none"> Approaching sufficiency in evidence of educational opportunities provided Approaching sufficiency in evidence of student plans and outcomes for postsecondary education 	<ul style="list-style-type: none"> Sufficient evidence of educational opportunities provided Sufficient evidence of student plans and outcomes for postsecondary education and career 	<ul style="list-style-type: none"> Extensive evidence of opportunities provided Extensive evidence of student plans and outcomes for postsecondary education and career 	<ul style="list-style-type: none"> District reports Student plans Surveys Contact logs

	<ul style="list-style-type: none"> • No records maintained 	<ul style="list-style-type: none"> • Minimal records maintained 	<ul style="list-style-type: none"> • and career • Approaching sufficiency in records maintained 	<ul style="list-style-type: none"> • Sufficient records maintained 	<ul style="list-style-type: none"> • Comprehensive records maintained 	
<p>3.3 Participate in interstate projects to support student achievement and outcomes such as migrant Consortium Incentive Grants, PASS programming, and other interstate collaboration efforts.</p>	<ul style="list-style-type: none"> • No evidence of student participation • No evidence of interstate collaboration • Uncertain evidence of student achievement outcomes • No records maintained by site 	<ul style="list-style-type: none"> • Minimal evidence of student participation • Minimal evidence of interstate collaboration • Minimal evidence of positive student achievement outcomes • Minimal records maintained by site 	<ul style="list-style-type: none"> • Approaching sufficiency in evidence of student participation • Approaching sufficiency in evidence of interstate collaboration • Approaching sufficiency in evidence of positive student achievement outcomes • Approaching sufficiency in records maintained by site 	<ul style="list-style-type: none"> • Sufficient evidence of student participation • Sufficient evidence of interstate collaboration • Sufficient evidence of positive student achievement outcomes • Sufficient records maintained by site 	<ul style="list-style-type: none"> • Extensive evidence of student participation • Extensive evidence of interstate collaboration • Extensive evidence of positive student achievement outcomes • Comprehensive records maintained by site 	<ul style="list-style-type: none"> • Student attendance records • Collaborative agreements • Surveys • Interviews
<p>3.4 Provide leadership academies and workshops that promote regular year and summer credit accrual.</p>	<ul style="list-style-type: none"> • No evidence of leadership academies and workshops provided • No evidence of student participation • No focus on students accruing summer credit • No records maintained 	<ul style="list-style-type: none"> • Minimal evidence of leadership academies/ workshops provided • Minimal evidence of student participation • Minimal focus on students accruing summer credit • Minimal records maintained 	<ul style="list-style-type: none"> • Approaching sufficiency in evidence of leadership academies/ workshops provided • Approaching sufficiency in evidence of student participation • Approaching sufficiency in focus on students accruing summer credit • Approaching sufficiency in records maintained 	<ul style="list-style-type: none"> • Sufficient evidence of leadership academies/ workshops provided • Sufficient evidence of student participation • Sufficient focus on students accruing summer credit • Sufficient records maintained 	<ul style="list-style-type: none"> • Extensive evidence of leadership academies/ workshops provided • Extensive evidence of student participation • Extensive focus on students accruing summer credit • Comprehensive records maintained 	<ul style="list-style-type: none"> • Documentation enrollment • Surveys • Interviews
<p>3.5 Provide supplemental education for OSY appropriate for their academic needs through a statewide OSY project.</p>	<ul style="list-style-type: none"> • No evidence of supplemental education opportunities provided for OSY • No evidence of student participation • No focus on students' academic needs • No records maintained 	<ul style="list-style-type: none"> • Minimal evidence of supplemental education opportunities provided for OSY • Minimal evidence of student participation • Minimal focus on students' academic needs • Minimal records maintained 	<ul style="list-style-type: none"> • Approaching sufficiency in evidence of supplemental education opportunities provided for OSY • Approaching sufficiency in evidence of student participation • Approaching sufficiency in focus on students' academic needs • Approaching sufficiency in records maintained 	<ul style="list-style-type: none"> • Sufficient evidence of supplemental education opportunities provided for OSY • Sufficient evidence of student participation • Sufficient focus on student academic needs • Sufficient records maintained 	<ul style="list-style-type: none"> • Extensive evidence of supplemental education opportunities provided for OSY • Extensive evidence of student participation • Extensive focus on student academic needs • Comprehensive records maintained 	<ul style="list-style-type: none"> • Documentation enrollment • Surveys • Interviews