



**Coordinator  
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## Program Description

***Purpose or Mandate***

Special School District actively seeks to identify those migrant families and students who may be temporarily residing within its boundaries. This is done so as to give migratory students full access to all educational and related programs ordinarily provided all other children.

***Summary Description of Program***

This program screens all students as they enroll in SSD to determine 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. Students so identified are classified as "migratory students," who then receive additional educational support services as appropriate.

***Which specific CSIP goals and PCF processes does this Program support?***

- CSIP 1 Student Success
- CSIP 1.1 Ensure achievement for all students
- CSIP 1.2 Ensure that all students are ready to participate in college, career, or community programs
- CSIP 1.3 Ensure student satisfaction and engagement
- PCF 2.2.6 Provide differentiated instruction based on individual student needs

***Who are the Customers/Stakeholders?***

- Students
- Parents
- Staff
- Administrators
- Board of Education
- Taxpayers
- Other: Federal mandates

***What are the Customer/Stakeholder requirements?***

Through personal contact or home visits, 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.

***What is this program expected to accomplish?***

Eligible migrant students will be able to access Title IC funds in order to receive educational and support services that will facilitate academic progress and provide social support in order to increase graduation and promotion rates.

***Briefly describe how this Program works***

Identification of Migratory Program students 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. Positive responses prompt the building principal to notify the appointed SSD contact person of the student's migratory status, who then

notifies the director of the regional Migrant Education Center or the state director. A recruiter then makes a personal contact or home visit with parents of the newly enrolled student to complete a Certificate of Eligibility (COE). Eligible students receive federally-funded supplementary services, delivered by SSD.

***What resources (type and quantity) are required to execute this plan?***

The enrollment questionnaire is the only resource needed at this time to execute the plan, as there are no identified migratory students. When eligible students are identified, we will require the migratory liaison to coordinate with the school of attendance and the state for delivery of services.

## **Action Plan Summary**

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### ***Previous Cycle Goals and Measurable Objectives***

#### ***2011-2013 Overall Goals***

Goal 1: Identify migratory students who may be temporarily living within the district boundaries in order to guarantee that they have access to all programs ordinarily provided to all other resident students to meet their needs.

Goal 2: Provide services for those students identified as migratory.

#### ***2011-2013 Objectives***

1.1 Report number of students identified as migratory. SSD will review enrollment questionnaires to ensure compliance with state and federal requirements.

1.2 The SSD migratory contact person will annually communicate with SSD Special Education and Career Tech building principals the importance of monitoring enrollment questionnaires.

2.1 Evaluate 100% of the students identified as migratory using the Federal Programs monitoring checklist to determine whether the services provided are appropriate.

2.2 Monitor 100% of migratory students to ensure access to programs provided for all students, such as Title I, special education, gifted education, vocational education, English language learners (ELL), counseling programs, etc.

### ***Current Cycle (2013-2015) Goals and Measurable Objectives***

#### ***2013-2015 Overall Goals***

Goal 1: Identify migratory students who may be temporarily living within the district boundaries in order to guarantee that they have access to all programs ordinarily provided to all other resident students to meet their needs.

Goal 2: Provide services for those students identified as migratory.

#### ***Expected Measurable Objectives***

1.1 Report number of students identified as migratory. SSD will review 100% of enrollment questionnaires to ensure compliance with state and federal requirements.

1.2 The SSD migratory contact person will annually communicate with SSD Special Education and Career Tech building principals the importance of monitoring enrollment questionnaires.

2.1 Evaluate 100% of the students identified as migratory using the Federal Programs monitoring checklist to determine whether the services provided are appropriate.

2.2 Monitor 100% of migratory students to ensure access to programs provided for all students, such as Title I, special education, gifted education, vocational education, English language learners (ELL), counseling programs etc.

## Current Cycle (2013-2015) Action Plans

### Short-term (within the next school year)

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.

### Medium-term (1-2 years)

N/A

### Long-term (3 years and more)

N/A

## Evaluation Plan Summary

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### ***Program Evaluation Authority***

Board Policy IM requires a biennial evaluation of the Migratory Program. The last program evaluation was conducted in the Spring of 2014.

### ***Qualitative Measures - Evaluation questions to be used***

- What are the major accomplishments or benefits of this program?
- How well did this program fulfill its purpose or mandate?
- What do customers and other stakeholders consider to be the strengths and opportunities for improvement /weaknesses of the program?
- How well-aligned are the program's processes with the goals of the program?
- What is the level of deployment of this program's services?
- How should resources be changed to improve this program?
- How should goals be changed, added, or removed?

### ***Quantitative Measures - Evaluation questions to be used***

- What is the status of the program's progress toward achieving its goals?
- What are the actual costs of this program, and how do they compare to planned costs?
- What is the estimated actual benefit-cost or cost-effectiveness of this program?

### ***Quantitative Measures – Criteria for Evaluation***

Measure to be used		2013-2015 Target	
1.1	Count of enrollment questionnaires.	1.1	100% identification.
1.2	Audit of correspondence.	1.2	100% complete.
2.1	Federal Programs monitoring checklist.	2.1	100% appropriate.
2.2	Count of eligible students.	2.2	100% access.

# Migrant

## 2015-2016 Program Evaluation Report

Special School District



**Coordinator**  
**Name** Mary Lee Burlemann

**Planning**  
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### ***Evaluation Summary***

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#### ***Purpose or Mandate***

The Migrant Education Program (MEP) is authorized by Part C of Title I of the Elementary and Secondary Education Act of 1965, as amended (ESEA). The MEP provides formula grants to State educational agencies (SEAs) to establish and improve education programs for migrant children. DESE (through MSIP Standards 8.1d, 8.1.1 and 8.3.1 and 6.2.3 and 6.3.6) seeks to ensure that migrant students are afforded the full range of educational programs in the district.

SSD Board Policy IM requires a biennial evaluation of this program. The last evaluation report was approved by the Board on April 22, 2014.

#### ***Program Description***

Recognizing that migrant children are among the most educationally disadvantaged groups in our society, SSD 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. The program was developed in accordance with the Migrant Education Program and complies with all of the guidelines provided by state and federal legislation. Procedures are in place to identify any eligible migrant students, to determine what services need to be provided, and to provide services to those students.

#### ***What were the major accomplishments or benefits of this program?***

This program has negligible impact on student performance in SSD. That conclusion does not indicate a shortcoming of the program or its implementation but, rather, is based on the negligible number of students served. During the present evaluation period, no migrant students were identified in SSD. When future students are identified as migrant, implementation procedures may need to be tweaked in order to align with the program design. The priorities and processes are aligned with the goals of the program.

#### ***How well did this program fulfill its purpose or mandate?***

Inadequate       Approaching Satisfactory       Satisfactory       Excellent

#### ***What factors made essential contributions (+/-) to this rating?***

This program is in a perpetual "stand-by" mode, ready to serve migrant students as needed, and performs that role at a satisfactory level. Absent any students who require instructional migrant assistance, the ability of the program to deliver instructional assistance cannot be evaluated.

#### ***What is the general level of customer or stakeholder satisfaction with this program?***

Not at all Satisfied       Somewhat Satisfied       Very Satisfied       Completely Satisfied

#### ***What factors made essential contributions (+/-) to this rating?***

No students have been identified as migrant but all SSD principals and office staff are provided a yearly in-service on the use of the questionnaire that is designed to identify any student who may be migrant.

## ***Evaluation Results***

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### ***What is the status of the program's progress toward achieving its goals?***

**Goal 1:** Identify migrant students who may be temporarily living within the district boundaries in order to guarantee that they have access to all programs ordinarily provided to all other resident students to meet their needs.

Measurable Objective 1:	Report number of students identified as migrant. SSD will review enrollment questionnaires to ensure compliance with state and federal requirements.
<u>Results: Met.</u> The questionnaires were reviewed and no students were found to be migrant.	

Measurable Objective 2:	The SSD migrant contact person will annually communicate with SSD Special Education and Career Tech building principals the importance of monitoring enrollment questionnaires.
<u>Results: Met.</u> Communication with principals is part of the annual process.	

**Goal 2:** Provide services for those students identified as migrant.

Measurable Objective 1:	Evaluate 100% of the students identified as migrant using the Federal Programs monitoring checklist to determine whether the services provided are appropriate.
<u>Results: Not applicable.</u> No students were identified as migrant. <sup>1</sup>	

Measurable Objective 2:	Monitor 100% of migrant students to ensure access to programs provided for all students, such as Title I, special education, gifted education, vocational education, English language learners (ELL), counseling programs etc.
<u>Results: Not applicable.</u> No students were identified as migrant. <sup>1</sup>	

### ***What do customers and other stakeholders consider to be the strengths and opportunities for improvement /weaknesses of the program?***

#### **Strengths**

- There is a process through which students are identified as migrant. The process is two-fold. The question of migrant status is asked upon enrollment in the Partner District and again when a student enters an SSD building program or Technical School. Any qualifying student will receive the services to which he/she is entitled.

Opportunities/Weaknesses

- Since there has never been a migrant student identified in need of SSD building program services, we do not know how effective the range of available services offered within the state is.

***How well aligned are the program's processes with the goals of the program?***

The processes are well aligned with the goals. The processes were developed several years ago using state and federal guidelines and mandates.

***Deployment Level of Program Services***

- Little or no deployment of program services.
- The program services are in the early stages of deployment in most areas or schools.
- Services are deployed, although some areas or schools are in early stages of deployment.
- Services are well deployed, although deployment may vary in some areas or schools.
- Services are well deployed, with no significant gaps.
- Services are fully deployed without significant weaknesses or gaps in any areas or schools.

***Should resources be changed to improve this program?***

Yes  No

*If Yes, describe changes.*

***Should goals be changed, added or removed?***

Yes  No

*If Yes, describe changes.*

***Evaluation Implications***

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***What are the actual costs of this program, and how do they compare to budget?***

***Actual Total Annual Costs:*** Less than \$1,000

***Staff:*** Migrant Contact: 5 hours

***What are the major sources and amounts of funds?***

The costs are included in the SSD budget.

***How many customers (students) are served by this program?*** none

***What is this program's annual cost per customer (student)?*** N/A

***Estimated Cost Effectiveness***

- Mandated program; costs cannot be significantly reduced.
- Mandated program; costs could be reduced (include in Action Plan, below).
- Benefits greatly outweigh costs.
- Benefits outweigh cost, but improvement appears possible (include in Action Plan, below).
- Costs outweigh benefits (include in Action Plan, below).

***General Recommendation Resulting from this Evaluation***

- Continue the program as is. It is meeting or exceeding all expected outcomes.
- Continue the program as is with specific action plans for improvement.
- Expand the program, replicating effective components.
- Streamline, refine, or consolidate elements of the program.
- Redesign the program.
- Reevaluate the purpose and/or goals of the program.
- Discontinue ineffective or nonessential program components.
- Discontinue the program.
- Other (Specify.)

## ***Action Plans***

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### ***Review of Action Plan progress since last report.***

**Action Plan 1:** SSD school principals will be notified annually of their obligation to identify migrant students upon their enrollment into an SSD school. They will know the process for notification of the SSD contact person who will then make the referral to the state Migrant Education Center.

**Progress on Action Plan:** An in-service was conducted in mid-summer. The reminder letter was sent in early August. Principals and office staff are aware of their responsibilities as far as identification and provision of services are concerned.

### ***What specific actions are needed in the next evaluation cycle?***

#### **Short-term (within the next school year)**

No actions are needed until a student is identified as migrant. At that time, the program processes will be reviewed and necessary actions taken.

#### **Medium-term (1-2 years)**

N/A

#### **Long-term (3 years and more)**

N/A

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#### **NOTE**

<sup>1</sup> In almost all cases, the screening process for migrant students will identify students in the partner districts prior to referral to SSD. Hence the partner districts provide migrant services.