

APPENDIX C

**Kansas
Migrant Education Program
Service Delivery Plan**



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1. Introduction

Legislative mandate for service delivery planning

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

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

Section 200.83(b) of the regulations requires the SEA to develop its comprehensive State Service Delivery Plan (SDP) in consultation with the State migrant education parent advisory council or, for SEAs that do not operate programs of one school year in duration (and are thus, not required to have such a council), with the parents of migrant children in a format and language that the parents understand.

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

1. *Performance Targets.* The plan must specify the performance targets that the State has adopted for all migrant children for: reading; mathematics; high school graduation/the number of school dropouts; school readiness (if adopted by the SEA); and any other performance target that the State has identified for migrant children. (34 CFR 200.83(a)(1).)
2. *Needs Assessment.* The plan must include identification and an assessment of: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle; and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(2).)
3. *Measurable Program Outcomes.* The plan must include the measurable outcomes that the Migrant Education Program (MEP) will produce statewide through specific educational or educationally-related services. (Section 1306(a)(1)(D) of the statute.)

Measurable outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the comprehensive needs assessment. The measurable outcomes should also help achieve the State's performance targets.

4. *Service Delivery.* The plan must describe the SEA's strategies for achieving the performance targets and measurable objectives described above. The State's service delivery strategy must address: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle, and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(3).)
5. *Evaluation.* The plan must describe how the State will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes. (34 CFR 200.83(a)(4).)

Optional information that may be contained 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 parents (or with the State parent advisory council, if the program is of one school year in duration) and whether the consultation occurred 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.

In compliance with the guidance provided by the (Office of Migrant Education (OME), Kansas will update the comprehensive State SDP whenever it: 1) updates the statewide CNA; 2) changes the performance targets and/or measurable outcomes; 3) significantly changes the services that the MEP will provide statewide; or 4) significantly changes the evaluation design.

Developers of the Kansas MEP Service Delivery Plan

The Kansas MEP Service Delivery Plan resulted from a systematic process that involved a broad-based representation of stakeholders whose experience lent authenticity and whose expertise directed the strategies that are presented in this report. A complete listing of the developers of the SDP and their affiliations is found at the beginning of this report.

The SDP Committee was composed of individuals representing the community; migrant parents; MEP administrators in the various regions of Kansas; the SEA; and individuals with expertise in reading, mathematics, secondary migrant student graduation and drop out prevention, family literacy, professional development, identification and recruitment (ID&R), and early childhood. Further, there were four members of the Kansas MEP Comprehensive Needs Assessment (CNA) Committee that were named to the SDP Committee to provide continuity to the overall comprehensive process that was carried out in Kansas to ensure that systems are aligned to meet migrant students' special educational needs.

Overview of the report

In addition to this **Section 1, *Introduction***, the report consists of 10 sections. **Section 2, *Needs Identified Through the Statewide CNA***, outlines the process Kansas has undertaken to explore data on migrant students, an analysis of the data, and how those needs were considered in identifying the service areas.

Section 3, *Performance Goals and Targets*, specifies the Kansas designations for Priority for Service (PFS) and spells out how performance targets/goals meet the identified needs and priorities set by the State. In **Section 4, *Measurable Program Outcomes and Statewide Service Delivery Strategies***, 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 graduation. Also, progress indicators are specified.

The plan for monitoring and technical assistance is specified in **Section 5, *Monitoring and Technical Assistance Plan*** clarifying the role in this process of the State, its local operating agencies, and outside experts. **Section 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 **Section 7, *Parent Involvement and Development Plan***. This section considers the various roles of parents and how the State plans address parent needs. In **Section 8, *Identification and Recruitment Plan***, the role and responsibilities of recruiters are specified with the Kansas plan for quality control in recruitment.

Section 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. Finally, **Section 10, *Summary and Conclusions***, offers research- and evidence-based conclusions and next steps suggested for applying the results of the SDP to planning services for Kansas migrant students. This section sets the stage for the implementation and evaluation of MEP services.

The *Appendices* are found in Section 11, **Appendices** and include: (A) Kansas Migrant Education Program CNA/SDP Task Implementation Planning Chart, (B) Table of contents from the Kansas MEP Comprehensive Needs Assessment Report, (C) Student Selection and PFS Form, (D) Chart Containing SDP Decisions; (E) Four-phase ID&R Quality Assurance Study; (F) Order of Operations for the COE Approval Process; and (G) Local MPAC Guidelines.

2. Needs Identified Through the Statewide Comprehensive Needs Assessment

The statewide CNA process

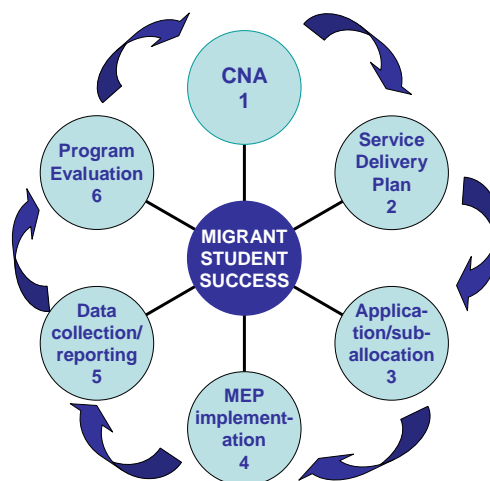
The Kansas CNA Committee was led through the process by a consultant who shared the Three-Phase Model designed by OME that consists of *Phase I: What is a Comprehensive Needs Assessment?*; *Phase II: Gathering and Analyzing Data*; and *Phase III: Decision Making*. The graphic below shows the planning process.

Concern Statements were developed that reflect what is known by the members of the CNA Committee who were chosen because of their knowledge about the educational needs and achievements of migrant students in Kansas. The CNA Committee developed concern statements during the first meeting and reviewed and finalized them after they were edited by the State MEP staff and the consultant.

Over the course of more than two years, there were five additional meetings held during which 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 each meeting, the Committee 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. See Appendix A for a copy of the Kansas MEP CNA/SDP task implementation planning Chart.

Overview of the Kansas Model for Planning Comprehensive MEP Services



Other Components:

- professional development
- parent involvement
- alignment with KSDE initiatives
- technical assistance and monitoring
- inter/intrastate coordination
- Migrant student ID&R
- Curriculum, instruction, assessment

This CNA process resulted in the development of the Kansas Migrant Education Program Comprehensive Needs Assessment report which is on file at the Kansas Department of Education. A copy of the table of contents from the CNA report is found in Appendix B.

CNA results and service delivery planning processes

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 all regions of the State serving migrant students and from large and small schools, districts, and regional centers. In addition, there was community/migrant parent representation as well individuals on the Committee with content expertise in reading, mathematics, graduation/drop out prevention, professional development, identification and recruitment, and parent involvement. The Committee was facilitated by a consultant with knowledge about the Kansas MEP who has worked with 11 states in the CNA and/or SDP planning process.

There were three meetings of the SDP Committee, all of which were held in Wichita during March through June, 2007. The activities conducted during the meetings are described below.

SDP Meeting #1 Overview and discussion of the processes for conducting the CNA, SDP, evaluation, and monitoring; discussion on where each of these pieces fits; review of the Kansas CNA results and details of the SDP planning model; Small group activity #1 to review the SDP planning model and discuss and debrief two focus questions; small group activity #2 to brainstorm and decide on Measurable Program Outcomes (MPOs) for reading and mathematics, graduation, and school readiness; small group activity #3 to review all groups' MPOs, debrief, and come to consensus; discussion on the next steps and timelines in the process.

SDP Meeting #2 Review, discussion, revision, and consensus on measurable program outcomes from meeting #1; discussion of strategies to meet MPOs for reading, mathematics, graduation, and school readiness; small group activity #1 to divide into two groups (reading and mathematics; and graduation and school readiness) to discuss and determine key strategies to meet outcomes; small group activity #2 to review the other group's strategies and make suggestions; debrief and arrive a consensus on strategies; discussion on next steps and timelines in the process.

SDP Meeting #3 Review, discussion, revision, and consensus on strategies from meeting #2; discussion of resources needed to implement strategies; small group activity #1 to divide into two groups (reading and mathematics; and graduation and school readiness) to discuss and determine resources, technical assistance, and professional development needed to meet outcomes; small group activity #2 to review the other group's lists and make suggestions; small group activity #3 to divide into groups to determine evaluation strategies and tools; debrief and arrive a consensus on evaluation strategies and tools; putting the pieces together: crafting the SDP report and aligning MEP systems with the new CNA/SDP.

Exhibit D contains a chart of SDP decisions that were determined by the Committee and fine-tuned by the KSDE. This chart was used throughout the process as an organizer. Prior to the first SDP meeting and as a result of the decisions made through the CNA process, the four areas of greatest need were determined to be **reading, mathematics, school readiness, and high school graduation**. These high need areas are reflecting in the SDP planning chart.

During **SDP Meeting #1**, the *MEP Measurable Program Outcome* column was completed. During **SDP Meeting #2**, the *Strategy* column was filled in. Finally, during **SDP Meeting #3**, the *Resources Needed* column was filled in and ideas brainstormed for the SEA and the external evaluator to determine *Evaluation and Monitoring Tools*.

Aligning CNA results to State systems and resources

The Kansas Department of Education has a number of initiatives in place for which MEP services are to be aligned. The main service delivery areas identified during the CNA process are reading, mathematics, high school graduation, and school readiness. Kansas will put the majority of its resources into the areas of reading, mathematics, and high school graduation; however, the State will provide services through the coordination of school readiness activities with other service providers.

There are a number of State systems and resources that the Kansas MEP has considered in the alignment of its Comprehensive Needs Assessment results and the development of its Service Delivery Plan. Examples of key State systems, resources, and initiatives within Kansas include:

- State NCLB-mandated reading and mathematics standards and assessments;
- Kansas Quality Performance Accreditation (QPA);
- Kansas data-intensive accountability systems discussed at www.ksde.org;
- Kansas Coordinated School Health and the Kansas Department of Health and Environment's Statewide Farmworker Health Program;
- Kansas Statewide Parent Advisory Council, Kansas Parents as Teachers network, MPAC;
- Kansas Parent Information Resource Center (KPIRC);
- Kansas staff development statewide Summer Academy;
- Kansas MEP resource website at www.ksmigrant.org;
- Kansas Migrant Support Services Office (Wichita);
- Eastern Kansas ID&R Office/Project PASS (Gardner) and Western Kansas ID&R Office (Dodge City);
- COE Approval Team Office (Fort Scott);
- Kansas Education Resource Center (KERC);
- Kansas Department of Education MEP Office (Topeka);
- Mid-Continent Comprehensive Center at the University of Oklahoma;
- Title I-A (Basic Program), Title I-D (Homeless Program) Title II-D, Title III, Title V;
- Kansas institutions of higher education offering professional development partnerships;
- KSDE regulatory and non-regulatory guidance found at www.ksde.org;
- HEP/CAMP Programs (CAMP at KI-Lawrence; HEPs at Fort Scott and K-State serving migrant students at nine MEP sites in Kansas);
- Consortium for Quality and Consistency in Identification and Recruitment (ConQIR);
- Kansas Migrant Family Literacy programs at 15 sites; and
- Kansas United Farmworker Opportunities Services (UMOS).

3. Performance Goals and Targets

Priority for Services

Determining which migrant students receive priority for services is a necessary step to ensure that the State is properly identifying its performance goals, targets, and benchmarks related to the delivery of migrant student 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 designated as a Priority for Services (PFS) student. A tool for local sites is the Student Selection and Priority for Services Form, a form that serves as documentation for audit purposes and for assisting the MEP in determining the migrant students with the greatest needs who should receive services first.

Whether or not an eligible migrant student meets the PFS criteria, all MEPs must enter the at-risk information on every migrant student into the Kansas Migrant Student Network Database (KMSN). This provides important information for use by the State in determining the MEP allocation. It also is critical in case the student moves to another district or State.

The PFS form is one method for collecting the information that is then entered into the KMSN. Documentation maintained by Kansas MEPs includes:

- 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 MEP must complete the Student Selection and Priority for Services Form for each student identified as PFS. For all other migrant students, the form is optional. It is one method for collecting at-risk information. All data for every migrant student is then entered into the KMSN. Completed forms are kept on file with the district and readily available when requested by appropriate entities (i.e. auditors, KSDE staff).

To be identified as a PFS student, there must be an interruption of services during the regular school year **and** the student must score Unsatisfactory or Basic on the Kansas State Assessment, or meet two or more of the at-risk criteria (below grade level on an K-3 reading diagnostic assessment, classified as non-English or limited English proficient, behind in accruing credits toward graduation requirements, placed in a class that is not age appropriate, below average performance grades in mathematics or language arts at the elementary level [or mathematics, language arts, sciences, or social studies at the middle school or high school levels], and repeated a grade level or course). In addition, the criteria below are considered.

- State assessment data must be considered first. If there are State assessment results for a migrant student, they must be used.
- If State assessment data is not available, at least two of the at-risk criteria must be met to be considered as priority for services.

- If a student is proficient or above on the State assessments, the student is NOT considered a priority for services student even though he or she may meet the other at risk criteria.

By completing this form for each appropriate migrant student, the MEP will have the information readily available to enter into the Kansas Migrant Student Network Database. The information from the Student Selection and Priority for Services Form should be entered into the Kansas Migrant Student Network Database in a timely manner (The recommendation is to enter the data within 30 days of completion of the form).

Migrant Education Program directors provide technical assistance to staff—including recruiters—to determine the procedures and who is responsible for completing the form. Additional guidance on the PFS requirements follows:

- Interruption during the Regular School Year—the interruption has to occur within the **preceding** 12 months. For 2007-2008, an interruption during the regular school year would have occurred sometime after the beginning of the 2006 -2007 regular school year. Moves occurring during the summer of 2007 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.
- 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 State’s migrant student record database system.
- The use of reading and/or mathematics results for norm-referenced tests (NRTs) refers to the nationally-normed assessments such as the Iowa Test of Basic Skills (ITBS), California Achievement Test (CAT), or the Comprehensive Test of Basic Skills (CTBS).
- K-3 reading screening or diagnostic assessments could include assessments such as the following: Phonological Awareness Literacy Screening (PALS), Early Reading Diagnostic Assessments (ERDA), Developmental Reading Assessment (DRA), Dynamic Indicators of Basic Early Learning Skills (DIBELS) and the Peabody Picture Vocabulary Test III (PPVT).
- The Language Assessment Scales (LAS), the Idea Proficiency Test (IPT), and the Language Proficiency Test Series (LPTS) refer to commercial English language proficiency tests. The Kansas English Language Proficiency Assessment (KELPA) was initially administered in the spring of 2005.
- 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.

If a student is identified as a PFS student during the current regular school year and moves into/from another school district during the same regular school year, the student is still considered as PFS and continues receiving extra educational services *as appropriate and available*.

A student once identified as PFS for the current school year could possibly also be identified as PFS for the following regular school year if the interruption in service happened in the past 12 months and the at risk of failing criteria are also met. Thus, a student could be served for two regular school years in a row.

The Kansas Student Selection and Priority for Service Form and Directions are found in Appendix C.

How performance targets/goals meet needs and priorities

The performance targets for migrant students work in concert with the priorities and goals established by the State of Kansas as part of its Consolidated State Plan. As such, migrant students are part of the “all students” designations that Kansas described on the State website at: <http://www.ksde.org>.

While these **performance targets** represent the expectations that are held constant for all students in Kansas, we recognize that the MEP is a supplementary program and that our limited resources need to be directed at the unique educational needs that result from migrant students’ educational disruption, lack of continuity of instruction, and other factors related to migrancy and mobility.

Reading

By 2014, 100% of migrant students in grades 3-12 participating in the State Reading Assessment will meet or exceed State standards in reading.

By 2008, 75.8% of migrant students in grades 3-8 participating in the State Reading Assessment will meet or exceed State standards in reading.

By 2008, 77.4% of migrant students in grades 9-12 participating in the State Reading Assessment will meet or exceed State standards in reading.

Mathematics

By 2014, 100% of migrant students in grades 3-12 participating in the State Mathematics Assessment will meet or exceed State standards in mathematics.

By 2008, 71.9% of migrant students in grades 3-8 participating in the State Mathematics Assessment will meet or exceed State standards in mathematics

By 2008, 63.1% of migrant students in grades 9-12 participating in the State Mathematics Assessment will meet or exceed State standards in mathematics.

School Readiness By 2014, all migrant students will demonstrate readiness for school including proficiency in oral communication, developmental motor and perceptual skills, and print knowledge.

Graduation/Drop Out Prevention By 2014, 90% of Kansas migrant students will graduate from high school.

The performance targets for reading, mathematics, school readiness, and graduation are directly related to the needs identified in the Kansas CNA. Detailed information is included in the CNA report; however, a brief summary of the needs in each of the four focus areas illustrates how the performance targets directly address the **needs** identified in the CNA report is found below:

Reading In grades 3-11, the percentage of Kansas migrant students scoring proficient on the State Reading Assessment is 50.3% compared with 78.1% proficiency for all Kansas students. This represents a proficiency gap of 27.8%.

Mathematics In grades 3-10, the percentage of Kansas migrant students scoring proficient on the State Reading Assessment is 52.5% compared with 72.8% proficiency for all Kansas students. This represents a proficiency gap of 20.3%.

School Readiness Migrant three and four-year old children lack readiness skills including language, literacy, and social and motor development to effectively participate in kindergarten programs. Of the preschool-aged migrant students, 74% were English language learners.

Graduation/Drop Out Prevention Between 2004 and 2006, fewer Kansas migrant students graduated. For each two Kansas MEP students who graduated, one has dropped out.

4. Measurable Program Outcomes and Statewide Service Delivery Strategies

Reading, mathematics, school readiness, graduation

Kansas Measurable Program Outcomes (MPOs) and statewide service delivery strategies in the four areas of reading, mathematics, school readiness, and graduation will guide the operation and evaluation of the migrant education program.

The MPOs and key strategies in **school readiness** are listed below. The objectives reflect the knowledge that the MEP is a supplementary program that adds value to the other Federal, State, local school, and community resources in school readiness that are provided to migrant children in Kansas.

1.0 SCHOOL READINESS Measurable Program Outcome (Objective)	SCHOOL READINESS Key Strategies
<p>1 By the end of the 2008-09 school year and each year thereafter, 70% of migrant families with 3-4 year old PK children will receive educational services.</p>	<p>1-1 Implement family literacy programs that serve young migrant children and their parents</p>
<p>2 80% of migrant parents with children participating in PK Family Literacy Program services will report an increase in their ability to help their young children be ready for school.</p>	<p>1-2 Collaborate with early childhood agencies and organizations</p>
<p>3 By the end of the 2008-09 school year and each year thereafter, 80% of 3-4 year old migrant children with developmental delays will receive strategic content-based outreach service referrals that include health, physical, social, emotional, and language development.</p>	<p>1-3 Facilitate transitions among early childhood programs for migrant families with young children</p>
<p>4 Beginning in the 2008-09 school year and each year thereafter, 80% of 3-4 year old migrant children who participated in Family Literacy Programs will demonstrate kindergarten readiness skills on an appropriate developmental skills assessment.</p>	<p>1-4 Provide professional development on migrant lifestyle and school readiness to migrant service providers, administrators, and staff</p>
	<p>1-5 Provide research-based curriculum and instructional strategies to 3-4 year old migrant home-based staff</p>
	<p>1-6 Provide educational services in the home at least twice monthly to 3-4 year old migrant children not enrolled in a preschool program</p>

The MPOs and key strategies in **reading** are listed below. As with the areas of school readiness, the reading MPO objectives reflect the knowledge that the MEP is a supplementary program that adds value to the other Federal, State, local, school, and community resources in reading that are provided to migrant students in Kansas.

2.0 READING Measurable Program Outcome (Objective)	READING Key Strategies
1 By the end of 2008-09 school year, 75% of staff who work with migrant students will be trained on effective instructional strategies and /or support services to help migrant students close the reading achievement gap.	2-1 Analyze formative data to drive professional development to meet the unique needs of migrant students and to offer Tier II/Tier III* reading interventions
2 By the end of the 2008-09 school year and each year thereafter, 80% of migrant students designated PFS in reading will receive supplemental, content-based instructional services.	2-2 Provide SBRR reading strategies, curriculum, assessments, and instruction tailored for migrant students found on the website: (www.whatworks.ed.gov)
3 By the end of the 2008-09 school year and each year thereafter, the percentage of migrant students meeting or exceeding State Standards on the Kansas Reading Assessment will increase by at least 2%.	2-3 Provide tools for parents to help their children achieve reading goals
4 By the end of the 2008-09 school year and each year thereafter, the percentage of students designated on Academic Warning and Approaching Standards on the Kansas Reading Assessment will decrease by at least 2%.	2-4 Disseminate literacy materials, books, and other resources to migrant families to support reading in the home
	2-5 Provide one-on-one and small group content tutoring aligned with State reading standards
	2-6 Conduct progress monitoring activities to determine progress toward meeting MPOs in reading
	2-7 Provide summer academies on reading strategies for instructional staff serving migrant students
	2-8 Coordinate with other Federal and State programs offering reading support to meet the unique educational needs of migrant students
	2-9 Provide services in literacy to migrant out-of-school youth

The MPOs and key strategies in **mathematics** are listed below. The objectives reflect the knowledge that the MEP is a supplementary program that adds value to the other Federal, State, local school, and community resources in mathematics that are provided to migrant students in Kansas.

3.0 MATHEMATICS Measurable Program Outcome (Objective)	MATHEMATICS Key Strategies
<p>1 By the end of 2008-09 school year, 75% of staff who work with migrant students will be trained on effective instructional strategies and /or support services to help migrant students close the mathematics achievement gap.</p>	<p>3-1 Analyze formative data to drive professional development to meet the unique needs of migrant students and to offer Tier II/Tier III* mathematics interventions</p>
<p>2 By the end of the 2008-09 school year and each year thereafter, 80% of migrant students designated PFS in mathematics will receive supplemental, content-based instructional services.</p>	<p>3-2 Provide SBR mathematics strategies, curriculum, assessments, and instruction tailored for migrant students found on the website: (www.whatworks.ed.gov)</p>
<p>3 By the end of the 2008-09 school year and each year thereafter, the percentage of migrant students meeting or exceeding State Standards on the Kansas Mathematics Assessment will increase by at least 2%.</p>	<p>3-3 Provide tools for parents to help their children achieve mathematics goals</p>
<p>4 By the end of the 2008-09 school year and each year thereafter, the percentage of students designated on Academic Warning and Approaching Standards on the Kansas Mathematics Assessment will decrease by at least 2%.</p>	<p>3-4 Disseminate mathematics materials, books, and other resources to migrant families to support mathematics in the home</p>
	<p>3-5 Provide one-on-one and small group content tutoring aligned with State mathematics standards</p>
	<p>3-6 Conduct progress monitoring activities to determine progress toward meeting MPOs in mathematics</p>
	<p>3-7 Provide summer academies on mathematics strategies for instructional staff serving migrant students</p>
	<p>3-8 Coordinate with other Federal and State programs offering math support to meet the unique educational needs of migrant students</p>
	<p>3-9 Provide services in mathematics to migrant out-of-school youth</p>

The MPOs and key strategies for migrant secondary students and out-of-school youth in **graduation from high school** are listed below. The objectives reflect the knowledge that the MEP is a supplementary program that adds value to the other Federal, State, local school, and community resources that are provided to migrant students in Kansas in the area of graduation enhancement/drop out prevention.

4.0 GRADUATION Measurable Program Outcome (Objective)	GRADUATION Key Strategies
<p>1 By the end of 2009-10 school year and each year thereafter, an increasing percentage of migrant/continuation of services students in grades 9-12 will be on target for graduation.</p> <p>2 By the end of the 2008-09 school year, at least 30% of migrant youth who are out-of-school will receive appropriate educational services.</p> <p>3 Beginning in the 2009-2010 school year, the percentage of migrant/continuation of services graduates will increase by at least 2% each year.</p> <div data-bbox="617 1260 836 1522" style="text-align: center;"> <p>Out-of-school youth</p> </div>	<p>4-1 Facilitate access to programs for migrant students outside the school day</p>
	<p>4-2 Provide summer school, programs, courses, leadership academies, and institutes aimed at secondary credit accrual, recover, and graduation</p>
	<p>4-3 Offer access to resources and educational technology</p>
	<p>4-4 Provide parent involvement activities</p>
	<p>4-5 Provide supportive services to migrant students and families</p>
	<p>4-6 Provide tutoring and homework assistance</p>
	<p>4-7 Provide counseling support, postsecondary information, and resources for migrant students and their parents</p>
	<p>4-8 Provide information and guidance to parents and students on transitions from middle school to high school, and from high school to postsecondary education</p>
	<p>4-9 Coordinate with agencies that offer GED and ESL classes</p>
	<p>4-10 Provide flexible educational programs to out-of-school youth that take students' migrant lifestyle into consideration</p>
	<p>4-11 Establish advocates for out-of-school youth</p>

Resources needed to address the strategies

The resources needed for Kansas to ensure that a high quality MEP is implemented are matched to each strategy as seen in the chart found in Appendix D. The resources are broad and include assets such as professional development, technical assistance by the KSDE, Federal and State resource centers, other Federal program such as Title I-A, Title III, school-based decision making teams, parent and professional educator organizations, results from formal and informal assessments, institutions of higher education, and resources such as PASS and other commercial and locally-developed curriculum and instructional materials.

Measurement tool descriptions and progress indicators

To measure progress toward achieving the MPOs in **reading** and **mathematics**, the main measurement tools that will be used are the Kansas Reading Assessment and the Kansas Mathematics Assessment. These instruments are reliable measures of achievement in the specified content areas. The KSDE began administration of new NCLB-mandated reading and mathematics assessments in mid-April, 2006 and has been collecting information that is disaggregated by group, including migrant students.

Student scores are reported in terms of performance levels with specified performance targets (progress indicators). The performance labels (from low to high) are: *Academic Warning*, *Approaches Standards*, *Meets Standards*, *Exceeds Standards*, and *Exemplary*. The cut scores used to assign performance levels on the general reading and mathematics assessments are found in the chart below.

Grade	Academic Warning		Approaches Standards		Meets Standards		Exceeds Standards		Exemplary	
	<i>Reading</i>	<i>Math</i>	<i>Reading</i>	<i>Math</i>	<i>Reading</i>	<i>Math</i>	<i>Reading</i>	<i>Math</i>	<i>Reading</i>	<i>Math</i>
3rd	0-54	0-57	55-66	58-69	67-70	70-84	80-88	85-92	89-100	93-100
4th	0-56	0-53	57-67	54-62	68-80	63-79	81-88	80-88	89-100	89-100
5th	0-56	0-53	57-67	54-61	68-79	62-77	80-87	78-87	88-100	88-100
6th	0-51	0-52	52-63	53-62	64-78	63-78	79-87	79-89	88-100	90-100
7th	0-49	0-43	50-62	44-55	63-76	56-70	77-86	71-63	87-100	84-100
8th	0-49	0-44	50-63	45-57	64-78	58-72	79-88	73-85	89-100	86-100
10th	-	0-37	-	38-49	-	50-67	-	68-81	-	82-100
11th	0-53	-	54-67	-	68-80	-	81-88	-	89-100	-

In the area of **school readiness**, measurements used to determine the progress toward achieving the MPOs include appropriate developmental skills assessments (i.e., Pre-LAS, PPVT, DIBELS); parent surveys; and structured interviews, parent and staff focus groups, and demographic and services logs.

In the area of **graduation/drop out prevention**, measurement tools used to determine progress toward migrant student credit accrual and movement toward graduation include logs and records maintained onsite by local MEPs and recorded/stored in the Kansas Migrant Student Database; graduation rates documented by the KSDE on its website at www.ksde.org; and parent and staff development pre- and post-surveys of improvement in skills and strategies.

5. Monitoring and Technical Assistance Plan

State monitoring process and timelines

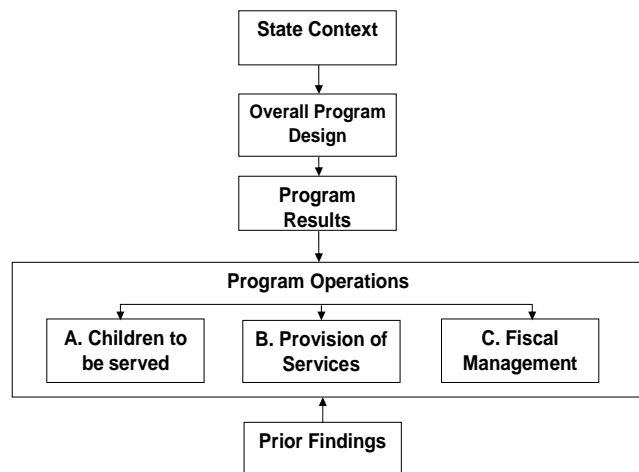
Kansas has developed a plan for monitoring its migrant education programs that includes the key components of local monitoring (technical assistance, compliance, and expectations). As part of its monitoring, the KSDE asks local operating agencies:

- How does your district identify and recruit eligible migrant children? (Who? How? When?)
- How does your district identify the educational and support needs of migrant children? (How is Priority for Service determined? How does the State Needs Assessment direct local services? How are grade levels and students identified? What tools are used?)
- How does the district coordinate MEP and other programs to provide services?
- How does the Service Delivery Plan assist the district in achieving the State's Measurable Program Outcomes?
- How does the district ensure that migrant children who: (1) are failing, or are at most 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 services?
- How is the continuity in the provision of instruction and related support services for migrant children as they move across school districts?

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 the school districts serving migrant students collaborate with the Fort Scott 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. The flowchart to the right offers a visual representation of the monitoring process.

Kansas MEP Monitoring Flowchart



Monitoring will be coordinated by KSDE MEP staff through site visitations at least once every three years and desk monitoring. Small and remote sites will be visited by the SEA's authorized representative and larger sites will be monitored by Kansas SEA staff. To the extent feasible, all MEPs are required to provide supplementary content area instruction as well as advocacy and outreach for migratory children and their families on such topics as education, health, nutrition, and social services. They also must provide professional development programs for teachers and other program personnel; family literacy programs; the integration of information technology into MEP activities; and programs to facilitate the transition of secondary school students to post-secondary education or employment.

Collaboration and resource sharing among local MEP sites

Active and ongoing collaboration and sharing of resources, materials, and information is a hallmark of the Kansas Migrant Education Program. This is especially evident in the State MEP website at www.ksmigrant.org. On this interactive website, there are a number of resource areas available to migrant educators, recruiters, administrators, and parents. For example, the following list represents collaboration areas that are available for exploration:

Kansas MEP Website Key Collaboration and Resource Sharing Topics	
About the Kansas MEP	Calendar of events
Families/ <i>Las Familias</i>	Migrant directory/contacts
Photo galleries	Resources for recruiters
Web resources/links	CAMP and HEP programs
Identification and recruitment	Migrant family literacy
Needs assessment	Parent involvement (MPAC)
PASS Program	Priority for services
Quality assurance	Search-the-site functions

In addition to the Kansas MEP website, there are activities sponsored by the State to encourage collaboration and ensure that sites are sharing resources to avoid duplication of services. Examples include:

- Annual Kansas Statewide Migrant/ESOL/Bilingual Conference;
- Kansas MEP directors meetings;
- ID&R recruiter meetings;
- Kansas Migrant Family Literacy program annual meetings;
- Eastern and Western Kansas ID&R training events;
- Regional MPAC meetings; and
- Technical assistance and program monitoring visits by KSDE MEP staff

Collaboration and resource sharing around the Kansas MEP Service Delivery Plan will continue as a priority while aspects of the plan are implemented in the fall of 2007. Full implementation of the Plan will occur beginning in the fall of 2008 once the Kansas MEP application, sub-allocation process, and the evaluation systems are revised beginning in the fall of 2007 in order to be sure that they are aligned with the new Kansas MEP Service Delivery Plan.

During the 2007-08 school year, intense collaboration and resource sharing will occur around the professional development activities outlined in the next section of this report (Section 6, Professional Development Plan). These activities will be necessary to ensure that all educators and other personnel working with migrant students and families (as well as migrant parents themselves) are aware of, and fully implementing, the new Service Delivery Plan.

6. Professional Development Plan

State, regional/local, and national resources for professional development

The Kansas **State** migrant education program and its **regional/local** operating agencies have a number of resources firmly in place for professional development. Examples of these resources for MEP staff and regular school staff who work with migrant children include:

- A designated State MEP professional development coordinator who consults with Kansas MEP sites to identify needs in professional development and marshal resources to address those needs;
- A network of regional educational service centers in which resources are pooled to offer regional training and technical assistance;
- A State MEP website at www.ksmigrant.org that provides web resources, contact information for Kansas MEP sites, information on various topics of interest, operating procedures for identification and recruitment, upcoming events, and an interactive portal for questions/answers;
- KPIRC, the official parent involvement technical assistance center for Kansas funded through Title V, works closely with KSDE to provide information and resources on early childhood through high school parent involvement useful to train staff who work with parents. For more on this resource, see www.kpirc.org;
- A website at www.ksde.org that provides a portal to information on accreditation, assessments, early learning, laws and regulations, standards, virtual schools, etc.
- A 3-tiered State staff development plan that includes (1) knowledge, (2) application, and (3) impact to support educators' professional growth that is focused on student learning. This involves study groups, observation, school improvement committee work, e-learning, journaling about teaching practices, mentoring others, visiting other schools, and curriculum planning.

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

- The Office of Migrant Education (OME) of the U.S. Department of Education, administers grant programs that provide academic and supportive services to eligible migrant students who are uniquely affected by the combined effects of poverty, language and cultural barriers, and the migratory lifestyle to assist them to meet the same challenging academic content and student academic achievement standards that are expected of all children.
- Interstate Migrant Education Council (IMEC) which is an independent organization whose mission is to advocate policies that ensure the highest quality education and other needed services for migrant children. Members examine policy issues related to coordination between public and private agencies, including all levels of government.
- ESCORT is a national center dedicated to improving educational opportunities for migrant children. It maintains the National Migrant Education Hotline and also conducts professional and program development activities in collaboration with State

and local education agencies and schools to help improve services to migrant children and other English Language Learners. For more information, see www.escort.org.

- Sponsored by the Geneseo Migrant Center, the books listed in the Migrant Library serves as an introduction to migrant farmworker literature, both fiction and non-fiction. These resources may be useful inside the classroom, for research, or to increase understanding of the migrant experience in other areas. See www.migrantlibrary.org.
- The *Migrant Services Directory: Organizations and Resources* provides summaries and contact information for major Federal programs and national organizations that serve migrant farmworkers and their families. It can be used as a tool for increasing coordination among programs and organizations that serve the same client population. See www.ed.gov/about/offices/list/oese/ome/migrantdirectory.pdf.
- The What Works Clearinghouse sponsored by the U.S. Department of Education reports on effective educational programs, practices, and products. For example, reviews are available in beginning reading, elementary school mathematics, middle school mathematics curriculum, dropout prevention, early childhood education, and English language learners. For more information, see www.whatworks.ed.gov.

Professional development activities for Kansas educators, administrators, recruiters, others

The Kansas **State** migrant education program and its **regional/local** operating agencies offer professional development activities such as:

- Meetings for local MEP directors 2-3 times each year;
- Annual meetings for sites operating migrant family literacy projects;
- Annual statewide and regional trainings and meetings for recruiters;
- Annual Kansas Statewide Migrant/ESOL/Bilingual Conference;
- Local and regional data collection training opportunities;
- Regional and statewide parent involvement conferences; and
- Regional PASS meeting.

Examples of **national** professional development opportunities include:

- National Migrant Education Conference held annually in the spring Kansas typically sends 15-30 educators to this event to learn strategies in ID&R, curriculum and instruction, parent involvement, assessment, and program administration;
- National Center for Family Literacy which offers information and materials on migrant family literacy;
- Office of Migrant Education-sponsored workshops, institutes, and meetings (e.g., the annual MEP Directors' meeting, the annual Migrant Education Even Start meeting, and other topic-related events);
- Annual ID&R conference in which all Kansas recruiters are encouraged to attend;
- Interstate Migrant Education Council (IMEC) meetings; and
- Office of English Language Acquisition Summit (particularly, the strand for migrant education).

7. Parent Involvement Plan

Parent role as advocates for their children

The Kansas Migrant Education Program Parent Advisory Council (MPAC) aims to educate parents to become strong advocates of their children's education and leaders in their communities as well as responsible and culturally sensitive citizens. The Kansas MEP Policy Guidance governs the MPAC (See Appendix G).

Title I supports parent involvement by enlisting individual parents to help their children do well in school. 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 must consult with an MPAC in an organized, ongoing, and timely way, in the planning, review, and improvement of the local MEP.

As the first teachers of their children, the Kansas MEP believes that parents know the needs of their children best and can provide insight into their children's strengths and challenges. As such, migrant parents can play a pivotal role in planning the educational programs in which their children participate. Involving migrant parents in planning the MEP also builds their capacity to assist in their children's learning at home. In addition, parent involvement in the planning of the program enables parents to understand the program and have informed conversations with MEP and school staff regarding their children's education. Through their participation in the planning process, migrant parents are also more likely to become advocates and supporters of the program because they have a personal stake in its success.

Other opportunities for migrant parents in the role of advocates for their children include participating in a State MPAC whose purpose is to engage parents and schools in developing partnerships and building ongoing dialogues to improve student achievement. 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.

Parent role as learners

Kansas offers general and specific information for parents to learn about the MEP, to understand the ID&R process to determine whether their family qualifies for the program, and ideas on helping their child experience success in school.

A resource for parents is the Kansas MEP website (www.ksmep.org) that contains information for parents on a number of topics. This information can be accessed directly by parents or downloaded by MEP staff to share with parents. The topics below offer a wealth of information specific to migrant parents.

- Your School Rights
- Your Family's Health
- *Hablemos en Confianza*: Bilingual Parenting Information
- Scholarship Opportunities
- Migrant Parent Advisory Councils

In addition, parents can access information about a number of programs and services for which they may be eligible (i.e., Some of the services that may be available include: Migrant family literacy, preschool and daycare services, after-school educational programs, tutoring and homework help, adult education [GED and ESL], college scholarships, transportation, free and reduced lunches, summer programs).

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.

Parent role as a partners and resources in the education of their children

Migrant parents have always been viewed by the Kansas MEP as partners and resources in the education of their children. However, because of work schedules, family responsibilities, and other competing priorities, parents may not always be available to actively partner with schools operating MEPs or to serve as a resource as needed.

One way that this parent role is amplified is through the MPACs described earlier in this section. Migrant parents are introduced to their MPAC representative who, in turn, 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 Kansas MEP and local projects must consult with the MPAC about comprehensive assessment and the design of the comprehensive delivery plan. An example of this strategy is the participation of MPAC representatives on the Kansas MEP Comprehensive Needs Assessment Committee and the Kansas MEP Service Delivery Plan committees.

8. Identification and Recruitment Plan

Roles and responsibilities of recruiters

The Kansas Identification and Recruitment (ID&R) plan has been in constant evolution since its inception. Due to changing federal non-regulatory guidance, shifting migrant populations, and ever-changing service needs, identification and recruitment plans must be flexible. Currently the majority of migrant recruiters in the State of Kansas are hired by local school districts or projects where migrant recruitment is only a part of their job. The primary focus of these recruiters is the mission of the district with a priority of meeting K-12 educational needs.

In the revised ID&R Plan, the recruiters are referred to as Tier I recruiters. There are currently 70 Tier I recruiters. Their scope of service is limited to the school district or the project with little or no ability to recruit outside defined boundaries, school hours, or school calendar. However, the state has a need to recruit in areas outside current projects and to address the needs of migrant children who may not currently be enrolled in school districts or other educational settings.

Hence, the revised ID&R Plan includes Tier II recruiters that will be referred to as regional recruiters. The state is divided into six regions covering western, central, and eastern parts of the state with dissecting lines separating the north and the south. This system requires nine regional recruiters that have a state-wide perspective with an emphasis on migrant children from birth to five years of age and those that are outside current K-12 educational settings in project areas. In non-project areas, regional recruiters recruit migrant families with children birth through 21 years of age and/or out of school youth. Regional recruiters may also assist any district if necessary.

The revised ID&R plan requires having two hiring agencies: Southwest Plains Regional Service Center in Sublette serving southwest and northwest Kansas and Southeast Kansas Education Service Center at Greenbush serving north central, south-central, northeast, and southeast Kansas. Though the regional recruiters cover six regions, all regional recruiters are employed by one of the two above listed agencies. It is essential that both of these agencies and all recruiters ensure collaboration, coordination, and a statewide perspective.

Not only is this revised ID&R plan cost effective, but it extends recruitment services throughout the summer months and fills geographic gaps currently not being addressed. The intent is that a referral network will develop between Tier I (LEA) and Tier II (regional) recruiters. For example, Tier I recruiters might refer families with children below the age of five or with older children who are not currently enrolled in educational settings while Tier II regional recruiters could refer families with school age children to local or Tier I recruiters. This referral network increases the likelihood of addressing family needs with support services outside the realm of the school district.

The revised ID&R plan continues to advocate a state wide perspective in the supervision and staff development of Tier I and II ID&R personnel. The plan includes a State ID&R Coordinator located at the Kansas State Department of Education. The State ID&R

Coordinator is responsible for the coordination of all recruitment efforts of the Tier I (LEA) and Tier II (regional) recruiters.

The responsibilities of this position include:

- 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

Quality control plan

Quality control has been a key activity in Kansas for many years. The Kansas ID&R Plan includes the services of an ID&R Staff Development Coordinator responsible solely for the staff development statewide to ensure the quality of ID&R services. The responsibilities of the ID&R Staff Development Coordinator position include:

- Developing and presenting fall and spring ID&R meetings in each of the six regions;
- Providing staff development sessions at the Summer State MEP conference;
- 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.

This delineation of responsibilities clearly separates the tasks of staff development/technical assistance and recruitment efforts. It helps to ensure that quality control is addressed at the level closest to the recruitment of migrant families in Kansas. However, because the SEA is ultimately responsible for the quality of the ID&R results, having a position within KSDE for an ID&R specialist allows the control and coordination needed for consistent monitoring.

This revised ID&R plan blends local and statewide perspectives, provides year-round recruitment; and 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.

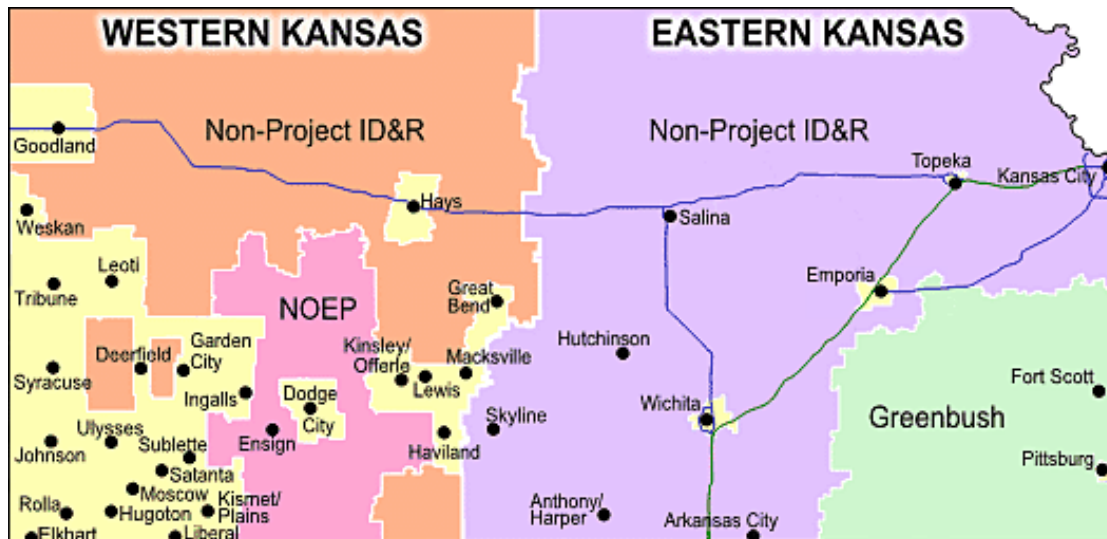
Kansas has undertaken a two-year study to align its ID&R efforts with OME's non-regulatory guidance and to ensure quality control in all identification and recruitment of migrant students in Kansas. The study has four phases:

- Phase One – Peer review as part of the Kansas Quality Assurance Plan;
- Phase Two – Kansas revalidation process facilitated by local project staff; and
- Phase Three – Review of LEA COEs conducted by the research team
- Phase Four – Corrective action continuum

Appendix E contains a complete description of the study. Further information describing ID&R quality control procedures is available on the Kansas State MEP 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. These projects are divided into two regions on the state level: 1) projects west of Highway 14 are coordinated by the **Western Kansas ID&R Office** in Sublette; and 2) those east of Highway 14 are coordinated by the **Eastern Kansas ID&R Office** in Greenbush. The exhibit below shows this configuration and lists the sites operating migrant education programs.



An 18-step handout on the order of operations for the Certificate of Eligibility approval process (See Appendix F) provides guidance on the process for handling COEs. This quality control directive from the KSDE gives details on reporting ID&R results.

A number of resources are available in Kansas to assist recruiters as they conduct recruitments, verify information, and report ID&R results. These include:

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

9. Evaluation Plan

Plan for evaluating implementation and results of the program based on performance targets and measurable outcomes

The evaluation of the Kansas MEP will be completed by the State with the assistance of an external evaluator knowledgeable about migrant education, evaluation design, Federal reporting requirements and OME guidelines, and the Kansas MEP. The evaluation will methodically collect information to improve the program and make decisions about program success.

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

Implementation (formative data) will answer questions such as the examples below.

- Were local projects implemented as described in the approved MEP application? If yes, what worked and why? If not, what didn't work and why not?
- What challenges were encountered by the MEP? What was done to overcome these challenges?
- What adjustments can be made to the MEP to improve ID&R, instruction, staffing, inter- and intrastate coordination, professional development, and the involvement of migrant parents?
- To what extent were the procedures used for identification and recruitment of eligible migrant students found to be reliable?

Results of the program (outcome data) will answer questions such as the examples below.

- To what extent did students who received MEP services increase their content proficiency in reading?
- To what extent did students who received MEP services increase their content proficiency in mathematics?
- To what extent did 3-4 year old migrant children who participated in Family Literacy Programs demonstrate kindergarten readiness skills?
- To what extent were migrant secondary students on track for high school graduation?

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.

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

An annual report on the progress made by the Kansas MEP toward meeting its MPOs will be prepared by the external evaluator. This report will include recommendations for improving services to help ensure that the special educational needs of migrant students are being met.

Student assessment and progress monitoring plan

For **program 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 sections 3 and 4 will be collected, compiled, analyzed, and summarized each year by the Kansas Migrant Education Program. These activities will help the State determine the degree to which the Migrant Education Program is effective in relation to our performance targets and measurable outcomes.

Specifically, data will be collected to assess student outcomes, monitor student progress, and evaluate the effectiveness of the MEP. The data to be collected for these various purposes are listed in the tables below. Following each data element is a notation about the frequency of collection and the individual or agency responsible.

For All Programs and Services - Included are data on ID&R, student participation, coordination activities (including home/school partnerships), staff and parent attitudes about program effectiveness, professional development, and program strengths and areas needing improvement.

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

For School Readiness/Early Childhood Education Services – Included are outcome data on skills checklists, formal and informal assessments, and mastery of performance objectives.

Data element	Who collects?	How collected	When collected?
Number and percent of migrant families with 3-4 year old pre-kindergarten (PK) children who receive educational services	District MEP data clerk	From KMSN data base	Ongoing documentation
Number and percent of migrant parents participating in PK Family Literacy Program services that report an increase in their ability to help their young children be ready for school	State Dept of Ed Family Literacy Program Coordinator	Family Literacy Evaluation	Year end
Number and percent of 3-4 year old migrant children with developmental delays who receive strategic content-based outreach service referrals that include health, physical, social, emotional, and language development	District MEP data clerks	From KMSN data base	Ongoing documentation
Number and percent of 3-4 year old migrant children who participated in Family Literacy Programs will demonstrate kindergarten readiness skills on an appropriate developmental skills assessment	State Dept of Ed Family Literacy Program Coordinator	Family Literacy evaluation	Year end

For Proficiency in Reading – Included are staff training and participation and outcome data on student performance in reading.

Data element	Who collects?	How collected	When collected?
Number and percent of staff who work with migrant students trained on effective instructional strategies and /or support services to help migrant students close the reading achievement gap	District MEP programs	Records kept by district	Ongoing documentation
Number and percent of migrant students designated PFS in reading receiving supplemental, content-based instructional services	District MEP data clerks	From KMSN data base	Ongoing documentation
The increase in the percentage of migrant students meeting or exceeding State Standards on the Kansas State Reading Assessment compared to the previous year	District KIDS clerk	KIDS data system	Year end
The decrease in the percentage of students designated on Academic Warning and Approaching Standards on the Kansas State Reading Assessment compared to the previous year	District KIDS clerk	KIDS data system	Year end

For Proficiency in Mathematics – Included are staff training and participation and outcome data on student performance in mathematics.

Data element	Who collects?	How collected	When collected?
Number and percent of staff who work with migrant students trained on effective instructional strategies and /or support services to help migrant students close the mathematics achievement gap	District MEP programs	Records kept by district	Ongoing documentation
Number and percent of migrant students designated PFS in mathematics receiving supplemental, content-based instructional services	District MEP data clerks	From KMSN data base	Ongoing documentation
The increase in the percentage of migrant students meeting or exceeding State Standards on the Kansas State Mathematics Assessment compared to the previous year	District KIDS clerk	KIDS data system	Year end
The decrease in the percentage of students designated on Academic Warning and Approaching Standards on the Kansas State Mathematics Assessment compared to the previous year	District KIDS clerk	KIDS data system	Year end

Graduation from High School – Included are data on secondary student participation, retention/drop out, student demographics, coursework completion, and credit accrual.

Data element	Who collects?	How collected	When collected?
The increase in the percentage of migrant/continuation of services students in grades 9-12 that are on target for graduation	District data clerks	From KMSN data base	Ongoing documentation
The number and percent of migrant youth who are out-of-school receiving appropriate educational services	Out of School Youth Advocate	A data base	At time of service
The increase in the percentage of migrant/continuation of services youth that graduate from high school	District data clerks	From KMSN data base	Ongoing documentation

Data collection and reporting systems

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 Federal No Child Left Behind legislation. The KIDS system maintains student confidentiality while allowing for more accurate data available in multiple formats in a more timely manner than was possible in the past. Implementing this system has required a fundamental change in how schools collect and disseminate data. This dynamic system can be accessed by typing in the following address: <http://kids.ksde.org/>.

The goals of KIDS are to reduce data burden on local schools and districts; encourage better policy-making by maintaining a cost effective and reliable method of reporting and accessing accurate and timely educational information among agencies and educational communities; and eliminate the need for manual operations before data can be used. Through the use of the

state identifier, KIDS provides more accurate data, reduce the time needed for data collection, and allow quicker responses to data requests.

The KIDS project includes two different systems: the Assignment System and the Collection System. The Assignment System is based on a vendor software package. The software is used to collect a set of core data elements for every student in Kansas-accredited pre-kindergarten through grade12 schools; assign a unique randomly-generated State number to each of these students; and track the students as they move between Kansas public schools.

The Collection System was developed by KSDE to work in conjunction with the Assignment System. The Collection System collects additional data elements on every student in Kansas. This additional data is used for district funding, student assessments, school accountability, and state and federal reporting requirements such as enrollment, graduation, attendance, and truancy information.

Using evaluation results for mid-course corrections and improvement

A key purpose for collecting data is to determine student progress and to make adjustments in the program to increase student achievement. The Kansas State Department of Education will support local MEPs in their efforts to use evaluation results for making mid-course corrections and improving program services through:

- sponsoring professional development and consultation on increasing the reliability of data collection and reporting, interpreting data, and student progress monitoring for improving instruction;
- distributing materials to support professional development activities among Kansas MEP staff during regional meetings and statewide workshops;
- providing opportunities for local MEPs to share ideas and discuss the use of evaluation results for improvement during regional and statewide meetings;
- reviewing local MEP action plans for the use of evaluation results during formal and informal monitoring;
- highlighting the use of data for improvement as a technical assistance focus with regional providers assigned to provide technical assistance to the State MEP;
- participating with 11 other states (plus four collaborating partner states) in a consortium arrangement (ConQIR) and distributing consortium materials/outcomes related to assessment and evaluation statewide;
- including language in local MEP applications asking sites to discuss how evaluation results will be utilized for program improvement purposes;
- coordinating with an outside evaluator to review processes, procedures, and supports provided to local MEPs and State and national reading and mathematics conferences regarding the use of data for improvement and asking for recommendations for increased efficiency; and
- offering training-of-trainers to regional center staff to support their efforts in assisting local projects in their region on the use of evaluation results to make mid-course corrections and improve MEP programs and services.

10. Appendices

Appendix A – Kansas MEP Task Implementation Planning Chart

Appendix B – Table of Contents from the Kansas MEP CNA Report

Appendix C – Student Selection and PFS Form and Directions

Appendix D – Chart Containing SDP Decisions

Appendix E – Four Phase ID&R Quality Assurance Study

Appendix F – Order of Operations for the COE Approval Process

Appendix G – Local Migrant PAC (MPAC) Guidelines

Appendix A

	Activity	Responsible	Status	Date Completed	Comments/Follow-up
1	MEP concerns discussed	SS,C	Completed	12/04	At CNA Meetings #1 and #2
2	Data collected	SS	Completed	6/05-5/07	
3	Profile written	C	Completed	2/25/07	
4	Needs summarized and concern statements written	C	Completed	2/25/07	
5	CNA/SDP meeting materials developed	SS,C	Completed	3/20/07	
6	CNA Committee meeting #1	SS,CC,C	Completed	6/8-9/04	
7	CNA Committee meeting #2	SS,CC,C	Completed	12/10/04	
8	CNA Committee meeting #3	SS,CC,C	Completed	3/4/05	
9	CNA Committee meeting #4	SS,CC,C	Completed	9/16/05	
10	CNA Committee meeting #5	SS,CC,C	Completed	6/30/06	
11	CNA Committee meeting #6	SS,CC,C	Completed	3/27/07	
12	CNA Focus Groups 1-4 (Students, parents, staff)	SS,C	Completed	4/06-5/06	Focus groups held in Pittsburg, Greenbush, Dodge, Wichita
13	PFS designation defined	SS	Completed	Current	Approved 6/04 and refined annually
14	Table of contents for the CNA report drafted	C	Completed	3/20/07	
15	Solutions identified	CC	Completed	3/23/07	At CNA Meetings #4 and #5
16	Performance targets set (aligned with State initiatives)	SS	Completed	3/27/07	
17	SEA-sponsored meetings to plan the SDP	SS,C	Completed	3/27/07	
18	CNA report written	C	Completed	4/25/07	
19	SDP Committee meeting #1	SS,CC,C	Completed	3/17/07	
20	Measurable program outcomes (MPOs) drafted	CC	Completed	5/16/07	At SDP Meetings #1 and #2
21	SDP Committee meeting #2	SS,CC,C	Completed	5/24/07	
22	Strategies identified to meet MPOs	SS,CC,C	Completed	5/29/07	At SDP Meetings #2 and #3
23	Table of contents for the SDP drafted	C	Completed	5/29/07	
24	SDP Committee meeting #3	SS,CC,C	Completed	6/5/07	
25	Resources identified	SS	Completed	6/5/07	At SDP Meeting #3
26	Plan for professional development, ID&R, parent involvement, etc. developed	SS,CC,C	Completed	7/5/07	
27	Evaluation designed	C	Completed	7/1/07	To Committee for review 7/10/07
28	Monitoring plan developed	C,SS	TBA		Fall 2007
29	SDP report written	C	Completed	7/15/07	
30	Sub-allocation application/funding priorities aligned with the CNA/SDP process	SS	TBA	-	Fall 2007
31	Program evaluation data collected	SS	TBA	-	Winter 2007
32	Program evaluation report written	C	TBA	-	Winter 2007

KEY: C=CNA/SDP Consultant; CC=CNA Committee; SS=SEA MEP Staff

Appendix B

Table of Contents – Kansas MEP CNA Report

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Appendix C
Kansas Migrant Education
Student Selection and Priority for Service Form

Kansas Migrant Education Program (MEP)
Student Selection and Priority for Services Form
for
2007 – 2008 School Year

Kansas State Department of Education

DIRECTIONS

Every Kansas Migrant Education Program (MEP) is required to maintain a list of eligible migrant students as well as a listing of the students actually receiving migrant services. The eligibility list should indicate whether or not a student is determined to be a Priority for Services student. The Student Selection and 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 for every MEP to enter into the Kansas Migrant Student Network Database (KMSN) the at-risk information on every migrant student. 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 KMSN database.

1. 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
2. Each district participating in the Migrant Education Program must complete the Student Selection and Priority for Services Form for each Priority for Services student. For all other migrant students, the form is optional. It is one method for collecting at-risk information. All this data for every migrant student is then entered into the Kansas Migrant Student Network Database. The completed forms are to be on file at the district and readily available when requested by appropriate entities (i.e. auditors, KSDE staff).
3. To be identified as a Priority for Services migrant student, there must be an interruption of services during the regular school year **and** the student must meet one (#5 thru #11) or 2 or more (#12 - #18) of the at-risk criteria.
 - **State assessment data must be considered first. If there are State assessment results for a migrant student, they must be used.**

- **If State assessment data is not available, at least two of the at-risk criteria (items 12 thru 18) must be met to be considered as priority for services.**
 - **If a student is proficient or above on the State assessments, the student is NOT considered a priority for services student even though he or she may meet the other at risk criteria.**
4. By completing this form for each appropriate migrant student, the MEP will have the information readily available to enter into the Kansas Migrant Student Network Database. The information from the Student Selection and Priority for Services Form should be entered into the Kansas Migrant Student Network Database in a timely manner (The recommendation is to enter the data within 30 days of completion of the form).
 5. The MEP director should work with staff—including recruiters—to determine the procedures and who is responsible for completing the form.

An example of one process for completing the form is to have the recruiters initiate the form when interviewing and completing a Certificate of Eligibility (COE) on a student. The recruiter completes the student's name, date, ID #, school year, USD # and Table A (Type of Interruption). School staff then completes the remaining information to determine whether or not the student is at risk of failing to meet State standards.

6. 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 2007-2008, an interruption during the regular school year would have occurred sometime after the beginning of the 2006 -2007 regular school year. Moves occurring during the summer of 2007 do not constitute an interruption of services. (Reference Purple Draft Non-Regulatory Guidance, Oct. 2003, pg 61, B4)
 - 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.
 - 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 State's migrant student record database system.
 - Norm-referenced tests (NRTs) refer to the nationally normed assessments such as the Iowa Test of Basic Skills (ITBS), California Achievement Test (CAT) or Comprehensive Test of Basic Skills (CTBS). Use the reading and/or mathematics norm-referenced assessment results rather than science or social studies results.
 - K-3 reading screening or diagnostic assessments could include assessments such as the following: Phonological Awareness Literacy Screening (PALS), Early

Reading Diagnostic Assessments (ERDA), Developmental Reading Assessment (DRA), Dynamic Indicators of Basic Early Learning Skills (DIBELS) and the Peabody Picture Vocabulary Test III (PPVT).

- The Language Assessment Scales (LAS), the Idea Proficiency Test (IPT), and the Language Proficiency Test Series (LPTS) refer to commercial English language proficiency tests. The Kansas English Language Proficiency Assessment (KELPA) was initially administered in the spring of 2005.
 - 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.
7. If a student is identified as a PFS student during the current '07-'08 regular school year and moves into/from another school district during the same '07-'08 regular school year, the student should still be considered as PFS and continue receiving extra educational services *as appropriate and available*.
8. A student once identified as PFS for the current '07-'08 school year, could also possibly be identified as PFS for the following '08-'09 regular school year if the interruption in service happened in the past 12 months (of the '08-'09 yr.) and the At-Risk of Failing criteria is also met. Thus, a student could be served for 2 regular school years (07-08 and '08-'09) in a row.

Scenarios:

#7 Scenario:

- Student A comes from another district to mine in Dec. 2007. The student was identified as PFS in the other district for the 2007 – 2008 regular school year. Thus, when the student arrives in my district, he will continue his/her PFS eligibility for PFS services until the end of the '07-'08 regular school year.

8 Scenario:

- Above, Student A could possibly be identified as PFS again in the regular school year 2008-2009 by using the Dec. 2007 QAD date ** to meet the first criteria (Table A) and then would need to meet the part II (Table B) criteria also to be identified again as PFS for the '08-'09 regular school year.

** *where the interruption of service would be during the 12 months prior to the start of the '08 -'09 regular school year (also refer to Direction item #6, first bullet)*

Appendix C (Con't)

2007 - 2008 Kansas Migrant Education Program (MEP) Student Selection and Priority for Services Form (Using Data from 2006 – 2007 Regular School Year)

The Student Selection and Priority for Services Form is intended to assist the MEP in determining which migrant students meet the Priority for Services criteria and should receive migrant services first. It also serves as a collection form for the Kansas Migrant Student Network Database since at-risk information should be entered into the system whether or not a student is identified as a Priority for Services student.

Student's Name _____ Today's Date _____

Kansas Migrant Student Network (Database) ID# _____ Most current QAD _____

District Student ID _____

Student State Identification # _____ School _____

*Priority for Services student _____ Yes _____ No School Yr _____

Receiving MEP services _____ Yes _____ No Current Grade Enrolled _____

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

Table A. Interruption during the Regular School Year

Check the one that is most recent:	Interruptions Related to Migrant Issues—During Regular School Year	School Year in Which Interruption Occurred
	1. QAD of 9/1/06 (or start of regular school year) until end of regular school year in 2007.	
	2. Moved from one district to another due to migrant lifestyle	
	3. Absent for two or more weeks and then returns due to migrant lifestyle	
	4. Officially withdrawn and gone for at least two weeks and then re-enrolled due to migrant lifestyle	

1 - 4
1 item
MUST
have a
check

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

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

5-11
ONLY
1
CHECK

N
E
E
D
E
D

OR

12 -18
NEEDS
At least
2
CHECK
marks if
none in
#5-11

	<i>17. Has grades indicating below average performance in mathematics, language arts, sciences or social studies at the middle or high school levels</i>	
	<i>18. Repeated a grade level or course</i>	

****To be identified as a Priority for Services migrant student, there must be an interruption of services during the regular school year and the student must meet one or more of the at-risk criteria. State assessment data must be considered first. If there are results for a migrant student, they must be used. If State assessment data is not available, at least two of the at-risk criteria (#12 – 18) must be met to be considered as priority for services. If a student is proficient on the State assessments, the student is NOT considered a priority for services student even though he or she may meet the other at risk criteria.**

The following table on Types of Services Received by the Student is **optional**. By completing it, however, the MEP will have appropriate documentation to show that the Priority for Services student is receiving migrant services.

Student name _____ School _____ Date _____

Table C. Description of Services Received by Student (optional)

Description of Services Received	School Year	Comment

Appendix D
Area of Need Identified in the Kansas State Comprehensive Needs Assessment
1.0 – SCHOOL READINESS

<i>NEED/CONCERN: Migrant children lack readiness skills such as language, literacy, and social and motor development to effectively participate in ECE programs</i>					
<u>Solution</u> identified in the CNA¹	<u>Performance Target</u>² (Goal)	<u>MEP Measurable Program Outcome</u>³ (Objective)	<u>Strategy</u>³	<u>Resources</u>³ Needed (TA, PD)	<u>Evaluation</u>⁴ and Monitoring Tools
<p>1.1 Provide opportunities to collaborate with school and community organizations/agencies to assist them to identify and respond to the special educational and social needs of young migrant students.</p> <p>1.2 Provide professional development for district/school staff to better understand the MEP.</p> <p>1.3 Offer high quality instructional services to meet the needs of young migrant children.</p> <p>1.4 Provide migrant parents with info, adequate resources, and extended supports to access services and encourage the MEP to establish successful home/school/community partnerships.</p>	<p>By 2014, all migrant students will demonstrate readiness for school including proficiency in oral communication, developmental motor and perceptual skills, and print knowledge.</p>	<p>1a By the end of the 2008-09 school year and each year thereafter, 70% of migrant families with 3-4 year old PK children will receive educational services.</p>	<p>1-1 Implement family literacy programs serving young migrant children and parents</p>	<p>1-1 SEA MEP funding, inter-LEA/ community ECE councils/steering teams, SEA TA, NCFL, Title I-Part B Even Start Manual</p>	<p>See Section 9 of the SDP report</p>
		<p>1b 80% of migrant parents with children participating in PK Family Literacy Program services will report an increase in their ability to help their young children be ready for school.</p>	<p>1-2 Collaborate with early childhood agencies and organizations</p>	<p>1-2 KPIRC, inter-agency ECE councils/ steering teams, Head Start, KS Children Service League, Mexican American Ministries, KS Health Foundation, KS Statewide Conference, libraries, recreation commission, KS Arts Council, NCFL</p>	
		<p>1c By the end of the 2008-09 school year and each year thereafter, 80% of 3-4 year old migrant children with developmental delays will receive strategic content-based outreach service referrals that include health, physical, social, emotional, and language development.</p>	<p>1-3 Facilitate transitions among early childhood programs for migrant families with young children</p>	<p>1-3 LEA curriculum alignment, Jump Start programs, Kansas State Standards for ECE, LEA PK and kdg teachers, USDE transition materials, NAEYC, ECE accreditation agencies, needs assessment tools, ECE resource centers, KSDE website</p>	
		<p>1d Beginning in the 2008-09 school year and each year thereafter, 80% of 3-4 year old migrant children who participated in Family Literacy Programs will demonstrate kindergarten readiness skills on an appropriate developmental skills assessment.</p>	<p>1-4 Provide PD on migrant lifestyle and school readiness to migrant service providers, administrators, and staff</p>	<p>1-4 State and national conferences, TA from KSDE, regional service centers</p>	
			<p>1-5 Provide research-based curriculum and instructional strategies to 3-4 year old migrant home-based staff</p>	<p>1-5 NAEYC, successful ECE programs, Kansas ECE Standards, KSDE ECE Department, successful Title I-Part B Even Start programs</p>	
			<p>1-6 Provide educational services in the home at least twice monthly to 3-4 year old migrant children not enrolled in a preschool program</p>	<p>1-6 SEA MEP funding, inter-LEA/ community ECE councils/steering teams, SEA TA, NCFL, Title I-Part B Even Start Manual, NAEYC, successful ECE programs, KS ECE Department and standards, successful Title I-Part B Even Start programs</p>	

Area of Need Identified in the Kansas State Comprehensive Needs Assessment

2.0 – PROFICIENCY IN READING

NEED/CONCERN: There are substantial gaps on the State assessment results between migrant students and all Kansas students in reading.					
<u>Solution identified in the CNA</u> ¹	<u>Performance Target</u> ² (Goal)	<u>MEP Measurable Program Outcome</u> ³ (Objective)	<u>Strategy</u> ⁴	<u>Resources</u> ⁴ Needed (TA, PD)	<u>Evaluation</u> ⁴ Tool/Monitoring Tool
<p>2.1 Provide professional development for all district staff on strategies to enhance reading achievement for migrant students.</p> <p>2.2 Provide migrant students with supplemental instructional services in reading.</p> <p>2.3 Provide opportunities for migrant students in grades K-12 to participate in reading enrichment activities.</p> <p>2.4 Provide parent education to enhance parent involvement in the education of their children.</p>	<p>By 2014, 100% of migrant students in grades 3-12 participating in the State Reading Assessment will meet or exceed State standards in reading.</p> <p>By 2008, 75.8% of migrant students in grades 3-8 participating in the State Reading Assessment meet or exceed State standards in reading.</p> <p>By 2008, 77.4% of migrant students in grades 9-12 participating in the State Reading Assessment meet or exceed State standards in reading.</p>	<p>2a By the end of 2008-09 school year, 75% of staff who work with migrant students will be trained on effective instructional strategies and /or support services to help migrant students close the reading achievement gap.</p> <p>2b By the end of the 2008-09 school year and each year thereafter, 80% of migrant students designated PFS in reading will receive supplemental, content-based instructional services.</p> <p>2c By the end of the 2008-09 school year and each year thereafter, the percentage of migrant students meeting or exceeding State Standards on the KS Reading Assessment will increase by at least 2%.</p> <p>2d By the end of the 2008-09 school year and each year thereafter, the percentage of students designated on Academic Warning and Approaching Standards on the Kansas State Reading Assessment will decrease by at least 2%.</p>	<p>2-1 Analyze formative data to drive professional development to meet the unique needs of migrant students and to offer Tier II/Tier III* literacy interventions</p>	<p>2-1 Data-driven decision making PD; assessment system; Tier I/Tier II* PD; online ILP; IRA; ASCD</p>	<p>See Section 9 of the SDP report</p>
			<p>2-2 Provide SBRR strategies, curriculum, assessments, and instruction tailored for migrant students (www.whatworks.ed.gov)</p>	<p>2-2 PD on 5 Components of reading; FCRR, Reading First academies, Standards and Assessments academies</p>	
			<p>2-3 Provide tools for parents to help their children achieve literacy goals</p>	<p>2-3 KPIRC, Title I-A, PACs, home visit protocol, parent liaisons/advocates, PTA/PTO, translators, parent-teacher conferences, family literacy nights</p>	
			<p>2-4 Disseminate literacy materials, books, and other resources to migrant families to support reading in the home</p>	<p>2-4 Translators, KPIRC, PACs, websites, public libraries, summer reading programs, NSLSA</p>	
			<p>2-5 Provide one-on-one and small group content tutoring aligned with State standards</p>	<p>2-5 General Fund monies, At-Risk funds, Title I-A, Special Education programs, tutoring one-on-one and in small groups, SBRR materials, specialized staff (HQTs), expository texts</p>	
			<p>2-6 Conduct progress monitoring activities to determine progress toward meeting MPOs in reading</p>	<p>2-6 Grade-level meetings, coaching sessions, flexible skills groupings, assessment walls, informal assessments, ILPs</p>	

			<p>2-7 Provide summer academies on reading strategies for instructional staff serving migrant students</p>	<p>2-7 Transportation, local PD monies, Title II-A, expert presenters, Reading First academies, strategies aligned to indicators</p>	
			<p>2-8 Coordinate with other Federal and State programs offering reading support to meet the unique educational needs of migrant students</p>	<p>2-8 General Fund, At-Risk monies, Title I-A, Title III, State ESOL, Title V, Title II-D</p>	
			<p>2-9 Provide services in literacy to migrant OSY</p>	<p>2-9 CLCs, PASS, Mini-PASS, HEP, adult ESOL, community colleges, public libraries, technology</p>	

Area of Need Identified in the Kansas State Comprehensive Needs Assessment

3.0 – PROFICIENCY IN MATHEMATICS

NEED/CONCERN: There are substantial gaps on the State assessment results between migrant students and all Kansas students in mathematics.					
<u>Solution identified in the CNA¹</u>	<u>Performance Target² (Goal)</u>	<u>MEP Measurable Program Outcome³ (Objective)</u>	<u>Strategy³</u>	<u>Resources⁴ Needed (TA, PD)</u>	<u>Evaluation⁴ Tool/Monitoring Tool</u>
<p>3.1 Provide professional development for all district staff on strategies to enhance mathematics achievement for migrant students.</p> <p>3.2 Provide migrant students with supplemental instructional services in mathematics.</p> <p>3.3 Provide opportunities for migrant students in grades K-12 to participate in mathematics enrichment activities.</p> <p>3.4 Provide parent education to enhance parent involvement in the education of their children.</p>	<p>By 2014, 100% of migrant students in grades 3-12 participating in the State Mathematics Assessment will meet or exceed State standards in mathematics.</p> <p>By 2008, 71.9% of migrant students in grades 3-8 participating in the State Mathematics Assessment meet or exceed State standards in mathematics.</p> <p>By 2008, 63.2% of migrant students in grades 9-12 participating in the State Mathematics Assessment will meet or exceed State standards in mathematics.</p>	<p>3a By the end of 2008-09 school year, 75% of staff who work with migrant students will be trained on effective instructional strategies and/or support services to help migrant students close the mathematics achievement gap.</p> <p>3b By the end of the 2008-09 school year and each year thereafter, 80% of migrant students designated PFS in mathematics will receive supplemental, content-based instructional services.</p> <p>3c By the end of the 2008-09 school year and each year thereafter, the percentage of migrant students meeting or exceeding State Standards on the Kansas State Mathematics Assessment will increase by at least 2%.</p> <p>3d By the end of the 2008-09 school year and each year thereafter, the percentage of students designated on Academic Warning and Approaching Standards on the Kansas State Mathematics Assessment will decrease by at least 2%.</p>	<p>3-1 Analyze formative data to drive professional development to meet the unique needs of migrant students and to offer Tier II/Tier III* mathematics interventions</p>	<p>3-1 Data-driven decision making PD; assessment system; Tier II/Tier III* PD; online ILP; ASCD, NCTM</p>	<p>See Section 9 of the SDP report</p>
			<p>3-2 Provide SBR mathematics strategies, curriculum, assessments, and instruction tailored for migrant students (www.whatworks.ed.gov)</p>	<p>3-2 PD on Focal Points and CGI; FCRR, Mathematics academies, Standards and Assessments academies</p>	
			<p>3-3 Provide tools for parents to help their children achieve mathematics goals</p>	<p>3-3 KPIRC, Title I-A, PACs, home visit protocol, parent liaisons/advocates, PTA/PTO, translators, parent-teacher conferences, family mathematics nights, mathematics manipulatives</p>	
			<p>3-4 Disseminate mathematics materials, books, and other resources to migrant families to support mathematics in the home</p>	<p>3-4 Translators, KPIRC, PACs, websites, public libraries, NSLSA, summer mathematics programs,</p>	
			<p>3-5 Provide one on-one and small group mathematics content tutoring aligned with State mathematics standards</p>	<p>3-5 General Fund, At-Risk funds, Title I-A, Special Education, tutoring one-on-one and in small groups, SBR materials, specialized staff (HQTs)</p>	
			<p>3-6 Conduct progress monitoring activities to determine progress toward meeting MPOs in mathematics</p>	<p>3-6 Grade-level meetings, coaching sessions, flexible skills groupings, assessment walls, informal assessments, ILPs</p>	
			<p>3-7 Provide summer mathematics academies emphasizing teaching/learning strategies for</p>	<p>3-7 Transportation, local PD money, Title II-A, expert presenters, mathe-</p>	

			instructional staff serving migrant students	mathematics academies, strategies aligned to indicators	
			3-8 Coordinate with other Federal and State programs offering mathematics support to meet the unique educational needs of migrant students	3-8 General Fund, At-Risk monies, Title I-A, Title III, State ESOL, Title V, Title II-D	
			3-9 Provide services in mathematics to migrant OSY	3-9 CLCs, PASS, Mini-PASS, HEP, adult ESOL, community colleges, public libraries, technology	

Area of Need Identified in the Kansas State Comprehensive Needs Assessment

4.0 – GRADUATION FROM HIGH SCHOOL

<i>NEED/CONCERN: Between 2004 and 2006, fewer Kansas migrant students graduated. For each two Kansas MEP students who graduated, one has dropped out.</i>					
<u>Solution identified in the CNA¹</u>	<u>Performance Target²</u> (Goal)	<u>MEP Measurable Program Outcome³</u> (Objective)	<u>Strategy³</u>	<u>Resources⁴ Needed (TA, PD)</u>	<u>Evaluation⁴</u> Tool/Monitoring Tool
<p>4.1 Increase graduation rates for migrant students.</p> <p>4.2 Increase the number of migrant students who make successful transitions to postsecondary education and successful career paths</p> <p>4.3 Develop collaborations and partnerships with institutions of higher education (IHEs).</p> <p>4.4 Ensure that multiple opportunities are provided to migrant students for supplemental instruction/assistance to be successful in H.S. and beyond.</p> <p>4.5 Develop supports for out-of-school youth.</p>	<p>By 2014, 100% of Kansas migrant students will graduate from high school.</p>	<p>4a By the end of the 2009-2010 school year and each year thereafter, an increasing percentage of migrant/continuation of services students in grades 9-12 will be on target for graduation.</p> <p>4b By the end of the 2008-09 school year, at least 30% of migrant OSY youth will receive appropriate educational services.</p> <p>4c Beginning in the 2009-2010 school year, the percentage of migrant/continuation of services graduates will increase by at least 2% each year.</p>	<p>4-1 Facilitate access to programs for migrant students outside the school day</p>	<p>4-1 CLCs, virtual schools online classes, PASS, Mini-PASS</p>	<p>See Section 9 of the SDP report</p>
			<p>4-2 Provide summer school, programs, courses, leadership academies, and institutes aimed at secondary credit accrual, recovery, and graduation</p>	<p>4-2 Arkansas Leadership Academy, Kansas PASS Office, bilingual tutors, At-Risk Funds, General Fund, Title I-A, online classes</p>	
			<p>4-3 Offer access to resources and educational technology</p>	<p>4-3 Community learning centers, KPIRC, school/community/college labs, libraries, Title II-D, Title V</p>	
			<p>4-4 Provide parent involvement activities</p>	<p>4-4 KSDE migrant parent involvement liaison, workshops, district graduation informational meetings, KPIRC, Paths to Scholarships Program. USDE, Regional Service Centers, Rosetta Stone, Title I-A, MPACs, Title V</p>	
			<p>4-5 Provide supportive services to migrant students and families</p>	<p>4-5 Kansas Extension Office, WIC, Health Department, food banks, Lion's Club, KSDE Nutrition Office, National Migrant Hotline, Vo-Tech Centers, personal finance curriculum, family counselors, Reality Check Program</p>	

			4-6 Provide tutoring and homework assistance	4-6 Tutors, instructional materials, PD, AmeriCorp, Vista, State Homework Hotline, At-Risk Program funds
			4-7 Provide counseling support, postsecondary information, and resources for migrant students and their parents	4-7 Path to Scholarship Program, KAMD Scholarship, CAMP and HEP mentors, National MEP scholarships
			4-8 Provide information and guidance to parents and students on transitions from middle school to HS, and from HS to postsecondary	4-8 PD, bilingual materials, handbooks, websites, collage brochures, course descriptions/entrance requirements, ACT/SAT preparation classes and information, visits to college campuses, information nights, etc.
			<u>Out-of-school youth (OSY)</u>	<u>Resources for OSY</u>
			4-9 Coordinate with agencies that offer GED and ESL classes	CAMP and HEP programs, community learning centers, libraries, Rosetta Stone, community colleges with basic instruction, GED and ESL programs, ShareFair, Migrant Legal Action, Mexican Consulate, national conferences
			4-10 Provide flexible educational programs and resources to OSY that take students' migrant lifestyle into consideration	
			4-11 Establish advocates for OSY	

¹ As identified by the CNA Committee

² As identified by the State Education Agency

³ As identified by the Service Delivery Plan (SDP) Committee

⁴ As identified by the SDP Workgroups and the Management Team

Acronyms

ASCD	Association for Supervision and Curriculum Development
CAMP	College Assistance Migrant Program
CGI	Cognitively-Guided Instruction
CLC	Community Learning Center

ECE	Early Childhood Education
ESOL	English to Speakers of Other Languages
ESL	English as a Second Language
FCRR	Florida Center for Reading Research
GED	General Education Diploma
HEP	High School Equivalency Program
HQT	Highly Qualified Teachers
H.S.	High School
IHEs	Institutions of Higher Education
ILP	Individual Learning Plans
IRA	International Reading Association
K-12	Kindergarten through Grade 12
KAMD	Kansas Association of Migrant Directors Scholarship
KSDE	Kansas State Department of Education
KPIRC	Kansas Parent Involvement Resource Center
LEA	Local Education Agency
MEP	Migrant Education Program
Mini-PASS	Mini-Portable Assisted Study Sequence (grades 7-8)
MPOs	Measurable Program Outcomes
NAEYC	National Association for the Education of Young Children
NCFL	National Council for Family Literacy
NCTM	National Council of Teachers of Mathematics
NSLSA	National School Library Specialists' Association
OSY	Out-of-School (youth)
PAC	Parent Advisory Council
PASS	Portable Assisted Study Sequence (grades 9-12)
PTA/PTO	Parent Teacher Association/Parent Teacher Organization
PD	Professional Development
PFS	Priority for Services
PK	Pre-kindergarten
SBR	Scientifically Based Research
SBRR	Scientifically Based Reading Research
SEA	State Education Agency
TA	Technical Assistance
TIER II/III	A system of interventions with observation and documentation of student response. Tier III interventions are more intensive than Tier II interventions.
USDE	U.S. Department of Education
WIC	Women, Infants, and Children Program

Appendix E

Quality Assurance

- Overview
- Phase 1: Peer Review as part of the Kansas Quality Assurance Plan
- Phase 2: State Revalidation Process Conducted by Local Project Staff
- Phase 3: OME Initiative to Ensure Child Eligibility (Re-Interview)
- Phase 4: Corrective Action Continuum
- Phase 5: Annual Study to Ensure Child Eligibility (Coming Soon)

Overview

Kansas has always been noted for its leadership in the area of identification and recruitment (ID&R). With the increased emphasis by the federal Office of Migrant Education through its initiative to ensure child eligibility published in 2004, quality assurance in the area of identification and recruitment has taken a national center stage. With the adoption of the new non-regulatory guidelines, many of the ID&R practices already utilized by the State of Kansas were institutionalized nationally.

While some states are just beginning to conduct quality assurance studies, Kansas began in 2002 an independent study as a part of the State quality assurance plan. Kansas is now implementing action plans for local projects failing to meet the recognized standard of a 95% confidence level in determining the eligibility of migrant students. The over two year study including four phases has yielded valid and reliable results demonstrating six projects operating outside the 95% confidence level. The error rate in three of the projects can be attributed to a specific practice that the local projects are receiving training by State ID&R personnel. However, the type of errors and the severity of errors warrant state intervention.

While this two year study was time and labor intensive, Kansas is aligned with the new non-regulatory guidance and fulfilling the recommendations of the OME initiative. The information below summarizes the phases of the quality assurance study and describes the corrective action levels Kansas is now in the process of implementing.

Phase One

Peer Review as part of the Kansas Quality Assurance Plan

In November of 2002, Kansas implemented a study that randomly identified ten local projects that would participate in a peer review of the Certificates of Eligibility (COE) for migrant students. The revalidation process is aligned with the Migrant Education Program's (MEP) non-regulatory guidance. The revalidation process included the following steps:

- A team of six peer reviewers noted for their knowledge and experience in the area of ID&R were selected from local project and state ID&R staff.

- Ten percent of the COEs, with move dates between September of 2000 and August of 2003, on file with the State submitted by each of the local projects were chosen at random for review.
- The suggested level of confidence suggested by OME and adhered to by the State of Kansas is a ninety-five percent accuracy rate when COEs are audited.
- If the first sample produced an error rate at or below five percent, the peer review was considered successfully completed.
- If the first sample produced an error in excess of five percent, a second sample of ten percent of the remaining COEs were chosen from the remaining COEs on file with the State. The error rates of the two samples were averaged. If the combined error was at five percent or below, the peer review was considered successfully completed.
- If the combined error rate of the first and second sample exceeds five percent, a third random sample of ten percent of the remaining COEs was chosen. The same averaging process was followed.
- If five samples or fifty percent of the local project's COEs have been reviewed and the averaged error rate exceeds five percent, all of the remaining COEs submitted by the local project were reviewed.
- In March of 2003, results were reviewed with local projects and eligible migrant children served were adjusted as a result of review results.

The results of the peer review served as an indicator that further review of local project COEs was warranted. Another result of the review was the modification of the Kansas COE form.

Phase Two

State Revalidation Process Conducted by Local Project Staff

Preparation

- In the fall of 2003, the Kansas COE was reviewed and revised to reflect input from the field, suggestions from the quality control peer reviewers, and to be aligned with MEP non-regulatory guidance that was in draft form at the time.
- Regional meetings were held for local migrant education directors and recruiters to ensure the understanding of the State Revalidation Process.

Review Process

The Phase Two Revalidation process required that each project revalidate each of the COEs with a qualifying move between September 1, 2000 and August 31, 2003 through a face-to-face interview with the person responsible for providing the information (parent, guardian, or student) on the COE. The following steps were followed in each project:

- The interviewer for the Revalidation Process was a different interviewer (recruiter) than the one who gathered the original information when possible.

- A new COE was completed in the revalidation process including the signature of the parent, guardian, or student providing the information.
- In those instances in which the family no longer resided in the area, the recruiter completed a *Migrant Family Move Form* (green) which was attached to the revalidated COE and the original COE.
- In those instances in which the family was found to be ineligible, a *Migrant Family Ineligible Form* (red) was attached to the COE and the original COE.
- In those instances in which the family was found to be eligible, the original COE and the revalidation COE were attached.
- When local project staff completed the revalidation process, all COEs with the above qualifying move date were forwarded to the State Migrant Director.

Results of the Revalidation Process

The errors occurred mainly in three categories: 1) Emancipated Youth, 2) Move with Intent, and 3) Information Discrepancy. Even though the Kansas COE Validation Process included three levels of review and Kansas recruiters are required to complete 20 hours of training prior to being certified as a recruiter, the variance in the error rate across projects determined the errors were occurring at the recruiter level in the field. Three of the local projects were responsible for 63% of the total error identified in the entire state. Specific review of the errors in those projects was determined to be caused by errors in the State's ID&R manual and a lack of recent recruiter training.

Phase Three

OME Initiative to Ensure Child Eligibility

Review of Random Sample of LEA COEs Conducted by research team

While Kansas had previously completed two phases of quality assurance on local project COEs, the OME 2004 initiative to ensure child eligibility was implemented in 2004. This national initiative included specific protocol to be utilized in the review of COEs by the States. OME recommended that a team of independent reviewers revalidate State COEs. OME suggested a review of 376 COEs to obtain a valid confidence level of 95%.

Kansas began to prepare for the implementation of the third phase of revalidation through the following steps.

Preparation

- The States of New York, Nebraska, Missouri, and Kansas formed a Consortium to develop a plan for the review, share cost and personnel, and maintain consistent review protocol.

- A team of 10 independent reviewers with research background was identified from Cornell University in New York, Columbia in Missouri, and UC Berkley in California. None of the team members were associated with migrant education nor had any relation to any person in neither migrant education nor any of the local projects. The team received 32 hours of training in migrant education in general, the information required on the COE, and pivotal questions to ask. The training included one half day of field training interviewing families with State ID&R staff. The reviewers were not trained in any of the aspects of determining eligibility.
- For the State of Kansas , seven hundred and twelve COEs were randomly drawn from the State’s Database to ensure that 376 actual interviews could be conducted. The random sample included COEs from 30 of the 39 local projects across the state.

Review Process

The team traveled the state and conducted interviews on randomly selected COEs. The revalidation process included the following steps:

- Persons from the local projects accompanied the independent reviewers to the family’s homes, but did not participate in the revalidation interview.
- A member of the research team interviewed the parent or guardian and recorded the information on the newly revised Kansas COE.
- Three hundred and ninety seven interviews were conducted.
- The COEs were then submitted to a committee of experts to determine eligibility. The team of experts was comprised of three individuals from New York and three from Nebraska known in the state to be most knowledgeable in the area of ID&R.
- The team of experts determined that on 58 of the COEs, more information was needed to determine eligibility. On an additional 38 COEs, the team of experts stated that eligibility was in question.
- Those 96 COEs were given to the State ID&R staff for re-interview.
- The re-interviews were conducted and again the newly completed COE was submitted to the team of experts.

Results of the Random Sample Revalidation

- Of the three hundred and ninety-seven interviews conducted, thirty-three COEs were found to be invalid.
- This error rate of eight percent statewide falls below the MEP suggested 95 percent confidence level.
- Upon reviewing the results of the random sample revalidation, 23 of the 30 projects from which the random sample happened to be drawn were found to have no ineligible COEs.
- Of the seven projects found to have ineligible COEs, three projects had an error rate of 5, 6, and 9 percent.
- The errors found in the three remaining projects represented 75% of the ineligible COEs found in the entire state. These results were consistent with projects demonstrating the

highest error rate found in the review by the local projects. The error rates for each local project ranged from 17% to 60%.

- State ID&R staff traveled to each of the three projects and met with local migrant project staff, school district administration, recruiters, and parents. At each of the three local projects, faulty ID&R practices were reported.
- The findings were reported to the Kansas State Migrant Director.

Phase Four

Corrective Action Continuum

As a result of the three phases of State revalidation, the following changes were made in the overall Kansas ID&R practices for all local projects.

Changes to the Kansas ID&R Process

1. Revision of the Kansas ID&R Manual
2. Redesigning required training and timeline for required training for recruiters.
3. Develop a professional development schedule for local project directors and recruiters to review and explain the MEP Non-regulator Guidance
4. Establishing state policy on the flexibility of local recruiter work schedules to accommodate the work schedules of migrant workers.
5. Establishing a Statewide Recruiter System.
6. Implementing a specific, ongoing technical assistance in the area of ID&R for projects with excessive error rates.
7. Implementing increased accountability between local projects and the state ID&R staff.

Corrective Changes for projects demonstrating severe error rates

For the local projects showing the highest error rates, the following levels of corrective action will be implemented by the State. While Level One through Level Three do present a continuum of support provided to the local projects, corrective action taken with the local projects will not always start at Level One. Given the type of errors, the degree of inappropriate ID&R practices, and severity of the errors identified, the State may begin corrective action at Level Three.

Level One

- The ID&R Staff Development Specialist will contact the local project director and establish a schedule of training for the project director and the recruiter. The training will occur one day per month and will include topics such as refreshing on the non-regulatory guidance, interview techniques, COE information, and eligibility criteria.
- The recruiter will keep daily time logs detailing activities during scheduled work times.
- The State ID&R staff will review one COE submitted by the local project out of each six submitted for content and eligibility determination.

- The training will continue for six months or until the local project is able to hit the 98% confidence level for three consecutive months.

Level Two

- All the support activities provided in Level One will continue in Level Two.
- The ID&R Staff Development Specialist will contact the local project director to schedule two days of training per month. One day will continue with the topics above with the director and the recruiter. On the second day, the ID&R Staff Development Specialist will accompany the recruiter on home visits to identify and recruit eligible migrant students. The first priority will be the COEs that have been returned by the State ID&R Staff for revalidation. The second priority will be new family visits.
- The State ID&R Staff will review one COE submitted by the local project out of each three submitted for content and eligibility determination.
- The training will continue for six months or until the local project is able to hit the 98% confidence level for four consecutive months.

Level Three

- If after one full year of support provided by level one and two activities, the project has not been able to maintain a 98% confidence level for four consecutive months, the state will deem Level Three corrective action is warranted. At this point, the State will take over the identification and recruitment for the local project.
- Given type of errors, the degree of inappropriate ID&R practices, or severity of the errors identified, the State may deem it necessary to impose Level Three Corrective Action without first implementing Level One or Two supports. The State may immediately assume the identification and recruitment for that local project.
- The State Director will convene a meeting with local school district personnel, local migrant director, the recruiter, and State ID&R and COE review staff to determine a program of corrective action plan specific to the circumstances in the district.
- Once a local project is put on Level Three Corrective Action, this level of support will continue indefinitely.

Phase Five

Annual Study to Ensure Child Eligibility

Check back soon for information on the annual statewide review.

Appendix F

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 G
Local Migrant Education Program
Parent Advisory Council (MPAC) Guidelines

A Local MPAC:

- should be comprised of a representative sample of parents or guardians of eligible migrant children and individuals who represent the interests of such parents
- should meet once per month during the regular school year
- should provide parents the meeting location, time, and agenda well in advance
- should schedule meetings that are convenient for parents and accommodate their work schedules
- should provide meeting agendas, minutes, and other materials in a language and format that parents understand
- should establish meeting rules that support open discussion
- may use MEP funds to provide transportation, childcare, or other reasonable and necessary costs to facilitate attendance

The local MEP will retain copies of attendance records, meeting agendas, minutes, and any other relevant materials for auditing purposes by the Kansas Migrant Education Program.