



# Migratory Standard Program Evaluation

---

## Program Evaluation Question(s)

1. How many SSD students/families have been identified as migratory during the '04-'05 school year?
2. What programs or services are available to students identified as migratory?

### I. Program/Service Information

1. Name of Program or Services:  
Migratory Services
2. Personnel Responsible for Evaluation and Program (list):  
Mary Lee Burlemann, Area Coordinator
3. Demographic Description of Program:  
Location: Central Office  
Number of staff: Administrator plus support personnel  
Participants: Those identified  
Length of program/service: Annual
4. Date of Evaluation (Year/Duration):  
July 2005-January 2006
5. Goal/Objective of Program/Services:  
To identify those migratory students who may be temporarily residing within the district boundaries in order to guarantee that they have access to all programs ordinarily provided to all resident students to meet their needs, including Title I, special education, gifted education, vocational education, English for Speakers of Other Languages, counseling programs etc.
6. Brief description of relationship between program goals, CSIP and MSIP Standards:  
Program goals are related to CSIP and MSIP standards. Information gathered about the number of migratory students would assist in ensuring that migratory students are afforded the full range of educational programs in the District (MSIP Standards 8.1d, 8.1.1 and 6.2.3 and 6.3.6).

### II. Evaluation Criteria for Programs/Services Offered

- Census Information
- Review of Missouri Requirements

### III. Description of Stakeholders Engagement in Program Evaluation:

- Parent engagement activities: Richard Weinstein



# Migratory Standard Program Evaluation

---

Community member: Joan Nenninger (Salvation Army Community in Partnership Program)

SSD staff: Dee Byrnes, Bob Molitor, Mary Lee Burlemann

Committee members were contacted to obtain agreement to serve. All but one had served last year and they did not feel the need to have a formal meeting.

## IV. Results

### 1. Strengths of program/service

There is a process through which students are identified as migratory. The process is two-fold. The question of migratory status is asked upon enrollment in the Component District and again when a student enters an SSD building program. Any qualifying student will receive the comprehensive services to which he/she is entitled. Please refer to Attachment A for a full description of the identification and referral process available to eligible migratory students..

### 2. Concerns regarding program/service

There has never been a migratory student identified in need of SSD building program services, so it is not known how effective the range of available services offered within the state is.

### 3. Recommendations regarding program/service

Building principals need to be reminded annually of their obligation to identify those students who may be migratory and notify the SSD contact person who will make the referral to the regional director of the Migrant Education Center to secure the appropriate services.

## V. Action Plan for Recommendations as A Result of Program Evaluation

Building principals will be notified annually of their obligation to identify migratory students upon their enrollment into an SSD building. They will know the process for notification of the SSD contact person who will then make the referral to the state Migrant Education Center.

Our CSIP plan is adequate for this program. There are no resources that need to be reallocated.



# **Migratory** **Standard Program Evaluation**

---

Person responsible to champion action plan  
Mary Lee Burlemann

Timeframe for reporting updates to Board of Education  
Annually

\_\_\_\_\_ Date: \_\_\_\_\_  
**Signature of Administrator Responsible for Chairing Evaluation**

## Attachment A

Recognizing that migrant children are among the most educationally disadvantaged groups in our society, the Special School District actively seeks to identify those who may be temporarily residing within its boundaries. The district gives them full access to all educational and related programs ordinarily provided all other children. Identification begins with a question on a school enrollment form which asks if the family has moved from one school district to another within the past three years to seek or obtain temporary or seasonal work in an agriculture or a related food processing business.

When positive responses are entered on the form, the building principal notifies the appointed SSD contact person of the student's migratory status. The SSD contact person will notify the director of the regional Migrant Education Center or the state director. A recruiter will talk with the district's contact person and the parents of the newly enrolled student.

Through personal contact or home visits, a family interview will provide information for completing the Certificate of Eligibility (COE). After the COE is completed, information from it is entered into a state database maintained at the regional Migrant Education Centers. Educational and health records are then generated, and the students listed on the form become eligible for federally funded supplementary services.

SSD assesses the educational and related health and social needs of migrant students residing within its boundaries, and gives full access to all programs ordinarily provided to all other children to meet their needs, including Title I, special education, gifted education, vocational education, English for Speakers of Other Languages (ESOL), counseling programs etc.

Where needs exist that cannot be fully met by district personnel, or through state and federal sources, contact will be made with the director of the regional Migrant Education Center. Personnel from the Migrant Center attempt to provide needed services and/or assist district personnel in developing a project application for a local Migrant Education program through the Department of Elementary and Secondary Education.