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Kansas Migrant Education Program
Service Delivery Plan Update

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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  
CCR  College and Career Ready  
CSPR  Comprehensive State Performance Report  
CTE  Career Technical Education/Pathways  
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  
ESSA  Every Student Succeeds Act  
ERDA  Early Reading Diagnostic Assessments  
ESEA  Elementary and Secondary Education Act  
FSCC  Fort Scott Community College  
FTE  Full-Time Equivalent  
GED  General Education Development (H.S. Equivalent Certificate)  
GOSOSY  Graduation and Opportunities for Success for Out-of-School Youth Consortium  
HEP  High School Equivalency Program  
H.S.  High School  
ID&R  Identification and Recruitment  
IDEA  Individuals with Disabilities Education Act  
IMC  Illinois Migrant Council  
IMEC  Interstate Migrant Education Council  
IPS  Individual Plan of Study  
IRRC  Identification and Recruitment Rapid Response Consortium  
KAP  Kansas Assessment Program  
KCCRS  Kansas College and Career Ready Standards  
KELPA  Kansas English Language Proficiency Assessment  
KIAS  Kansas Integrated Accountability System  
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
Abbreviations and Acronyms (Continued)

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTSS</td>
<td>Kansas Multi-Tiered System of Support</td>
</tr>
<tr>
<td>NAC</td>
<td>Needs Assessment Committee</td>
</tr>
<tr>
<td>NASDME</td>
<td>National Association of State Directors of Migrant Education</td>
</tr>
<tr>
<td>NCLB</td>
<td>No Child Left Behind Act of 2001</td>
</tr>
<tr>
<td>NPC</td>
<td>National PASS Center</td>
</tr>
<tr>
<td>NRT</td>
<td>Norm-Referenced Tests</td>
</tr>
<tr>
<td>OME</td>
<td>Office of Migrant Education</td>
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<tr>
<td>OSY</td>
<td>Out-of-School Youth</td>
</tr>
<tr>
<td>PAC</td>
<td>Parent Advisory Council</td>
</tr>
<tr>
<td>PALS</td>
<td>Phonological Awareness Literacy Screening</td>
</tr>
<tr>
<td>PASS</td>
<td>Portable Assisted Study Sequence</td>
</tr>
<tr>
<td>PAT</td>
<td>Parents as Teachers</td>
</tr>
<tr>
<td>PD</td>
<td>Professional Development</td>
</tr>
<tr>
<td>PPVT</td>
<td>Peabody Picture Vocabulary Test</td>
</tr>
<tr>
<td>PFS</td>
<td>Priority for Services</td>
</tr>
<tr>
<td>PSS</td>
<td>Program Services Specialist</td>
</tr>
<tr>
<td>Pre-K</td>
<td>Pre-Kindergarten</td>
</tr>
<tr>
<td>QAD</td>
<td>Qualifying Arrival Date</td>
</tr>
<tr>
<td>QC</td>
<td>Quality Control</td>
</tr>
<tr>
<td>QSI</td>
<td>Quality of Strategy Implementation Tool</td>
</tr>
<tr>
<td>SDP</td>
<td>Service Delivery Plan</td>
</tr>
<tr>
<td>SEA</td>
<td>State Education Agency</td>
</tr>
<tr>
<td>SRC</td>
<td>Secondary Resource Center (Located in Eudora, KS)</td>
</tr>
<tr>
<td>TA</td>
<td>Technical Assistance</td>
</tr>
<tr>
<td>TASN</td>
<td>Technical Assistance System Network</td>
</tr>
<tr>
<td>TMIP</td>
<td>Texas Migrant Interstate Project</td>
</tr>
<tr>
<td>USD</td>
<td>Unified School District</td>
</tr>
<tr>
<td>WIOA</td>
<td>Workforce Investment and Opportunity Act</td>
</tr>
<tr>
<td>WIC</td>
<td>Women, Infants, and Children (a Supplemental Federal Program)</td>
</tr>
</tbody>
</table>
Part 1: Introduction

Congressional Mandate for Service Delivery Planning

The *Elementary and Secondary Education Act* (ESEA) of 1965 authorized Section 1306(a)(1) of Title I, Part C which was reauthorized as the No Child Left Behind Act of 2001. More recently, the *Every Student Succeeds Act* (ESSA) of 2015 was enacted. The guidance provided by staff of the Office of Migrant Education (OME) is to continue operating MEPs through the NCLB guidelines until further notice, at which time the Kansas State Department of Education (KSDE) will revise its Service Delivery Plan (SDP) as needed.

The legislation requires State Education Agencies (SEAs) and their local operating agencies (LOAs) 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 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 SDP in consultation with the State Migrant Education Parent Advisory Council in a format and language that the parents understand.

The components that are required by statute to be included in a State SDP 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 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.** Describes statewide secondary services that include inter- and intra-state collaboration for credit accrual, technical assistance to local operating agencies (LOAs), secondary course development, and consortium incentive grant (CIG) coordination.
- **Quality Control.** A comprehensive description of Kansas’ quality control procedures is available on file at the SEA.

In compliance with the guidance provided by 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. This new SDP aligns with the needs identified in the new CNA that was completed in 2016.

Developers of the Kansas MEP Service Delivery Plan Update

The Kansas MEP SDP 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 parent representatives; MEP administrators; the SEA; and individuals with expertise in reading, math, graduation/dropout prevention, out-of-school youth (OSY), family literacy, professional development, identification and recruitment (ID&R), and early childhood. Several members of the SDP Committee also had served on the Needs Assessment Committee (NAC) to provide continuity to the comprehensive process carried out to ensure that systems were aligned to meet migrant students’ unique needs.

Description of the Planning Process

The Kansas SDP 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). In addition, the Committee reviewed the work of the members of the CNA Committee during the CNA update process completed during 2015 and 2016.

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.

During the 2016-17 school year, meetings were held to update the SDP and reach consensus on the plan. At the final meeting of the SDP Committee and later at a Systems Alignment Team meeting, all aspects of the MEP were considered including the CNA, SDP, application, monitoring tool, and evaluation tools to ensure continuity as illustrated in Exhibit 1 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 stakeholders from across the State who possess various perspectives about migrant student needs. The guidance provided by OME calls for updating the SDP about every three years, and Kansas has maintained this cycle over the past nine years.

Overview of the SDP Update

In accordance with OME’s SDP Toolkit, this report contains Part 1, Introduction, and Part 2, Building on the Comprehensive Needs Assessment, which outlines the process Kansas undertook to analyze data on migrant students, and how needs were identified to determine 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 having the highest 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 Quality of Strategy Implementation (QSI) Tool.
Part 2: Building on the Comprehensive Needs Assessment

The CNA Process in Kansas

During the 2015-16 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). A consultant experienced in guiding teams through the CNA process facilitated 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 based on additional data requested, and finalized after they were edited by the State MEP staff.

Exhibit 2 – Three-phase Model for the CNA

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore “What Is”</td>
<td>Gather &amp; Analyze Data</td>
<td>Make Decisions</td>
</tr>
<tr>
<td>Prepare a management plan</td>
<td>Determine target groups</td>
<td>Set priority needs</td>
</tr>
<tr>
<td>Identify major concerns</td>
<td>Gather data to define needs</td>
<td>Identify possible solutions</td>
</tr>
<tr>
<td>Determine measureable indicators</td>
<td>Prioritize needs</td>
<td>Select solutions</td>
</tr>
<tr>
<td>Consider data sources</td>
<td>Identify and analyze causes</td>
<td>Propose action plan</td>
</tr>
<tr>
<td>Decide preliminary priorities</td>
<td>Summarize findings</td>
<td>Prepare report</td>
</tr>
</tbody>
</table>

Over the course of the 2015-16 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 CNA 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 MEP CNA report which is on file at the KSDE and available on the state website at [http://www.ksde.org/Agency/Division-of-Learning-Services/Early-Childhood-Special-Education-and-Title-Services/Title-Services/Migrant](http://www.ksde.org/Agency/Division-of-Learning-Services/Early-Childhood-Special-Education-and-Title-Services/Title-Services/Migrant).
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 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 education (ECE), 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, high school graduation/services to out-of-school youth, and non-instructional support services.

Aligning CNA Results to State Systems and Resources

The KSDE has initiatives in place to 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. These initiatives and resources are listed below.

- 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 [www.kdheks.gov/olrh/FWOverview.htm](http://www.kdheks.gov/olrh/FWOverview.htm);
- 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](http://www.ksde.org);
- Kansas MEP resource website at [www.ksmigrant.org](http://www.ksmigrant.org);
- Kansas Migrant and Seasonal Farmworker Program;
- Kansas Migrant Family Literacy programs;
- Kansas Multi-Tiered System of Supports (MTSS);
- Kansas Preschool Program;
- KSDE regulatory and non-regulatory guidance found at [www.ksde.org](http://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](http://www.ksdetasn.org);
- Reading/Math Jump Start at [http://www.ksde.org/Portals/0/Title/Migrant/Powerpoint-ReadingMathJumpstart.pdf](http://www.ksde.org/Portals/0/Title/Migrant/Powerpoint-ReadingMathJumpstart.pdf);
- Title I-A (Basic Program), Title I-D (Homeless Program) Title II-D, and Title III.
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 found at [http://www.ksde.org](http://www.ksde.org). The Kansas College and Career Ready Standards and state assessment results found in the Kansas individual Data on Students (KIDS) provide a summative view of all students, of which migrant students are included.

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 (2016) have been used as a foundation for the services described in the Service Delivery Plan.

**Grades 3-11:** The Kansas Reading and Math Assessments are administered to students in grades 3-11. The data included in the CNA (2016) show that the percent of migrant students scoring proficient or above in **reading** was 55% compared to 78% for all students—a deficit of 23%. There were even greater differences for students with PFS. In **mathematics**, Migrant students scoring proficient or above in math is 58% compared to 76% for all students which is a deficit of 18%.

**Secondary Students and Out-of-School Youth:** Migrant students are not graduating at the same rate as non-migrant students (68% versus 86%). Thirty-six percent of the total migrant child count in Kansas was represented by OSY. Of the 640 OSY eligible to receive services, only 62% were engaged in activities leading to school re-engagement, high school equivalency preparation, or other educational offerings.

**Pre-school Students:** The Kansas MEP tracks the number of migrant children enrolled in migrant-funded preschools. The CNA reported CSPR data showing that only 15% of migrant children ages 3-5 received migrant-funded instructional services. Further, staff report low parent involvement and a lack of resources and strategies that support education in the home.
### Goal Area 1: School Readiness

#### 1.1 We are concerned that migrant children ages 3-5 who are not in kindergarten lack reading and math readiness skills and are not prepared for school.

<table>
<thead>
<tr>
<th>Data Sources</th>
<th>Need Indicator</th>
<th>Need Statement</th>
<th>Solution Strategies</th>
</tr>
</thead>
</table>
| Staff CNA                     | Only 15% of migrant children ages 3-5 received migran
t-funded instructional services.                                               | The percentage of migrant children ages 3-5 receiving migrant-funded instructional services needs to increase by 85%.                                  | 1.1.a) Increase awareness of available preschool programs by coordinating with existing programs, distributing information about programs, and advocating enrollment for migrant families. |
| Parent CNA                    | Staff and parents reported that children lack social skills and readiness in reading and math. | Migrant children need to acquire social skills and readiness skills in reading and math.                                                              | 1.1.b) Provide supplemental school readiness instruction to preschool students when no other program is available to provide these services.       |
| KS MEP CSPR data tables       |                                                                                   |                                                                                           | 1.1.c) Coordinate with local service providers to make referrals and monitor the progress of migrant children ages 3-5 year olds to ensure that their school readiness needs are being met. |
|                               |                                                                                   |                                                                                           | 1.1.d) Ensure that migrant staff working with PK migrant children are aware of State Board of Education initiatives concerning kindergarten readiness and pre-K state standards. |

#### 1.2 We are concerned that migrant parents have low involvement in school and lack understanding and the resources required for preparing their children to be ready for school.

<table>
<thead>
<tr>
<th>Data Sources</th>
<th>Need Indicator</th>
<th>Need Statement</th>
<th>Solution Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent CNA</td>
<td>Staff reported that there is low parent involvement and a lack of resources and strategies that support education in the home.</td>
<td>Parents need resources and strategies to support education in the home.</td>
<td>1.2.a) Provide parent education events, family literacy events, free book distributions, and provide parents with literature/ educational materials and strategies.</td>
</tr>
<tr>
<td>Staff CNA</td>
<td>Parents and local sites reported on the QSI that they need educational materials and resources at home.</td>
<td>More parents need educational materials and resources at home.</td>
<td>1.2.b) Provide resources and support to migrant parents to increase their children’s educational skills at home.</td>
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</tbody>
</table>

### Goal Area 2: Reading and Math Achievement

#### 2.1 We are concerned that fewer migrant students score Level 2 or above on the Kansas Reading Assessment than non-migrant students.

<table>
<thead>
<tr>
<th>Data Sources</th>
<th>Need Indicator</th>
<th>Need Statement</th>
<th>Solution Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15 Kansas Reading Assessment</td>
<td>55% of migrant students scored Level 2 or above in reading compared to 78% of all students (a deficit of 23%).</td>
<td>The percent of migrant students scoring Level 2 or above in reading needs to increase by 4% in one year.</td>
<td>2.1.a) Provide supplemental needs-based reading instruction that is aligned with district/State reading curricula.</td>
</tr>
<tr>
<td></td>
<td>*These numbers represent first administration of new assessment.</td>
<td></td>
<td>2.1.b) Provide research-based academic interventions in reading/ language arts with appropriate progress monitoring and instructional adjustments for migrant students below proficient in reading during school day/extended day programs and summer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.1.c) Collaborate with general education program to provide professional development in reading strategies and test preparation (e.g., Multi-tiered System of Support, use of TASN, develop training modules and webinars for instructional staff with proficiencies at intervals and summative quiz, service center trainings, etc.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.1.d) Provide supplemental instruction in test-taking skills in reading.</td>
</tr>
</tbody>
</table>
### 2.2 We are concerned that fewer migrant students score Level 2 or above on the Kansas Math Assessment than non-migrant students.

<table>
<thead>
<tr>
<th>Data Sources</th>
<th>Need Indicator</th>
<th>Need Statement</th>
<th>Solution Strategies</th>
</tr>
</thead>
</table>
| 2014-15 Kansas Math Assessment   | 58% of migrant students scored Level 2 or above in math compared to 76% of all students (a deficit of 18%). *These numbers represent first administration of new assessment. | The percent of migrant students scoring Level 2 or above in math needs to increase by 4% in one year. | 2.2.a) Provide supplemental needs-based math instruction that is aligned with district/State math curricula  
2.2.b) Provide research-based academic interventions with appropriate progress monitoring/instructional adjustments for migrant students below proficient in math during the school day, extended day programs, and summer  
2.2.c) Collaborate with general education program to provide professional development in math strategies and test preparation (e.g., Multi-tiered System of Support, use of TASN, develop training modules and webinars for instructional staff with proficiencies at intervals and summative quiz, service center trainings, etc.)  
2.2.d) Provide supplemental instruction in test-taking skills in math |

### 2.3 We are concerned that additional training and assistance are needed for school staff and migrant parents to provide an academically rich environment for migrant children and youth in school and at home.

<table>
<thead>
<tr>
<th>Data Sources</th>
<th>Need Indicator</th>
<th>Need Statement</th>
<th>Solution Strategies</th>
</tr>
</thead>
</table>
| Parent CNA survey results        | Parents report wanting more opportunities to participate in training on strategies for helping with reading/math. Staff report needing training on student engagement, ELL strategies, and differentiation supported by research in reading and math instruction. | Parents and staff need more and varied opportunities for research based content specific strategies and EL strategy training (e.g., sheltered instruction). | 2.3.a) Provide events and activities that focus on helping parents develop skills to support reading and math homework  
2.3.b) Collaborate with general education program to provide professional development in reading and math strategies and test preparation (e.g., Multi-tiered System of Support, use of TASN, develop training modules and webinars for instructional staff with proficiencies at intervals and summative quiz, service center trainings, etc.)  
2.3.c) Provide targeted professional development opportunities to train staff in research-based strategies  
2.3.d) Provide professional development for district-level/building-level administration to support or apprise of MEP needs |

## Goal Area 3: Graduation and Services to OSY

### 3.1 We are concerned that migrant students are not graduating at the same rate as non-migrant students.

<table>
<thead>
<tr>
<th>Data Sources</th>
<th>Need Indicator</th>
<th>Need Statement</th>
<th>Solution Strategies</th>
</tr>
</thead>
</table>
| 2013-14 CSPR | 86% graduation rate for all students; 68% for migrant students | The number of migrant students needs to increase by 18%. | 3.1.a) Offer supplemental credit accrual options leading to H.S. graduation  
3.1.b) Provide innovative, supplemental instruction to secondary for students to keep them engaged in school  
3.1.c) Provide individualized support in H.S.; ensure every secondary migrant student completes an Individualized Plan of Study (IPS) on an annual basis with parent input.  
3.1.d) Provide summer credit accrual opportunities such as PASS, summer academies, or other online instruction |
### 3.2 We are concerned that a low percentage of migrant OSY that are served are engaged in activities that lead to school re-engagement, HSE preparation, or other educational offerings (i.e., reading/math instruction, EL instruction).

<table>
<thead>
<tr>
<th>Data Sources</th>
<th>Need Indicator</th>
<th>Need Statement</th>
<th>Solution Strategies</th>
</tr>
</thead>
</table>
| 2013-14 CSPR                          | Of the 640 OSY eligible to receive services in 2013-14, 395 received instructional services during the program year | The number of OSY engaged in activities that lead to school reengagement, HSE prep, or other educational offerings needs to increase. | 3.2.a) Provide educational opportunities and postsecondary, workforce, and career readiness development  
|                                       |                                                                                |                                                                                | 3.2.b) Provide referrals to community agencies and social services as needed        |

### 3.3 We are concerned that migrant parents do not understand the criteria for high school graduation, career readiness, and postsecondary opportunities.

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<thead>
<tr>
<th>Data Sources</th>
<th>Need Indicator</th>
<th>Need Statement</th>
<th>Solution Strategies</th>
</tr>
</thead>
</table>
| Parent surveys                        | Parents report that they lack information about the criteria for H.S. graduation and postsecondary opportunities | The number of parents reporting that they are aware of the criteria for HS graduation and post-secondary opportunities needs to increase. | 3.3.a) Provide resources, materials, and training for parents on the criteria needed for high school graduation, career readiness, and postsecondary opportunities  
|                                       |                                                                                |                                                                                | 3.3.b) Provide innovative strategies (e.g., in-home support, flexible meetings, etc.) to communicate to parents criteria that is needed for high school graduation, career readiness, and post-secondary opportunities |

### Goal Area 4: Non-Instructional Support Services

#### 4.1 We are concerned that migrant parents need additional flexible opportunities to learn new parenting skills and parental involvement strategies that support student academic success.

<table>
<thead>
<tr>
<th>Data Sources</th>
<th>Need Indicator</th>
<th>Need Statement</th>
<th>Solution Strategies</th>
</tr>
</thead>
</table>
| Parent CNA survey results Staff CNA survey results | 61% of staff surveyed report a need for improved educ. in the home  
57% of parents surveyed report they need support to help their children with reading, writing, and math | The percent of staff reporting a need for improved education in the home, the percentage of parents reporting a need for support to help their children with reading, writing, and math needs to decrease by at least 57%. | 4.1.a) Provide activities to facilitate parent involvement and parent education in the schools including family literacy nights. (Include transportation, child care, alternate meeting times, meals, etc.)  
4.1.b) Provide opportunities for parents to develop skills to improve communication with their children and teachers, and to increase participation in school activities (i.e., Parents as Teachers).  
4.1.c) Provide resources to parents addressing the importance of communication with their children and teachers, as well as participation in parent/teacher conferences. |

#### 4.2 We are concerned that migrant students and parents have limited knowledge of, and access to, supplementary counseling opportunities for pre-K to grade 12 and post-secondary.

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<tr>
<th>Data Sources</th>
<th>Need Indicator</th>
<th>Need Statement</th>
<th>Solution Strategies</th>
</tr>
</thead>
</table>
| 2013-14 CSPR Parent CNA survey results | 32% of parents surveyed report a need for college/career counseling | The percentage of parents reporting a need for counseling needs to decrease by 32%. | 4.2.a) Involve parents in development of IPOS.  
4.2.b) Provide supplemental college/career counseling services that involve parents (evening/after school, home-based)  
4.2.c) Provide migrant staff access to Individualized Plans of Study (IPOS). |

#### 4.3 We are concerned that migrant students have limited books and educational resources in their homes.

<table>
<thead>
<tr>
<th>Data Sources</th>
<th>Need Indicator</th>
<th>Need Statement</th>
<th>Solution Strategies</th>
</tr>
</thead>
</table>
| Parent CNA survey results Staff CNA survey results | 37% of parents and 32% of staff report a need for educational material at home | The percentage reporting a need for educational materials in the home needs to decrease by at least | 4.3.a) Provide supportive services (i.e., tutoring, resource distribution, school supplies, etc.) based on student need.  
4.3.b Distribute age-appropriate and developmentally-appropriate books. |
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 NAC. 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, high school graduation and services to out-of-school youth, and non-instructional support services. How the 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.

Kansas currently is working on its ESSA Consolidated State Plan. Upon completion of the Plan and approval by the U.S. Department of Education, the SDP will be updated with the State goals for reading, mathematics, and graduation.

The Kansas Education Systems Accreditation (KESA) developed through statewide stakeholder involvement, serves as the foundation for the programs and services that are offered to all students, including migrant children and youth. KESA’s systems approach aims to improve individual schools through research-based theory and practice that includes a 5-part process to assess the current situation to determine needs, establish goals to meet those needs and measurements to determine goal achievement, create an action plan for each goal, implement the plan, assess growth, reflect, and begin a new cycle.

The KESA 5 R’s Framework begins the process through a self-rating that looks at relationships, relevance, responsive culture, and rigor. Then sites analyze results data related to the State definition of a successful Kansas high school graduate. In the planning chart beginning on the next page, the MEP considered the Framework and other structures outlined in the State Plan and KESA as evidenced by the MEP focus on results through measurable program objectives and evidence-based strategies at the levels of early childhood, K-12, and OSY; the responsive culture and relationships that the MEP fosters with migratory students and families as well as the community; the focus on the relevant and rigorous curriculum and instruction during the regular school year and the summer; and the goal of preparing students for graduation and career ready opportunities.
**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 who are not in kdg are not prepared for school; and migrant parents have low involvement in school and lack understanding of resources required for preparing their children to be ready for school.

<table>
<thead>
<tr>
<th>Solution identified in the CNA</th>
<th>Performance Target</th>
<th>Strategy</th>
<th>Measurable Program Outcome</th>
<th>Resources Needed</th>
</tr>
</thead>
</table>
| 1-1) Increase awareness of available preschool programs by coordinating with existing programs, distributing information about programs, and advocating enrollment for migrant families. | Students enrolled in preschool programs will be prepared to enter kindergarten. | 1.1 Coordinate with existing community programs and social services agencies addressing the academic and social needs of migrant children from birth to school age. | 1a) By the end of the program year, 70% of migrant 4-year old preschool students will demonstrate age-appropriate skills as a result of participating in a high quality early learning program (e.g., PAT, Head Start, preschool) as measured by Ages and Stages or another state-approved ECE measure. | • Parents as Teachers (PAT)  
• Early Head Start  
• Health Department (e.g., WIC)  
• IDEA Part C and Part B  
• Community childcare (Daycare)  
• Statewide ECE screener |
| 1-2) Provide supplemental early childhood curriculum to preschool students when no other program is available to provide these services. | | 1.2 Provide high quality early learning instruction during the regular year and summer to migrant 4-year old children that are not yet in school. | 1b) By the end of the program year, 70% of migrant 3-year old preschool students will demonstrate age-appropriate skills as a result of participating in a high quality early learning program (e.g., PAT, Head Start, preschool) as measured by Ages and Stages or another state-approved ECE measure. | | |
| 1-3) Coordinate with local service providers to make referrals and monitor the progress of migrant children ages 3-5 years old to ensure that their school readiness needs are being met. | | 1.3 Provide and coordinate parent education events that promote school readiness for their children. | 1c) By the end of the program year, 70% of migrant parents surveyed who participated in Parents as Teachers or other early learning programs will assign a rating of 3, 4, or 5 (on a 5-point scale) indicating that the events helped them learn ways to help their children learn. | | |
| 1-4) Ensure that migrant staff working with PK migrant children are aware of State Board of Education initiatives concerning kindergarten readiness and PK state standards. | | | | | |
| 1-5) Provide parent education events, family literacy events, free book distributions, and provide parents with literature/educational materials and strategies. | | | | | |
| 1-6) Provide resources and support to migrant parents to increase their children’s educational skills at home | | | | | |
### 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 and that additional training and assistance are needed for school staff and migrant parents to provide an academically-rich environment for migrant children/youth in school and at home.

<table>
<thead>
<tr>
<th>Solution identified in the CNA</th>
<th>Perf. Target</th>
<th>Strategy</th>
<th>Measurable Program Outcome</th>
<th>Resources Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1) Provide supplemental needs-based reading and math instruction that is aligned with district/state reading curricula.</td>
<td>Kansas K-12 College and Career Ready (CCR) anchor standards in English language arts (ELA) and mathematics: Level 1=Limited ability to use the skills needed for college and career readiness Level 2=Basic ability to use the skills Level 3=Effective ability to use the skills needed for college and career readiness Level 4=Excellent ability to use the skills needed for college and career readiness</td>
<td>2.1 During the regular term and summer term, provide supplemental needs-based, evidence-based reading instruction with appropriate progress monitoring and instructional adjustments for migrant students during the regular term and summer term.</td>
<td>2a) By the end of program year, 75% of migrant students will demonstrate a 2% gain on a local assessment in reading administered at the beginning and end of the program (e.g., MAP, Star, Aims Web, etc.).</td>
<td>• Acquisition of discounted/free books for distribution</td>
</tr>
<tr>
<td>2.2) Provide evidence-based academic interventions in reading/language arts and math with appropriate progress monitoring and instructional adjustments for migrant students below proficient during the school day, extended day programs, and the summer.</td>
<td>2b) By the end of the program year, 75% of migrant students will demonstrate a 2% gain on a local assessment in math administered at the beginning and end of the program (e.g., MAP, Star, Aims Web, etc.).</td>
<td>• Summer school grants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3) Collaborate with general education program to provide professional development in reading and math strategies and test preparation.</td>
<td>2c) By the end of the program year, there will be a quality implementation rating of 3, 4, or 5 (on a five-point QSI scale) for 90% of the academic and support services offered to migrant students in non-project areas.</td>
<td>• PD on cultural proficiency for classroom staff</td>
<td></td>
<td></td>
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<tr>
<td>2.4) Provide events and activities that focus on helping parents develop skills to support reading and math homework</td>
<td>• Consultants to provide TA/PD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5) Collaborate with general education program to provide professional development in reading and math strategies and test preparation</td>
<td>• Supplemental reading and math instructional materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• After school tutoring resources</td>
<td></td>
</tr>
</tbody>
</table>
| 2-6) Provide targeted professional development opportunities to train staff in evidence-based strategies | 2.3 During the regular term and summer term, provide academic and support services to migrant children and youth in non-project areas through the NW KS, SE KS, and SW KS statewide service centers. | • Opportunities for non-project and project districts to share support service ideas
• Progress monitoring tools
• Summer school and after school transportation
• KS MEP service centers
• TASN |

| 2-7) Provide professional development for district-level/building-level administration to support or apprise of MEP needs | | |

The term “Student” throughout refers to PFS and non-PFS migrant students unless otherwise indicated.
### 3.0 – GRADUATION FROM HIGH SCHOOL and SERVICES TO OSY

**NEED/CONCERN:** We are concerned that, as a result of migrancy, migrant students are not graduating at the same rate as non-migrant students; not engaged in activities that lead to school re-engagement, HSE prep, or other educational offerings (i.e., reading/math instruction, EL instruction); and their parents do not understand H.S. graduation criteria, career readiness, and post-secondary opportunities.

<table>
<thead>
<tr>
<th>Solution identified in the CNA</th>
<th>Performance Target</th>
<th>Strategy</th>
<th>MEP MPOs</th>
<th>Resources Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-1) Offer supplemental credit accrual options leading to H.S. graduation.</td>
<td>By 2030, 95% of students will graduate from high school.</td>
<td>3.1 During the regular term and summer term, offer supplemental credit accrual options and supplemental instruction leading to graduation.</td>
<td>3a) By the end of the program year, the percent of migrant students dropping out of high school will decrease by .1%.</td>
<td>• Provide access to online credit accrual and other credit accrual options (e.g., PASS)</td>
</tr>
<tr>
<td>3-2) Provide innovative, supplemental instruction to secondary students to keep them engaged in school.</td>
<td>By 2017-18, 100% of secondary-level students will complete an Individual Plan of Study (IPS).</td>
<td>3.2 During the regular term and summer term, provide educational opportunities to help middle school and high school-aged migrant students plan for postsecondary education and a career.</td>
<td>3b) By the end of the program year, 80% of migrant secondary students enrolled in credit accrual opportunities (e.g., PASS, summer academies, district opportunities) will earn ½ credit toward high school graduation.</td>
<td>• CE Pathways/vocational education programs</td>
</tr>
<tr>
<td>3-3) Provide individualized support in H.S and middle school; ensure every secondary migrant student completes</td>
<td>3.3 During the regular term and summer term, provide supplemental education for OSY appropriate for their academic needs through a statewide OSY project.</td>
<td>3c) By the end of the program year, 90% of migrant OSY enrolled in instructional and supportive services will be on track in their OSY Learning Plan based on their OSY Profile [as indicated on a Quality of Strategy Implementation tool (QSI)]</td>
<td>• Tutors</td>
<td></td>
</tr>
<tr>
<td>3-4) Provide summer credit accrual opportunities such as PASS, summer academies, or other online instruction.</td>
<td>3.4 During the regular term and summer term, promote academies and workshops focused on credit accrual.</td>
<td></td>
<td>• PD for tutors and coords. on assisting w/career readiness</td>
<td></td>
</tr>
<tr>
<td>3-5) Provide educational opportunities and postsecondary, workforce, and career readiness development</td>
<td>3.5 Participate in interstate projects to support student achievement and outcomes such as migrant Consortium Incentive Grants, PASS programing, and other appropriate interstate collaboration efforts.</td>
<td></td>
<td>• PD for migrant staff on IPS</td>
<td></td>
</tr>
<tr>
<td>3-6) Provide referrals to community agencies and social services as needed.</td>
<td></td>
<td></td>
<td>• Job shadowing/internships</td>
<td></td>
</tr>
<tr>
<td>3-7) Provide resources, materials, and training for parents on the criteria needed for H.S. graduation and postsecondary opportunities.</td>
<td></td>
<td></td>
<td>• CCR workshops</td>
<td></td>
</tr>
<tr>
<td>3-8) Provide innovative strategies (e.g., in-home support, flexible meetings) to communicate to parents the criteria that are needed for H.S. graduation, career readiness, and post-secondary opportunities.</td>
<td></td>
<td></td>
<td>• State/regional leadership academies</td>
<td></td>
</tr>
</tbody>
</table>

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**PD for tutors and coords. on assisting w/career readiness**

**PD for migrant staff on IPS**

**Job shadowing/internships**

**CCR workshops**

**State/regional leadership academies**

**Educ. institution field trips**

**GOSOSY support materials**

**District/county resource centers**

**OSY advocates**

**Regional summer academies**

**Post-secondary partnerships**

**PD consultants**

**Curriculum**

**GOSOSY Consortium**

**IRRC Consortium**

**PASS**

**Interstate Migrant Education Council (IMEC)**

**Interstate coordination**

**HEP/CAMP**
### 4.0 – NON-INSTRUCTIONAL SUPPORT SERVICES

**NEED/CONCERN:** We are concerned that, as a result of migrancy, migrant students need additional counseling support, opportunities, materials, and other resources to be assured of academic success.

<table>
<thead>
<tr>
<th>Solution identified in the CNA</th>
<th>Performance Target</th>
<th>Strategy</th>
<th>MEP Measurable Program Outcome</th>
<th>Resources Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-1) Provide activities to facilitate parent involvement and parent education in the schools including family literacy nights. (Include transportation, child care, alternate meeting times, meals, etc.) 4-2) Provide opportunities for parents to develop skills to improve communication with their children and teachers, and to increase participation in school activities (i.e., Parents as Teachers). 4-3) Involve parents in development of IPS. 4-4) Provide supplemental college/career counseling services that involve parents (evening/after school, home-based) 4-5) Provide supportive services (i.e., tutoring, resource distribution, school supplies, etc.) based on student need. 4-6) Distribute age and developmentally-appropriate books. 4-7) Collaborate with other funding sources and agencies to include migrant students in supportive programs.</td>
<td>N/A (Support services are not a part of the Kansas State Goals)</td>
<td>4.1 Provide activities and resources to facilitate parent involvement and parent education in the schools including family literacy nights (e.g., transportation, child care, alternate meeting times, meals).</td>
<td>4a) By the end of the program year, 50% of migrant parents will participate in two family involvement activities (e.g., parent literacy night, parent workshops, etc.) focusing on increasing their ability to support their child’s academics.</td>
<td>• Resources and supplies for the events • Event publicity to migrant families • Childcare, meals, transportation • Encourage engaged activities • Template from KSDE</td>
</tr>
<tr>
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<td></td>
<td>4.2 Involve migrant parents and staff in the development and communication of the importance of migrant students’ IPS.</td>
<td>4b) By the end of the program year, 50% of migrant parents of students in grades 7-12 will report on a parent survey that they participated in the development of their child’s IPS.</td>
<td>• PD for migrant staff on the IPS • Access to migrant staff for the IPS (Who? Where?) • Alternative times other than parent conferences, as needed</td>
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<tr>
<td></td>
<td></td>
<td>4.3 During the regular term and summer term, collaborate with other funding sources and agencies to include migrant students in supportive programs based on student needs (e.g., general health, nutrition, medical services).</td>
<td>4c) By the end of the program year, 80% of migrant parents will report an increased awareness of available resources and support.</td>
<td>• Migrant staff membership in community agencies and boards (volunteerism) • Knowledge of allowable use of funds and funding sources • Lists of statewide community resources</td>
</tr>
</tbody>
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*Kansas Migrant Education Program Service Delivery Plan*
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 electronically at the district and readily available upon request. (See Appendix A for a copy of the PFS Form).

It is important that every MEP enter into the Migrant System the student’s “at-risk information” whether or not an eligible migrant student meets the PFS criteria, as it provides documentation if the student moves to another district or state. Further, the at risk designation is used in determining a district’s MEP allocation. The PFS Form is one method for collecting the information that is then entered into the migrant database.

All Kansas Migrant Education Programs are to have the electronic documentation below.

- List of eligible migrant students
- List of students identified as PFS students
- List of services available
- List of students receiving migrant services

Each district participating in the MEP must complete the PFS Form for each student identified as having PFS. 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 having PFS, there must be an interruption of services during the regular school year (Table 1) and the student must be at risk of failing to meet state standards (Table 2). Following is additional information on the PFS requirements:

- Interruption during the Regular School Year - the interruption has to occur within the preceding 12 months. For 2016-2017, an interruption during the regular school year would have occurred sometime after the beginning of the regular school year. Moves occurring during the summer do not constitute an interruption of services.
- The interruption has to relate to the migrant lifestyle. Students going to Mexico for a two-week vacation do not qualify as having had an interruption.
- OSY experience an interruption of education and are unlikely to meet state standards because they do not attend school and have not graduated from high school.
- 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 the Migrant Data System.

• 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.

• K-3 screening or diagnostic reading assessments include the Language Assessment Scales (LAS), the Idea Proficiency Test (IPT), and the Language Proficiency Test Series (LPTS), commercial English language proficiency tests; and the Kansas English Language Proficiency Assessment (KELPA during 2013-14, KELPA-P in 2014-15, and the ELPA 21 in 2015-16, and K-ELPA in 2016-17).

• 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.

Part 5: Accountability

Accountability Through State Monitoring of Local MEPs

As part of monitoring, all Kansas districts receive a technical assistance visit; in addition, a district may request technical assistance at any time. The State MEP 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.

The State MEP participates in the Kansas Integrated Accountability System (KIAS) along with the Early Childhood, Special Education, and other Title Services. The KIAS utilizes a continuous improvement model of data collection, reporting, verification, and improvement to ensure compliance with Federal and state program requirements.

Local operating agencies address questions about general issues, private school involvement, ID&R, needs assessment, PFS, and continuity of instruction. There is a 3-year visitation cycle and a random sample of sites is drawn that results in an onsite visit by Kansas MEP staff. A listing of the questions asked during a monitoring visit is found on the KSDE website. Questions addressed that are unique to the MEP are answered through a self-assessment using the questions that follow.

• Does the MEP provide Migrant services?
• Can the LEA provide documentation that recruitment referrals are provided to state recruiting offices?
• Can the LEA verify the COEs are organized and kept in locked cabinets?
• Is there documentation that exists to ensure blue copies of the COEs are sent to qualifying families, and parent are notified of services?
• Does the LEA have a process in place to identify the education and/or support needs of migrant children?
• Does the LEA use data to determine student services and program design?
• Is there documentation that exists to show the LEA is ensuring that migrant children who are failing, or at risk of failing to meet the State’s standards and have an education interruption during the regular school year, are given priority for an MEP service?
• Can the LEA provide documentation that the continuity of instruction and related support services for migrant children particularly through the transfer of records is occurring?
• Does the LEA maintain records that show project liaisons meet with families to facilitate communication between schools, families, and social resource agencies?
• Does the LEA have documentation that exists that the Parent Advisory Council (PAC) is consulted regarding the planning, design, and implementation of the MEP?

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.

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 review of the Quality of Strategy Implementation Tool (QSI); 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 review 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 the abovementioned questions.

KSDE provides 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.

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. And any technical assistance requested is provided to ensure compliance of the MEP rules and regulations.

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 its 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 (GOSOSY) and ID&R (IRRC);
- 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.

<table>
<thead>
<tr>
<th>Key Collaboration and Resource Sharing Topics</th>
<th>About the Kansas MEP</th>
<th>Conference materials</th>
<th>Kansas ID&amp;R</th>
<th>Kansas/national OSY CIG</th>
<th>Migrant directory/contacts</th>
<th>Needs assessment</th>
<th>Parent involvement (MPAC)</th>
<th>Training materials</th>
<th>Services to migrant students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calendar of events</td>
<td>Families/Las Familias</td>
<td>KSDE onsite monitoring review</td>
<td>MEP grants and funding</td>
<td>Migrant/ELL Academy videos</td>
<td>Migrant data resources</td>
<td>Newsletters</td>
<td>Priority for Services</td>
<td>Regional ID&amp;R maps</td>
<td>Weblinks and resources</td>
</tr>
<tr>
<td>CAMP and HEP programs</td>
<td>Guidance</td>
<td>Kansas MEP PASS Program</td>
<td>Migrant family literacy</td>
<td>Presentations</td>
<td>Quality assurance</td>
<td>Resources for recruiters</td>
<td>The new ESSA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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) technical assistance delivered onsite and via 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 professional development and 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 250-Pittsburg, Central Greenbush Office at Girard, USD 480-Liberal, USD 491-Eudora, USD 215-Lakin, USD 457-Garden City, USD 253-Emporia, USD 218-Elkhart, and USD 233-Olathe. In addition, communication with parents in Kansas will be facilitated by participation on the SDP Committee of an MPAC member 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-migrant.ed.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 GOSOSY and IRRC 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;

- Websites at [www.ksde.org](http://www.ksde.org) and [www.ksmigrant.org](http://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;

- A network of regional educational service centers in which resources are pooled to offer regional training and technical assistance; and

- 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](http://www.ksdetasn.org) and select the Request Assistance button to ask for the support or service that is needed.

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 MEP enables parents to better 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, understand the ID&R process to determine whether their family qualifies for the MEP, 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 and the review by MPACs of the draft documents. 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 level. 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 are required 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 covers the northwest area of the state (colored orange on the state map); Greenbush covers the southeast (colored light green on the state map); and Sublette covers three service areas and serves as the lead ID&R service center (colored pink). This service center also covers the service area adjacent to the Sublette area surrounding Wichita (colored green) and the northeastern corner of the state (also colored green).
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 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 on the state website and at www.ksmigrant.org. 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 MEP with the assistance of an external evaluator knowledgeable about migrant education, evaluation design, Federal reporting requirements and OME guidance, and the Kansas MEP. The evaluation 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 Quality of Strategy Implementation (QSI) tool that is anchored to specific implementation-based best practices in designing and implementing effective programs for migrant children and youth. The QSI 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 QSI will utilize a 5-point rubric that measures the degree of implementation from non-evident to highly effective.

Results of 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 Kansas state standards in reading, math, and 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** – Reading and mathematics sections of norm-referenced tests (NRTs) are 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 along with the results of inferential statistics, tests of educational significance, and trend analyses, as appropriate.
An annual report on the progress made by the Kansas MEP toward meeting its MPOs will be prepared annually by an external evaluator. This report will include implementation results (See Appendix E for a copy of the Kansas MEP Quality of Strategies Implementation 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.

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

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

<table>
<thead>
<tr>
<th>School Readiness Data element</th>
<th>Who collects?</th>
<th>How collected</th>
<th>When reported?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a) Number and % of 4-year old migrant PK children that demonstrate age-appropriate skills on Ages and Stages as a result of participating in a high quality early learning program.</td>
<td>School district to SEA Family Literacy Program Coordinator</td>
<td>Ages and Stages or another state-approved measure</td>
<td>At the end of the school year (Check benchmark lookup)</td>
</tr>
<tr>
<td>1b) Number and % of 3-year old migrant PK children that demonstrate age-appropriate skills on Ages and Stages as a result of participating in a high quality early learning program.</td>
<td>School district to SEA Family Literacy Program Coordinator</td>
<td>Ages and Stages or another state-approved measure</td>
<td>At the end of the school year (Check benchmark lookup)</td>
</tr>
<tr>
<td>1c) Number and % of migrant parents participating in PAT or other early learning programs that assign a rating of 3, 4, or 5 (on a 5-point scale) indicating that the events helped them learn ways to help their children learn.</td>
<td>Local project area to SEA Family Literacy Program Coordinator</td>
<td>Family Literacy Program evaluation (parent survey, interviews with staff)</td>
<td>Year end</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading and Math Data element</th>
<th>Who collects?</th>
<th>How collected</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a) Number and % of migrant students participating in a migrant-funded program that demonstrated a 2% gain between pre/post on a local assessment in reading</td>
<td>District data clerks</td>
<td>MEP Directors’ spreadsheet</td>
<td>End of the school year</td>
</tr>
<tr>
<td>2b) Number and % of migrant students participating in a migrant-funded program who demonstrated a 2% gain between pre/post on a local assessment in math</td>
<td>District data clerks</td>
<td>MEP Directors’ spreadsheet</td>
<td>End of the school year</td>
</tr>
<tr>
<td>2c) Number/ % of academic and support services offered to migrant students in non-project areas that receive an QSI rating of 3, 4, or 5 (on a 5-point scale)</td>
<td>District data clerks; QSI observer</td>
<td>QSI profile</td>
<td>End of the school year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduation/OSY Services Data element</th>
<th>Who collects?</th>
<th>How collected</th>
<th>When collected?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a) Number and % of PFS migrant, non-PFS migrant, and non-migrant students dropping out of H.S.</td>
<td>District KIDS clerk</td>
<td>End-of-Year Accounting Form (EOYA) Principal Report</td>
<td>October/November of the following year</td>
</tr>
<tr>
<td>3b) Number and % of secondary migrant students enrolled in credit accrual academies that earn a ½ credit toward high school graduation</td>
<td>District data clerks to Eudora Center</td>
<td>PASS report; Directors’ survey</td>
<td>Shortly after August/September</td>
</tr>
<tr>
<td>3c) Number and % of migrant OSY enrolled in instructional and supportive services that are on track in their recommended plan of study based on their individual profile</td>
<td>District data clerks to T. Kalic; QSI observer</td>
<td>GOSOSY Student Profile</td>
<td>Ongoing documentation</td>
</tr>
</tbody>
</table>
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.
- **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 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 intrastate 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/Title/Migrant/MigrantSystemUserGuide.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 and deactivate COE, PFS, 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 MSIX successfully to allow the State to complete reports on inter- and intrastate 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 semi-annual Kansas MEP directors’ meetings;
- 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](http://www.ksde.org) and the [www.ksmigrant.org](http://www.ksmigrant.org) website.

An **SDP Systems Alignment Workgroup** met in late spring of 2017 to review the SDP, the evaluation outcomes, progress made toward meeting the MPOs, and the statewide results on the QSI included in the SDP. This Workgroup made recommendations that are included in this SDP update that will be in effect for Kansas MEPs during the 2017-18 school year. The workgroup included staff from the SEA and local and regional education agencies.

Next Steps

The Kansas MEP systems alignment allows for full implementation of the updated SDP that aligns with the Kansas ESEA Flexibility Waiver. At the beginning of the 2017-18 school year, the SEA will **disseminate the report** to various stakeholders; and continue to 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 currently is conducting 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. The systems to be aligned with the new SDP include 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 evaluation results used for program improvement purposes.
Appendices

Appendix A – Priority for Services Form 2016-17

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 Quality of Strategy Implementation (QSI) Tool
Appendix A

Kansas Migrant Education Program (MEP) Priority for Services Criteria 2016-2017 School Year

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 (Table 1) and the student must be at risk of failing to meet state standards (Table 2).

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 2016-2017, an interruption during the regular school year would have occurred sometime after the beginning of the 2015-2016 regular school year. Moves occurring during the summer of 2016 do not constitute an interruption of services.
- The interruption has to relate to the migrant lifestyle. Students going to Mexico for a two-week vacation do not qualify as having an interruption.
• OSY experience an interruption of education and are unlikely to meet State Standards because they do not attend school and have not graduated from high school.
• 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.
• 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.
• 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, KELPA-P in 2014-15, and the ELPA 21 in 2015-16, and K-ELPA in 2016-17).
• 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.
# Appendix B

Kansas MEP Monitoring Tool

Kansas State Department of Education
Title I, Part C - Migrant Education Program
On-Site Review (2016-17)

<table>
<thead>
<tr>
<th>Migrant Budget Year</th>
<th>Migrant Allocation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>20____ - 20____</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>USD Number:</th>
<th>USD Name:</th>
<th>USD City:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Person:</th>
<th>Telephone:</th>
<th>Date of On-Site Review:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Participating USD Staff:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Participating KSDE Staff:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Authorized USD Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Area of Compliance</td>
<td>Supporting Data Presented</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>General Issues</strong></td>
<td></td>
</tr>
<tr>
<td>1. Documentation of signed time and effort logs for employees who are split-funded exists.</td>
<td>• Signed time and effort logs</td>
</tr>
<tr>
<td>2. Documentation of semi-annual certification of employees exists.</td>
<td>• Signed semi-annual certificate</td>
</tr>
<tr>
<td>3. Documentation of inventories for equipment purchased with migrant funds and appropriate labeling exists.</td>
<td>• Equipment inventory and appropriate labeling</td>
</tr>
<tr>
<td>4. Documentation for separate accounting of funds for migrant funds exists.</td>
<td>• Bookkeeping and journal entries</td>
</tr>
<tr>
<td>5. Documentation exists that migrant funds were expended to support only migrant activities.</td>
<td>• Bookkeeping and journal entries</td>
</tr>
<tr>
<td>6. Documentation exists that paraprofessionals funded by migrant education are under the direct supervision of a licensed teacher.</td>
<td>• Name of teachers who provide supervision • Class schedule</td>
</tr>
<tr>
<td>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).</td>
<td>• Description of activities • List of professional development offered to teachers focused on working with migrant students.</td>
</tr>
<tr>
<td>Area of Compliance</td>
<td>Supporting Data Presented</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 8. Documentation exists that Migrant services are supplementary and do not supplant state and local support. | ● Building Schedule showing basic education time and period of time migrant students are accessing migrant funded supplemental services  
    ● Bookkeeping and journal entries                                                    | Yes    | No       |
| 9. Documentation exists that Parent Advisory Council (PAC) is consulted regarding the planning, design, and implementation of the migrant education program. | ● Meeting agenda  
    ● Minutes of meetings  
    ● List of PAC officers  
    ● Parent compacts                                                               | Yes    | No       |

**Recruitment Issues**

<p>| 1. Documentation exists that recruitment referrals are provided to state recruiting offices. | ● List and dates of referrals                                                               | Yes    | No       |
| 2. COEs are organized and kept in locked cabinets.                                      | ● Original COEs signed by parents and recruiters attached to approved COE                  | Yes    | No       |
| 3. Documentation exists that blue copies of the COEs are sent to qualifying families, and parents are notified of services. | ● Dated cover letter to parents from project.                                               | Yes    | No       |</p>
<table>
<thead>
<tr>
<th>Area of Compliance</th>
<th>Supporting Data Presented</th>
<th>Compliance Status</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area of Compliance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Supporting Data Presented</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Compliance Status</strong></td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td><strong>Private School Involvement</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Documentation exists that private school officials were consulted regarding the planning, design, implementation, and participation in the migrant program.</td>
<td>Copies of correspondence between the district and private school officials.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consultation Form – On File</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Documentation exists that equitable services are provided to private school migrant children.</td>
<td>Itemized budget expenditures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Class schedules</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Staffing</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Documentation exists that Federal funds are used for secular, neutral, and non-ideological instruction.</td>
<td>Review of materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supplies</td>
<td></td>
</tr>
<tr>
<td><strong>Identification of Migrant Student Needs</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Documentation exists that the district has a process to identify the education and/or support needs of migrant children.</td>
<td>Local needs assessment</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Documentation exists that the district uses data to determine student services and program design.</td>
<td>Needs assessment results</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strategies identified on the Local Consolidated Plan (LCP) application</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Documentation exists that the district is ensuring that migrant children who (1) are failing, or at risk of failing to meet the State’s standards and (2) have an educational interruption during the regular school year, are given priority for MEP service.</td>
<td>List of participating students</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>List of Priority for Services (PFS) students</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Priorities for Services fields on Migrant Data System are completed for each child identified as Priority for Services.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Documentation exists that the continuity of instruction and related support services for</td>
<td>Advance notification form</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Methods used for transfer of</td>
<td></td>
</tr>
<tr>
<td>Area of Compliance</td>
<td>Supporting Data Presented</td>
<td>Compliance Status</td>
<td>Comments</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------------</td>
<td>-------------------</td>
<td>----------</td>
</tr>
<tr>
<td>migrant children particularly through the transfer of records is occurring.</td>
<td>records&lt;br&gt;• Methods provided for continuity of instruction&lt;br&gt;• Coordination with other programs&lt;br&gt;• Communication with other districts on previous services provided</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>5. Documentation exists that project liaisons meet with families to facilitate communication between school, families, and social resource agencies.</td>
<td>• Identified staff person&lt;br&gt;• Log of families contacted and services provided</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTES:**
Service Delivery plan
Measurable Program Objectives (Prioritization 1—4 from LCP)

____School Readiness  ____Reading  ____Mathematics  ____Graduation/OSY

Strategies and Implementation

<table>
<thead>
<tr>
<th>1.0 – School Readiness (Check Strategies from Migrant Portion of LCP Application)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-1 Coordinate with existing community programs and social services agencies addressing the academic and social needs of migrant children from birth to school age.</td>
</tr>
<tr>
<td>1-2 Provide high quality early learning instruction during the regular year and summer to migrant 4-year old children that are not yet in school.</td>
</tr>
<tr>
<td>1-3 Provide and coordinate parent education events that promote school readiness for their children.</td>
</tr>
<tr>
<td>1-4 Distribute information to migrant families about access to high quality early learning instruction and services for migrant infants, toddlers, and children 3-4 years old (e.g., book distributions, educational materials, strategies in the home).</td>
</tr>
<tr>
<td>1-5 Other:</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2.0 – Reading and Mathematics (Check Strategies from Migrant Portion of LCP Application)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-1 During the regular term and summer term, provide supplemental needs-based, evidence-based reading instruction with appropriate progress monitoring and instructional adjustments for migrant students during the regular term and summer term.</td>
</tr>
<tr>
<td>2-2 During the regular term and summer term, provide supplemental needs-based, evidence-based mathematics instruction with appropriate progress monitoring and instructional adjustments for migrant students during the regular and summer term.</td>
</tr>
<tr>
<td>2-3 During the regular term and summer term, provide academic and support services to migrant children and youth in non-project areas through the NW KS, SE KS, and SW KS statewide service centers.</td>
</tr>
<tr>
<td>2-4 Other:</td>
</tr>
</tbody>
</table>

For each identified strategy, describe how it is carried out, along with the personnel involved and Migrant resources devoted to its execution:
### 3.0 – High School Graduation/OSY (Check Strategies from Migrant Portion of LCP Application)

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-1</td>
<td>During the regular term and summer term, offer supplemental credit accrual options and supplemental instruction leading to graduation.</td>
</tr>
<tr>
<td>3-2</td>
<td>During the regular term and summer term, provide educational opportunities to help middle school and high school-aged migrant students plan for postsecondary education and a career.</td>
</tr>
<tr>
<td>3-3</td>
<td>During the regular term and summer term, provide supplemental education for OSY appropriate for their academic needs through a statewide OSY project.</td>
</tr>
<tr>
<td>3-4</td>
<td>During the regular term and summer term, promote academies and workshops focused on credit accrual.</td>
</tr>
<tr>
<td>3-5</td>
<td>Participate in interstate projects to support student achievement and outcomes such as migrant Consortium Incentive Grants, PASS programming, and other appropriate interstate collaboration efforts.</td>
</tr>
</tbody>
</table>

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

### 4.0 – Non-Instructional Support Services (Check Strategies from Migrant Portion of LCP Application)

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-1</td>
<td>Provide activities and resources to facilitate parent involvement and parent education in the schools including family literacy nights (e.g., transportation, child care, alternate meeting times, meals).</td>
</tr>
<tr>
<td>4-2</td>
<td>Involve migrant parents and staff in the development and communication of the importance of migrant students’ IPS.</td>
</tr>
<tr>
<td>4-3</td>
<td>During the regular term and summer term, collaborate with other funding sources and agencies to include migrant students in supportive programs based on student needs (e.g., general health, nutrition, medical services).</td>
</tr>
</tbody>
</table>

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 measurable 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 measurable 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:

- **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.

- **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 GOSOSY 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 GOSOSY (Graduation and Outcomes for Success 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 GOSOSY 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 GOSOSY 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 GOSOSY and participates in IRRC (Identification and Recruitment Rapid Response Consortium (IRRC)). The GOSOSY Consortium has been explained in a previous section. The IRRC 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 Consortia and 2) Publishes Newsletters written by each of the Consortia.

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 responses 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, procedurals 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 (Kansas Individual Data on Kids System)
   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.
1. 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 x 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) lklsdsldsl
      2) klsldsldksl

   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 agribusiness 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) Iklksdlsld
2) klsldslksl

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 suggestion 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 activity 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. GOSOSY Consortium
The State of Kansas is the lead state for the GOSOSY (Graduation and Outcomes for Success for Out-of-School Youth) Consortium. The Consortium was formed to address the needs of the 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 GOSOSY 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 materials that focus on: 1) OSY Advocacy Support, 2) Academic Services, 3) Health, and 4) college and career awareness.

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 GOSOSY and participates in the IRRC (Identification and Recruitment Rapid Response Consortium). The GOSOSY Consortium has been explained in the previous section. The IRRC Consortium is an 14 state collaboration that addresses the Absolute Priority of identification and recruitment for determining 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 the Consortia and 2) Newsletters written by the Consortia.
# Appendix E

## KANSAS MIGRANT EDUCATION PROGRAM

### QUALITY OF STRATEGY IMPLEMENTATION TOOL

#### 1.0 SCHOOL READINESS

<table>
<thead>
<tr>
<th>Strategies</th>
<th>IMPLEMENTATION LEVEL</th>
<th>NON-EVIDENT</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Coordinate with existing community programs and social services agencies addressing the academic and social needs of migrant children from birth to school age.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• No coordination with community programs/social service agencies on academic/social needs of children birth to school age</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• No contact with migrant families</td>
<td>2</td>
<td>Inadequate coordination with community programs/social service agencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Inadequate contact with migrant families</td>
<td>3</td>
<td>Some coordination with community programs/social service agencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Inadequate records</td>
<td>4</td>
<td>Sufficient coordination with community programs/social service agencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Some coordination with migrant families</td>
<td>5</td>
<td>Sufficient coordination with community programs/social service agencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Some contact with migrant families</td>
<td></td>
<td>Extensive coordination with community programs/social service agencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Inadequate records</td>
<td></td>
<td>Extensive contact with migrant families</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Some coordination with migrant families</td>
<td></td>
<td>Updates and shares an extensive list of services; maintains records on student participation and services outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Evidence:**
- □ Health Department
- □ Area cooperatives/service centers
- □ Head Start/PAT/County EC programs

**Comments/Follow-up:**

1.2 Provide high quality early learning instruction during the regular year and summer migrant 4-year old children that are not yet in school.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>IMPLEMENTATION LEVEL</th>
<th>NON-EVIDENT</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>• No school readiness resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• No school readiness instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• No participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• No records maintained</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Inadequate school readiness resources</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Inadequate school readiness instruction</td>
<td>2</td>
<td>Inadequate school readiness resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Inadequate school readiness instruction</td>
<td>3</td>
<td>Some school readiness resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Inadequate participation</td>
<td>4</td>
<td>Sufficient school readiness resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Inadequate records</td>
<td>5</td>
<td>Extensive school readiness resources employed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Evidence:**
- □ Home visits (logged)
- □ Curriculum resources/programs
- □ Progress monitoring
- □ Pre/post assessment
- □ Learn and play programs

**Comments/Follow-up:**

1.3 Provide and coordinate parent education events that promote school.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>IMPLEMENTATION LEVEL</th>
<th>NON-EVIDENT</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>• No parent events provided</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• No materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Inadequate parent events provided</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Inadequate materials</td>
<td>2</td>
<td>Some parent events provided</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Some materials distrib-</td>
<td>3</td>
<td>Sufficient parent events provided</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Some parent events provided</td>
<td>4</td>
<td>Sufficient materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Some contact with migrant families</td>
<td>5</td>
<td>Extensive parent events provided</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Evidence:**
- □ Parent guides
- □ Newsletters
- □ Early learning centers
- □ Collaborative logs
- □ Activity folders/backpacks/bags
- □ Manipulatives (e.g., flashcards)
- □ Supplies provided
- □ District programs
- □ Technology
- □ Parent guides
- □ Family resource centers
- □ Early learning centers
- □ Collaborative logs
- □ Manipulatives (e.g., flashcards)
- □ Supplies provided
- □ Library
- □ Food/clothing pantries
- □ Resource booklet
- □ Chamber of Commerce
- □ Red Cross
- □ Library
- □ Faith-based institutions
- □ Other:

**Comments/Follow-up:**
| Evidence: | □ MPAC | □ Technology (e.g., ABC Mouse, Leap Frog) | □ Curricular materials (flashcards, activity books) | □ Book programs (e.g., Imaginary Library) | □ Strategies | □ Summer visits | □ Resource lists/room | □ Health Department | □ Skills training for parents | □ Family night | □ Parenting classes | □ KPIRC resources | □ Colorín Colorado | □ Arts and crafts | □ Educational materials | □ Service centers | □ Newsletters/postcards | □ Other: |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Comments/Follow-up: | | | | | | | | | | | | | | | | | | | |

1.4 Distribute information to migrant families about access to high quality early learning instruction and services for migrant infants, toddlers, and children 3-4 years old (e.g., book distributions, educational materials, strategies in the home).

| Evidence: | □ PAT/Head Start | □ MPAC | □ Newspapers | □ Local businesses | □ Brochure distributions (mail/other) | □ Home visits (logged) | □ Health Department resources | □ Newsletters/bulletins | □ KPIRC resources | □ Public library | □ Summer visits | □ Screening | □ Technology | □ Open house | □ Calendar | □ Resource table at events | □ Other: |
| Comments/Follow-up: | | | | | | | | | | | | | | | | | | | |
# 2.0 READING AND MATHEMATICS

## Strategies

### 2.1 During the regular term and summer term, provide supplemental needs-based, evidence-based reading instruction with appropriate progress monitoring and instructional adjustments for migrant students.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Implementation Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NON-EVIDENT</td>
</tr>
<tr>
<td></td>
<td>• No reading resources</td>
</tr>
<tr>
<td></td>
<td>• No progress monitoring</td>
</tr>
<tr>
<td></td>
<td>• No instructional adjustments</td>
</tr>
<tr>
<td></td>
<td>• No records maintained</td>
</tr>
</tbody>
</table>

### Evidence:
- Behavior improvement plan
- Bilingual books
- Bilingual texts/resources
- Home visits
- Summer services
- Curricular modifications/ accommodations
- PASS
- Family math night
- Special course placement
- Other:

### Comments/Follow-up:

## 2.2 During the regular term and summer term, provide supplemental needs-based, evidence-based mathematics instruction with appropriate progress monitoring and instructional adjustments for migrant students.

<table>
<thead>
<tr>
<th>Evidence:</th>
<th>Behavior improvement plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention/Tier noted per student</td>
<td>Bilingual books</td>
</tr>
<tr>
<td>MTSS/RtI Model</td>
<td>Curricular modifications/ accommodations</td>
</tr>
<tr>
<td>Migrant para support (class/before/after/pull out)</td>
<td>PASS</td>
</tr>
<tr>
<td>Migrant tutor</td>
<td>Family reading night</td>
</tr>
<tr>
<td>Migrant support schedules</td>
<td>Special course placement</td>
</tr>
<tr>
<td>Counselor collaboration</td>
<td>Other:</td>
</tr>
<tr>
<td>Collaboration with teacher(s)</td>
<td>Comments/Follow-up:</td>
</tr>
</tbody>
</table>

---

*Note: The table format is designed to facilitate easy comparison and analysis of strategies and their levels of evidence and implementation.*
2.3 During the regular term and summer term, provide academic and support services to migrant children and youth in non-project areas through the NW KS, SE KS, and SW KS statewide service centers.

<table>
<thead>
<tr>
<th>No academic services</th>
<th>Inadequate academic services</th>
<th>Some academic services</th>
<th>Sufficient academic services</th>
<th>Extensive academic services</th>
</tr>
</thead>
<tbody>
<tr>
<td>No support services</td>
<td>Inadequate support services</td>
<td>Some support services</td>
<td>Sufficient support services</td>
<td>Extensive support services</td>
</tr>
<tr>
<td>No records maintained</td>
<td>Inadequate records</td>
<td>Some records</td>
<td>Sufficient records</td>
<td>Extensive records</td>
</tr>
</tbody>
</table>

Evidence:
- □ GOSOSY Life Skills lessons
- □ Reading on the Move
- □ ACReS
- □ Math on the Move
- □ Home visits
- □ Math for Living
- □ Other:

Comments/Follow-up:
## 3.0 GRADUATION AND SECONDARY SERVICES

<table>
<thead>
<tr>
<th>Activities</th>
<th>Implementation Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 During the regular term and summer term, offer supplemental credit accrual options and supplemental instruction leading to graduation.</td>
<td>NON-EVIDENT</td>
</tr>
<tr>
<td>- No credit accrual options offered</td>
<td></td>
</tr>
<tr>
<td>- No student participation</td>
<td></td>
</tr>
<tr>
<td>- No records maintained on students who are credit deficient</td>
<td></td>
</tr>
<tr>
<td>- Inadequate credit accrual options offered</td>
<td></td>
</tr>
<tr>
<td>- Inadequate student participation</td>
<td></td>
</tr>
<tr>
<td>- Inadequate records on students who are credit deficient</td>
<td></td>
</tr>
<tr>
<td>- Some credit accrual options offered</td>
<td></td>
</tr>
<tr>
<td>- Some student participation</td>
<td></td>
</tr>
<tr>
<td>- Some records on students who are credit deficient</td>
<td></td>
</tr>
<tr>
<td>- Sufficient credit accrual options offered</td>
<td></td>
</tr>
<tr>
<td>- Sufficient student participation</td>
<td></td>
</tr>
<tr>
<td>- Sufficient records on students who are credit deficient</td>
<td></td>
</tr>
<tr>
<td>Evidence:</td>
<td>□ 21 credit option</td>
</tr>
<tr>
<td>- Computerized program</td>
<td></td>
</tr>
<tr>
<td>- Learning center</td>
<td></td>
</tr>
<tr>
<td>- Double up in content area</td>
<td></td>
</tr>
<tr>
<td>- All are on Track</td>
<td></td>
</tr>
<tr>
<td>- Online classes</td>
<td></td>
</tr>
<tr>
<td>Comments/Follow-up:</td>
<td></td>
</tr>
</tbody>
</table>

| 3.2 During the regular term and summer term, provide educational opportunities to help middle school and high school-aged students plan for postsecondary education and a career. | NON-EVIDENT | 2 | 3 | 4 | HIGHLY EVIDENT |
| - No opportunities provided | | | | | |
| - No documentation of student plans | | | | | |
| - No records maintained | | | | | |
| - Inadequate opportunities provided | | | | | |
| - Inadequate documentation of student plans | | | | | |
| - Inadequate records | | | | | |
| - Some opportunities provided | | | | | |
| - Some documentation of student plans | | | | | |
| - Some records | | | | | |
| - Sufficient opportunities provided | | | | | |
| - Sufficient documentation of student plans | | | | | |
| - Sufficient records | | | | | |
| Evidence: | □ Dual credit | □ Tri-State CAMP | □ Community service participation | □ Home visits |
| - College night/fair | | | | |
| - Graduation plans/IPS | □ Career test/survey | □ Job shadowing | □ Work force training | □ ROTC |
| - Technical school participation | □ FAFSA support | □ Counselor collaboration | □ Attend recruiter visits | □ Campus visits |
| - Career Pathway participation | □ AVID | □ Extracurricular participation | □ Leadership symposium | □ Other: |
| □ ACT/ACT prep | □ Parent/student meeting | □ BIZ Fest | | |
| Comments/Follow-up: | | | | |

| 3.3 During the regular term and summer term, provide supplemental education for OSY appropriate for their academic needs through a statewide OSY project. | NON-EVIDENT | 2 | 3 | 4 | HIGHLY EVIDENT |
| - No supplemental education provided for OSY | | | | | |
| - No student needs assessed | | | | | |
| - No plans developed to address OSY needs | | | | | |
| - No records maintained | | | | | |
| - Inadequate supplemental education provided for OSY | | | | | |
| - Inadequate needs assessment completed | | | | | |
| - Inadequate plans developed to address OSY needs | | | | | |
| - Inadequate records | | | | | |
| - Some supplemental education provided for OSY | | | | | |
| - Some needs were assessed | | | | | |
| - Some plans done to address OSY needs | | | | | |
| - Some records | | | | | |
| - Sufficient supplemental education provided for OSY | | | | | |
| - Sufficient needs assessed | | | | | |
| - Sufficient plans developed to address OSY needs | | | | | |
| - Sufficient records | | | | | |
| Evidence: | □ ACReS | □ Math for Living | □ Math on the Move | □ Other: |
| - GOSOSY Life Skills lessons | | | | |
| - Reading on the Move | | | | |
| □ Math on the Move | □ Home visits | | | |
| □ Home visits | | | | |
3.4 During the regular term and summer term, promote academies and workshops focused on credit accrual.

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>No student academies/workshops provided</td>
<td></td>
</tr>
<tr>
<td>No student participation</td>
<td></td>
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<tr>
<td>No focus on credit accrual</td>
<td></td>
</tr>
<tr>
<td>No records maintained</td>
<td></td>
</tr>
<tr>
<td>Inadequate student academies/workshops provided</td>
<td>Inadequate leadership academies/workshops provided</td>
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<tr>
<td>Inadequate focus on credit accrual</td>
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<td>Inadequate records</td>
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<td>Some student academies/workshops provided</td>
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<td>Extensive records</td>
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</tbody>
</table>

Evidence:
- Local/district summer academy
- PASS
- Hispanic/Latino leadership
- District leadership program
- Summer academies
- Service center programs
- Other:

3.5 Participate in interstate projects to support student achievement and outcomes such as migrant Consortium Incentive Grants, PASS programming, and other appropriate interstate collaboration efforts.

<table>
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<tbody>
<tr>
<td>No participation in interstate projects</td>
<td></td>
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<tr>
<td>No local participation</td>
<td></td>
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<tr>
<td>No interstate coordination</td>
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Evidence:
- GOSOSY Learning Plan
- GOSOSY Goal Setting
- GOSOSY Goals and Objectives
- Other: