

# VERMONT MIGRANT EDUCATION PROGRAM

## UPDATE TO THE MIGRANT EDUCATION PROGRAM COMPREHENSIVE NEEDS ASSESSMENT (CNA) AND THE STATE SERVICE DELIVERY PLAN (SDP)



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## LIST OF ACRONYMS AND ABBREVIATIONS

CIG	Consortium Incentive Grant
COE	Certificate of Eligibility
CNA	Comprehensive Needs Assessment
DOE	Department of Education
EL	English Learner (also ELL, English Language Learner)
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESOL	English to Speakers of Other Languages
HS	High School
ID&R	Identification and Recruitment
KDG	Kindergarten (also abbreviated as K)
L2S	Learn-to-Succeed Migrant CIG
LEA	Local Education Agency
LOA	Local Operating Agency
LQM	Last Qualifying Move
MEP	Migrant Education Program
MIS2000	Management Services for Education Data
MPO	Measurable Program Objective
MSIX	Migrant Student Information Exchange System
NCLB	No Child Left Behind Act of 2001
NRG	Non Regulatory Guidance (Draft 2003)
OME	Office of Migrant Education
OSY	Out-of-school Youth
PAC	Parent Advisory Council
PASS	Portable Assisted Study Sequence
PK	Pre-kindergarten
PMOL	Primary Means of Livelihood
QAD	Qualifying Arrival Date
RESULTS	Migrant Education Federally-funded Resource Center
SDP	Service Delivery Plan
SEA	State Education Agency
SOSY	Solutions for Out-of-School Youth (Migrant CIG)
VDOE	Vermont Department of Education
VT	Vermont
WIC	Women, Infants, and Children Program

## COMPREHENSIVE NEEDS ASSESSMENT AND SERVICE DELIVERY PLAN COMMITTEE

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# VERMONT MIGRANT EDUCATION PROGRAM COMPREHENSIVE NEEDS ASSESSMENT (CNA) AND SERVICE DELIVERY PLAN (SDP)

## About the Vermont Migrant Education Program

The Vermont Migrant Education Program is run and designed at the local level and dependent on locally-identified needs. The basic Migrant grant funds are granted to the Vermont Department of Education (VTDOE). Funds for administration including a data specialist are reserved at the Department. Sub-grants are made to organizations to carry out both the identification and service functions of the program. One grant (approximately 20% of the basic grant after administration costs) is made to the University of Vermont Extension Service to conduct statewide identification and recruitment of eligible migrant students. This grant includes funds for a part-time statewide Coordinator of Identification and Recruitment.

Three local programs are funded in the areas of the state that have high populations of migrant students. For areas not covered by the local programs, mini-grants are provided to principals for school-aged students for needed supplemental services and to the UVM to provide services to out-of-school youth (OSY). Funds are distributed on a formula basis. The State Director of Migrant Education at VTDOE oversees all aspects of the MEP.

## INTRODUCTION TO THE CNA AND SDP PROCESS

### Authorizing Statute, Guidance, and Purpose for Conducting the CNA and SDP

Legislative Mandate for a CNA - The Office of Migrant Education of the U.S. Department of Education requires States to conduct a Comprehensive Needs Assessment (CNA) under Section 1306 of the Elementary and Secondary Education Act, reauthorized as the *No Child Left Behind Act of 2001 (NCLB), Title I Part C, Section 1304(1) and 2(2)*. States must address the special (unique) educational needs of migratory children in accordance with a comprehensive State plan that:

- is integrated with other programs under NCLB and may be submitted as part of the State consolidated application;
- provides that migratory children will have an opportunity to meet the same challenging State academic content standards and challenging State 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 for migrant children from appropriate local, State, and Federal educational programs;
- represents joint planning among local, State, and Federal programs, including programs under Part A, early childhood programs, and language instruction programs; and

- provides for the integration of available MEP services with other Federal-, State-, and locally-operated programs.

The law requires that a CNA and SDP be periodically reviewed and revised, as necessary, to reflect changes in the State's strategies and programs provided under NCLB. Although this is not the first formal CNA process that has been undertaken by the State of Vermont, this is the first time that the process has been undertaken based on recent guidance provided by the Office of Migrant Education (OME).

According to Section 1306 of Title I, Part C of the Elementary and Secondary Education Act (Reauthorized as the No Child Left Behind Act of 2001), the CNA must: 1) focus on ways to permit migrant children with Priority for Services (PFS) to participate effectively in school; and 2) meet migrant student needs not addressed by services available from other Federal or non-Federal programs.

Policy guidance issued by OME states that needs assessments must be conducted at least every three years or more frequently if there is evidence of a change in the needs of migrant children. Key sections of the needs assessment should be updated annually to ensure that the results of the needs assessment remain current. The needs assessment results guide the State in establishing priorities for local procedures and provide a sound basis for allocating funds to local operating agencies.

Legislative Mandate for the SDP - 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 the State will implement to address other administrative activities and program functions. While this is not required, Vermont will include the following information in its SDP:

- *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), Vermont 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.

### **The CNA/SDP Processes in Vermont**

Vermont conducted a formal CNA during the 2004-05 school year utilizing a broad-based committee that followed OME's recommended 3-Phase CNA Process. Shortly after the formal report was completed, the demographics of migrant participants in Vermont began to change drastically from elementary and high school students to out-of-school youth. Basically, the population changed from rural, school-aged Anglo-American English-speaking migrant students to Latino, Spanish-speaking out-of-school youth which now make up more than 50% of Vermont's migrant population.

To augment these formal meetings, the Vermont MEP conducted surveys and focus groups, reviewed the data, and utilized input from State MEP staff, migrant parents and students, and other stakeholders in the community. These individuals provided input based on their experience, expertise, knowledge of the needs of migrant students and families in the State, and knowledge of the State context and the MEP.

Once the data were collected and reviewed, SEA staff prepared concern statements, a State MEP profile and prioritized possible solutions to meet student needs. This process was followed up with a service delivery plan which involved reviewing existing services, setting objectives, identifying strategies to reach the objectives, determining resources needed, and developing a plan to evaluate the State's progress toward meeting the objectives.

### **The Migrant Education Program Seven Areas of Concern**

Sections 1115(b)(1)(A) and 1309(2) of the Statute and section 200.81(d) of the regulations provide specific criteria for determining if a child or youth is migratory. The mobile lifestyle of migrant families and migrant out-of-school youth pose substantial challenges to students being successful in education. Challenges include educational interruption, cultural adjustments, and discontinuity in curriculum, instruction, and assessment.

Seven areas of concern were identified by OME that resulted from lessons learned from a CNA Pilot Project conducted with four states and reported in a draft document presented to MEP



State directors (U.S. Department of Education, Office of Migrant Education. 2005. *Title I- C, Migrant Education Program: Lessons Learned in the Comprehensive Needs Assessment Pilot Project*).

According to this document, “Migrant children are thought, therefore, to be at high risk of school failure due to seven areas of concern that arise out of the educational problems associated with the migrant lifestyle.” (page 7 of the report). The areas of concern are:

- **Educational Continuity** – High mobility may result in migrant students making numerous changes in schools (and therefore curriculum, instruction, and assessment) during the school year.
- **Instructional Time** – When migrant students miss school due to educational disruption caused by their migrant lifestyle, students are not exposed to good, consistent curriculum and instruction. Missing school due to mobility and delays in school enrollment results in lower achievement.
- **School Engagement** – Involvement in academic, social, or extracurricular activities is important for migrant children and youth to achieve a positive academic experience and preventing school dropout.
- **English Language Development** – For many migrant children and youth, a language other than English is spoken at home and/or they understand, speak, and/or write a language other than English. Acquiring the English proficiency needed to be successful in school and in the community is necessary for many migrant students.
- **Education Support in the home** – Long working hours, limited English proficiency, low socioeconomic status, poor living conditions, and low educational attainment are factors associated with many migrant parents and with out-of-school youth. These factors limit the support migrant students receive in the home and negatively impact student achievement and success in school.
- **Health** – There is extensive documentation on migrant families’ poor living conditions, poor health, lack of insurance to cover illness/injury, vision/hearing needs, behavioral and health needs, domestic abuse, and lack of access to preventative health services. These factors affect migrant students’ educational performance.
- **Access to Services** – Awareness of school and community services affects access when migrant youth and families are highly mobile, speak little English, and/or are not comfortable with interacting. These needed support services have an impact on migrant children and youths’ learning and well-being.

The Seven Areas of Concern helped to inform the comprehensive assessment of needs. Data in each area of concern was considered by the CNA/SDP Committee which arrived at need indicators for migrant students, migrant staff and parents, and the MEP in general. The key areas that the Vermont MEP CNA/SDP committee focused on are summarized on the chart found on pages 13-14 of this report.

## RESULTS

### Data Collection Sources and Procedures

The Concern Statements included in this report came from the broad-based members of the CNA/SDP Committee after conducting interviews and reviewing student achievement and outcomes data (see pages 5 through 10 of this report). Data were generated from local and State sources and databases include:

- Vermont MIS2000 database and the State Department of Education student database;
- Surveys and interviews with migrant parents and students, staff, and administrators; and
- Vermont Agency of Education and the [UVM Extension website](#).

Data on migrant student achievement in reading, mathematics, English language proficiency, attendance, and other outcomes is maintained by the Vermont Department of Education. These results are contained in the State student database and reported on the Vermont Department of Education website referenced above which provides assessment results for all students in the State against which migrant student performance on State assessments can be compared. Data are available on graduation and progress toward the achievement of migrant students on State standards, by school. It should be noted that the number of migrant students is so small that data may not be disaggregated by grade level.

Migrant student achievement and other student information are entered into electronic database systems and can be retrieved in summary reports. Vermont relies on electronic record systems for collecting, storing, transferring, and reporting migrant student educational and health records. Demographic information on migrant students as well as other data needed to track student progress can be accessed through data queries.

Vermont is accommodating the [Migrant Student Information Exchange System \(MSIX\)](#) data collection and reporting system and is now “live” on the system. State staff has participated in several trainings on MSIX and has begun the conversations to enable the State to collect, transfer, and store student records. MSIX is a web-based portal that will link states’ migrant student record databases to facilitate the national exchange of migrant students’ educational and health information among the States.

**Exhibit 1 – Eligible Migrant Children by Grade**

Age/	Eligible
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### Migrant Student Demographics

During 2009-10, Vermont identified 424 eligible migrant children during the regular year (unduplicated count). **Exhibit 1** lists the number of students at each grade. One eligible migrant student was found to have dropped out of school. Of the 424 identified eligible migrant children, 212 (50%) were out-of-school youth and 212 eligible migrant children were identified as being limited in English proficiency. Additional demographic information is listed in Exhibit 2 below.

9	6
1	1
3	0
Additional	212
<b>Total</b>	<b>424</b>

## Exhibit 2 – Vermont MEP Demographics

Migrant Students	Number	Percent
Made a qualifying move within the last 12 months	160	38%
Made a qualifying move within the previous 13-24 months	142	33%
Made a qualifying move within the previous 25-36 months	79	19%
Made a qualifying move during the regular school year within the previous 36 months	372	88%
Received MEP-funded instructional or support services during the regular school year (27 were classified as PFS)	315	74%

Vermont funds four MEP projects that served 349 migrant children who are enrolled in 83 different public schools (See Exhibit 3 for the location of the migrant programs). The program is administered by a State director funded at .20 FTE.

During the regular school year, the MEP is staffed by five teachers (3.10 FTE), 18 paraprofessionals (4.95 FTE), 8 recruiters (2.58 FTE), and one records transfer person (.70 FTE). During the summer term, the MEP is staffed by four teachers (3.00 FTE), 18 paraprofessionals (3.98 FTE), 8 recruiters (2.58 FTE), and one records transfer person (.70 FTE).

Staff are hired by local school districts using MEP funds received through a State MEP sub-allocation for instructional and supportive services as well as for referrals and collaboration with schools and community resources.

Vermont participates in the LEARN-2-Succeed Consortium Incentive Grant (CIG) to address the academic needs of migrant students in the areas of literacy/reading. To benefit out-of-school youth, Vermont also participates in the Solutions for Out-of-School Youth (SOSY) CIG. MEP staff work with OSY to set meaningful education/career goals (e.g., increase English language skills, obtain a GED, learn about and obtain post-secondary education options).

### **Migrant Student Outcome Data**

Exhibit 4 compares the results of Vermont migrant students to non-migrant students on the Fall 2010 administration of the NECAP assessment in reading, writing, math, and science. Reading and math include students in grades 3-8, writing only includes grade 8, and science includes only students in grade 4.

In reading, 32% of the migrant students tested in reading were found to be substantially below proficient in reading while another 31% were found to be partially proficient. This is far below the results for non-migrant students. The comparison shows that 63% of migrant students were below proficient while only 27% of non-migrant students failed to reach proficiency levels in reading.

**Exhibit 3 – Map of Vermont with MEP Service Areas**



The writing results comparison shows that 83% of migrant students were below proficient while only 36% of non-migrant students failed to reach proficiency levels in writing.

In math, 50% of the migrant students tested were substantially below proficient and 25% were found to be partially proficient. The comparison shows that 75% of migrant students were below proficient while only 35% of non-migrant students failed to reach proficiency levels in math.

The science results for migrant students which include only fourth graders show that 33% of the migrant students tested were substantially below proficient and 50% were found to be partially proficient. The comparison shows that 83% of migrant students were below proficient while only 46% of non-migrant students failed to reach proficiency levels in science.

**Exhibit 4**  
**Comparison of Migrant and Non-Migrant Students NECAP Results (Fall 2010)**

	Reading		Writing		Math		Science	
	Not Migrant	Migrant	Not Migrant	Migrant	Not Migrant	Migrant	Not Migrant	Migrant
<b>Number Tested</b>	37,736	68	6,507	11	37,761	68	6,143	12
<b>Proficient With Distinction</b>	20 %	4 %	13%	0%	21 %	4 %	2 %	0 %
<b>Proficient</b>	53 %	32 %	49%	18%	44 %	21 %	52 %	17 %
<b>Partially Proficient</b>	18 %	31 %	29%	55%	18 %	25 %	34 %	50 %
<b>Substantially Below Proficient</b>	9 %	32 %	9%	27%	16 %	50 %	13 %	33 %
<b>Total Proficient and Above</b>	73 %	37 %	62%	18%	65 %	25 %	54 %	17 %
<b>Total Below Proficient</b>	27 %	63 %	38%	82%	35 %	75 %	46 %	83 %

An assessment of migrant student needs was conducted during the fall of 2008 with migrant staff, parents, and out-of-school youth. Participants identified the following needs. These needs were considered and revised/expanded in the fall of 2010 by a broad-based committee of migrant educators, administrators, and parent/community representatives. The following needs were broken down for pre-school aged children, in-school students, and out-of-school youth.

Based on needs assessment surveys, interviews with MEP staff, and interviews with CNA/SDP committee members, Exhibit 5 shows the needs that were identified for migrant children and youth in Vermont broken down by pre-kindergarten children, school aged children, and out-of-school youth.

**Exhibit 5**  
**Needs of Migrant Children and Youth Identified Through Surveys and Interviews**

<b>Preschool Needs</b>		
childcare	Health care and nutrition education	Information for general school staff on migrant services Collaboration with Head Start and other early education progs (e.g., WIC, food stamps, Health Core)
Nutrition	English language instruction	
Transportation	Opportunities for socializing with other children (e.g., play groups)	
Social skills	Child development information	
Parent education	Community resources	
<b>In-School Students</b>		
Health care, nutrition, hygiene	More inclusion with peers from the mainstream culture	Content areas of reading/language arts, and mathematics
Parent education/involvement to support learning at home	English language development (e.g., vocabulary, language acquisition)	Transportation to and from before and after school programs
Content area tutoring	Summer enrichment programs	Information for general school staff on migrant services
Credit accrual and case management for high school aged students	Participation in extra curricular activities	Enrichment through community experiences
<b>Out-of-School Youth</b>		
Nutrition	English language development	Clothing, food, shelter
Increased involvement in the community	ESL materials (dictionaries, structured lessons with goals)	Basic healthcare and dental services
Transportation	Information for employers on MEP	Math puzzles, games, etc.
Advocacy skills (health, basic rights, medical)	Where/how to find others in Latino community to avoid isolation	H.S./adult-level books and materials in Spanish
Coordination of access to community services including health care	Social experiences to practice skills learned through home-based lessons	Information for employers on migrant programs and services for OSY

## **Vermont MEP Student Profile**

<b>Migrant Students</b>	There are 424 eligible migrant students ages birth to 21.
<b>Total State Allocation</b>	\$658,510
<b>Authorized Activities</b>	Solutions for Out-of-School Youth project, LEARN-2-Succeed literacy project, home-based tutoring instruction, learning materials, advocacy, supplementary education enrichment activities, collaboration with community agencies/referrals, information about community resources (e.g., health/medical/dental referrals), supplemental translating/interpreting services, educational counseling
<b>Crops/Agri-Industry</b>	Dairy (which constitutes 97% of Vermont's migrant activities); vegetables and fruit; food/meat processing; nurseries; game bird farm
<b>Priority for Services</b>	In addition to OSY, 6% of the eligible migrant students are PFS according to the State's interpretation of the Federal definition.
<b>English Learners</b>	47% of all eligible migrant students are identified as being limited in English proficiency.
<b>Special Education</b>	12% of the eligible migrant students also are children with disabilities under Part B or Part C of IDEA.
<b>Regular/Summer</b>	Of the total number of students served, 74% were served during the regular term and 48% during the summer.
<b>Type of Service</b>	256 students received instructional services and 302 received support services during the regular school year. During the summer term, 138 students received instructional services while 175 received support services.
<b>High School Drop Out and Out-of-School Youth</b>	One migrant high school student dropped out of school during this time period; there are 212 out-of-school youth.

## Concern Statements and Possible Solutions

From a review of the data and discussion about local and statewide needs in Vermont, the areas for concern are stated below along with possible solutions that will help inform the service delivery plan.

Concern Statement	Possible Solution
<b>EDUCATIONAL CONTINUITY</b>	
We are concerned that migrant students are not identified and enrolled in educational programs in a timely manner.	Provide home visits; provide training for recruiters; establish networks within the school and community to allow for prompt identification and recruitment; provide instruction and tutoring, GED, and ESL classes; provide summer instruction.
We are concerned that more than 65% of migrant out-of-school youth cannot read low level reading materials.	
<b>TIME FOR INSTRUCTION</b>	
We are concerned that migrant children and youth are frequently absent, leave school for extended periods of time, or are out-of-school youth and therefore not accruing credits sufficient to graduate with their peers.	Inform school staff and community members about the MEP, migrant student needs, and available services in the schools and communities.
<b>SCHOOL ENGAGEMENT</b>	
We are concerned that migrant out-of-school youth do not have access to school and community resources to prepare them to meet their learning and career goals.	Engage youth in education and support services in the school and community; utilize the SOSY consortium processes and materials to assess needs, develop an education/career plan, and coordinate with schools and community agencies.
We are concerned that extreme isolation results in students not being available to participate in before/after school services.	Work with school and community agencies to offer transportation alternatives for migrant children and youth; meet with parents to discuss before/after school programs; provide instruction before/after school and during the summer in locations that are accessible for children, youth, and families.
<b>ENGLISH LANGUAGE DEVELOPMENT</b>	
We are concerned that migrant children and youth are not receiving adequate support in English language development.	Provide opportunities for migrant students to participate in ESL services through coordination with schools and community agencies; support instructional staff with strategies to make content comprehensible.
<b>EDUCATIONAL SUPPORT IN THE HOME</b>	
We are concerned that for some out-of-school youth and in-school students, formal education is not a priority in the home and youth do not receive the academic and educational support needed to be successful in school.	Support parent involvement and education activities; provide parent leadership activities; conduct instructional home visits; share information with parents about resources for student learning in the home; collaborate with school programs (e.g., Title I, 21 <sup>st</sup> Century

Concern Statement	Possible Solution
We are concerned that parents and out-of-school youth are not aware of graduation requirements and how to support their children in the home.	Community Learning Centers, Title III) to broker services; instructional services for OSY.
<b>HEALTH</b>	
We are concerned that migrant students and their parents/families as well as OSY lack knowledge of health-related services available in the community and access to receiving needed services.	Refer families to community health agencies; provide training for families on community resources; prepare a list of resources and distribute to families and to employers; provide knowledge and information about services to employers; transportation; interpreters and translators; assistance with signing up for health services.
<b>ACCESS TO SERVICES</b>	
We are concerned that migrant children and youth have educational and supportive service needs that are not being identified and addressed in a timely manner.	Provide migrant recruiters and educators with staff development on services and resources in the community; provide general school staff with information about available migrant services.

### **Aligning CNA Results to State Systems and Resources in Order to Plan Services**

The Vermont MEP has considered existing State initiatives when planning services to meet the unique educational needs of migrant students through the CNA process. Examples of State systems, resources, and initiatives within Vermont include:

- Adult Basic Education Programs;
- Before and After School Programs including 21st Century Community Learning Centers;
- SOSY Migrant Consortium Incentive Grant;
- LEARN-2-Succeed Consortium Incentive Grant;
- Extended Learning Programs;
- NCLB-related reading and math standards and assessments as shown on the Vermont State website
- Vermont Institutions of Higher Education;
- Health and Nutrition Programs and Services;
- Preschool Programs including Essential Early Education programs, early advocacy, and Head Start;
- Title I-Part A (Basic), Part B (Even Start), and Part D (Neglected or Delinquent); and
- Title III Programs and instruction for English Learners.

## **DELIVERING MEP SERVICES**

### **Priority for Services**

As part of the NCLB requirements for Title I, Part C, every State must set its priorities for services; likewise, every MEP in every State is required to maintain a list of eligible migrant students as well as a listing of the students actually receiving migrant services to clarify whether or not a student is designated as Priority for Services (PFS).



State MEP staff provide technical assistance to migrant staff to help them most efficiently determine the students who are PFS. Once migrant student need data is compiled, the local and State program goals and MEP service plan are aligned with the CNA. Local program funds will be allocated based on identified needs using the priorities listed below. Local program funds are allocated to MEPs based on identified needs using the following priorities. Migrant children and youth who fall into priorities 1-3 have PFS.

- Priority 1:** Eligible migrant children between ages of 5-16 whose education has been disrupted during the current year and who are at risk of not meeting state content and performance standards.
- Priority 2:** Credit-deficient secondary migrant youth whose education has been disrupted during the current year and who are at risk of not meeting state content and performance standards.
- Priority 3:** Migrant children aged 0-5 years whose education has been disrupted during the current year and who are at risk of not succeeding in school.
- Priority 4:** Eligible migrant children between ages 5-16 whose education has been disrupted within the last two years and who are at risk of not meeting state content and performance standards.
- Priority 5:** Eligible migrant children between ages 5-16 whose education has been disrupted within the last three years and who are at risk of not meeting state content and performance standards.

Factors that determine the extent to which students are at-risk of school failure are:

- Below proficiency in reading, language arts, and math on the NECAP or MAPS
- At-risk of not succeeding in school as determined by the ASQ
- Low English language proficiency as measured by WIDA, VOP Assessment, or BEST
- Retained one or more time (1 or 2 grades below age level)
- Credit-deficient secondary students are one or two grades behind their same-age peers and are not currently attending school
- Absent more than 12 days during the school year

### **Performance Goals/Targets for Vermont**

The performance targets for migrant students in Vermont are the same as those for all students in the State that were established by the Vermont Department of Education as part of its Consolidated State Plan. As such, migrant students are part of the “all students” designation included in the State Goals.

Performance Goal 1 – By 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 2 – All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 3 – All students will be taught by highly qualified teachers.

Performance Goal 4 – All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Goal 5 – All students will graduate from high school.

While these statewide **performance targets** represent the expectations that are held constant for all students in Vermont, we acknowledge 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.

**Measurable Program Outcomes and Statewide Service Delivery Strategies**

Vermont’s Measurable Program Outcomes (MPOs) and statewide service delivery strategies in the areas of reading, mathematics, and high school graduation were designed to guide the planning, implementation, and evaluation of the migrant education program in the State.

The MPOs and key strategies in **reading** are listed below. The objectives reflect that the MEP is a supplementary program that coordinates with other Federal, State, local school, and community resources in reading available to migrant children in Vermont.

1.0 READING Measurable Program Outcome (Objective)	1.0 READING Key Strategies
<p><b>1a</b> By the end of the 2011-12 school year and each year thereafter, the gap between migrant students in reading/language arts on the State assessment in grades 3-8 and all students will be reduced.</p>	<p>1.1 Provide reading/L.A. instruction before and/or after school and during the summer in locations that are accessible for children, youth, and families.</p>
	<p>1.2 Provide opportunities for migrant students to participate in ESL services through coordination with schools and community agencies.</p>
	<p>1.3 Support instructional staff with strategies to make content comprehensible.</p>
	<p>1.4 Conduct reading/L.A. instructional home visits.</p>
	<p>1.5 Share information with parents about reading/L.A. resources for student learning in the home.</p>

1.0 READING Measurable Program Outcome (Objective)	1.0 READING Key Strategies
	1.6 Collaborate with school programs (e.g., Title I, 21 <sup>st</sup> Century Community Learning) to support reading/literacy achievement.
	1.7 Provide literacy activities through the Learn-2-Succeed Consortium Incentive Grant.
	1.8 Coordinate with the student's primary teacher (and their Title I or ESL teacher if applicable) to establish a learning plan for the student.
	1.9 Provide assistance with homework.
	1.10 Make appropriate referrals and help the parents complete necessary forms.
	1.11 Provide advocacy for parents and sit in on IEP/ EST meetings as requested.
	1.12 Arrange summer services including student attendance at CAMP.
	1.13 Serve as a liaison to help problem solve between schools and families.
	1.14 Provide translation services for ESL parents.
	1.15 Provide supplemental ELL instruction.
	1.16 Provide books, magazines, games and other learning materials.
	1.17 Assist the school in setting up volunteer help.

The MPOs and key strategies in **mathematics** are listed below. These MPOs reflect that the MEP is a supplementary program that coordinates with other Federal, State, local, school, and community programs/resources in mathematics available to migrant students in the State of Vermont.

2.0 MATHEMATICS Measurable Program Outcome (Objective)	2.0 MATHEMATICS Key Strategies
2a By the end of the 2011-12 school year and each year thereafter, the math achievement gap on the State assessment between migrant students in grades 3-8 and all students will be reduced.	2.1 Provide math instruction before/after school and during the summer in locations that are accessible for children, youth, and families.

2.0 MATHEMATICS Measurable Program Outcome (Objective)	2.0 MATHEMATICS Key Strategies
	2.2 Conduct math instructional home visits.
	2.3 Share information with parents about math resources for student learning in the home.
	2.4 Collaborate with school programs (e.g., Title I, 21 <sup>st</sup> Century Community) to support math achievement.
	2.5 Share information with parents about math resources for students learning in the home.
	2.6 Provide assistance with homework.
	2.7 Provide books, magazines, games, math manipulatives and other learning materials.
	2.8 Assist the school in setting up volunteer help.

The MPOs and key strategies migrant preschool children in the area of **school readiness** are listed below. The objectives reflect that the MEP is a supplementary program that coordinates with other Federal, State, local school, and community programs/services available to migrant students in Vermont to prepare to begin school ready to learn.

3.0 SCHOOL READINESS Measurable Program Outcome (Objective)	3.0 SCHOOL READINESS Key Strategies
<p><b>3a</b> 70% of children 0-5 will score <i>Typically Developing</i> on the Ages and Stages.</p> <p><b>3b</b> 60% of five year old children who have received MEP services for six months or longer will enter kindergarten <i>Ready for School</i> based on the Vermont Kindergarten Readiness Assessment.</p>	3.1 Conduct instructional home visits on school readiness.
	3.2 Share information with parents about readiness resources for student learning in the home.
	3.3 Collaborate with school programs (e.g., Title I, 21 <sup>st</sup> Century Community Learning Centers).
	3.4 Network with Head Start, Early Head Start, local early childhood education programs, Title I preschool programs, and the child's preschool teachers.
	3.5 Provide supplemental instruction in early literacy.
	3.6 Conduct or arrange assessments.
	3.7 Make appropriate referrals and help parents complete necessary forms.

3.0 SCHOOL READINESS Measurable Program Outcome (Objective)	3.0 SCHOOL READINESS Key Strategies
	3.8 Support family literacy through home visits, materials distribution, and modeling how parents can assist their child to become fluent and literate readers.
	3.9 Provide books, magazines, games, and other learning materials to support early literacy.
	3.10 Provide ESL instruction if applicable and not available elsewhere.
	3.11 Provide translation services for ESL parents.
	3.12 Assist the school in setting up volunteer help.

The MPOs and key strategies for migrant secondary students in the area of **graduation from high school** are listed below. The objectives reflect that the MEP is a supplementary program that coordinates with other Federal, State, local school, and community programs/services available to migrant students in Vermont to assist them to graduate.

4.0 HIGH SCHOOL GRADUATION Measurable Program Outcome (Objective)	4.0 HIGH SCHOOL GRADUATION Key Strategies
<p><b>4a</b> Among MEP students whose families accept MEP services, 90% of children grade one and higher successfully complete the requirement of their grade level.</p> <p><b>4b</b> 80% of school-aged children whose families have participated in the MEP for a full year will not be absent for more than 12 days during the school year.</p>	4.1 Inform VT school staff and community members about the MEP, migrant student needs, and available services.
	4.2 Meet with parents to discuss before/after high school programs.
	4.3 Provide supplemental tutoring/instruction leading to credit accrual before/after school and during the summer in locations that are accessible for youth.
	4.4 Provide youth and their instructors with activities in conjunction with the SOSY Consortium Incentive Grant.
	4.5 Assist with credit accrual documentation for high school completion.

4.0 HIGH SCHOOL GRADUATION Measurable Program Outcome (Objective)	4.0 HIGH SCHOOL GRADUATION Key Strategies
	4.6

The MPOs and key strategies for migrant out-of-school youth are listed below. The objectives reflect that the MEP is a supplementary program that coordinates with other Federal, State, local school, and community programs/services available to migrant students in Vermont to prepare them for meeting secondary, post-secondary learning and career goals.

5.0 OUT-OF-SCHOOL YOUTH Measurable Program Outcome (Objective)	5.0 OUT-OF-SCHOOL YOUTH Key Strategies
<b>5a</b> 90% of out-of-school youth in the MEP who are English language learners will increase their language proficiency score on the Vermont Oral Proficiency Assessment (VOP) after each 20 hours of instruction.	5.1 Engage youth in education and support services in the school and community.
<b>5b</b> 90% of out-of-school youth in the MEP who have tested out of the VOP will increase their language proficiency score on the BEST Plus between pre- and post-assessment.	5.2 Utilize the SOSY consortium processes and materials to assess needs, develop an education/career plan, and coordinate with schools and community agencies.
<b>5c</b> For each three months of program involvement, 90% of OSY in the MEP will gain proficiency in one of five mandatory life skill lessons that will contribute towards obtaining essential skills for a high school diploma or equivalency.	5.3 Work with school and community agencies to offer transportation alternatives for migrant youth.
<b>5d</b> For each three months of program involvement, migrant out-of-school youth will complete 50% of short-term goals outlined in their graduation/GED education plan.	5.4 Provide one-on-one English language tutoring and/or literacy, math, or computer skills instruction as specified on OSY education/career plans.
	5.5 Utilize MP3 player lessons w/personal follow-up.
	5.6 Offer life skill lessons integrated with literacy instruction and/or English language instruction (e.g., in the kitchen, work issues—reading a pay check, money management, health & safety information, home maintenance, legal issues, cleanliness, personal care, time management, transportation).

5.0 OUT-OF-SCHOOL YOUTH Measurable Program Outcome (Objective)	5.0 OUT-OF-SCHOOL YOUTH Key Strategies
	5.7 Provide pre-GED instruction (in English or Spanish).
	5.8 Assist youth in completing forms and assist them with applying and starting the HEP residential GED program.
	5.9 Assisting schools in setting up volunteer help for OSY.
	5.10 Provide books, magazines, games and other learning materials suitable for OSY.

## **Vermont Standards for Pre-school Aged Migrant Children, In-school Migrant Children, and Out-of School Migrant Youth**

### Pre-school Children Standards

1. Will score typically developing on Ages & Stages Questionnaire or be referred for future evaluation
2. Enter kindergarten ready to learn
3. For those 3 years and older and not yet enrolled in kindergarten, will receive a minimum of 15 hours/week of early childhood education
4. Parents and their child will share stories/books together at least four times/week

### In-school Students

1. Achieve proficiency level on the state assessments in reading and math.
2. Successfully complete high school
3. Teachers will not identify homework completion as an identified problem area
4. Will successfully complete grade and be promoted
5. Students will not be absent for more than 12 days
6. Their parents will: attend at least one parent/teacher conference, attend at least one school event, assist with homework, read to and with their child, and create a structure for the completion of homework

### OSY Standards

1. Increase proficiency in the English language
2. Gain proficiency in one life skill that will contribute toward obtaining essential skills for a HS diploma or equivalency
3. Develop an education plan with short and long term goals

### **State Monitoring**

The monitoring of local MEPs is the responsibility of the Vermont Department of Education. The State provides ongoing coordination with schools/districts in which migrant students are located. In the State Title I application, there are assurances that school districts must sign related to services provided to migrant students. Also, they must describe how they will coordinate with other Federal programs to reduce duplication and fragmentation and increase collaboration between the programs. To ensure compliance and to improve quality, the State MEP director reviews the LOA plan of service individually with each project director. In addition, at quarterly statewide meetings, an agenda item always includes a service category (e.g., parent engagement, mandatory lessons for OSY, providing supplemental math services) and sites share their services and how they are meeting the requirements of the law.

The accuracy of documentation for Certificates of Eligibility (COEs) and other quality control processes is monitored and verified by the State Recruiter. These activities are discussed further in the ID&R section of this report, beginning on page 20.



## Professional Development

[\*The Vision for Quality Professional Development in All Vermont Schools\*](#) is described on the State website as well as [\*Vermont's Standards for Staff Development\*](#) which guide professional development services for educators. In addition, the Vermont MEP will utilize the resources that follow that specifically target preparation for the education of migrant students.

- 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 to assist them to meet challenging content and achievement standards that are expected of all children.
- The [Vermont State Parent Involvement Resource Center \(PIRC\)](#), the official parent involvement technical assistance center for Vermont funded through Title V, works closely with VDOE to provide information and resources on early childhood through parent involvement, advocacy, and training for staff who work with parents.
- The [Interstate Migrant Education Council \(IMEC\)](#), an independent organization to advocate policies that education and services for migrant children, facilitates opportunities for members to examine policy issues at all levels of government.
- [ESCORT](#) is a national center dedicated to improving educational opportunities for migrant children. It maintains the Migrant Hotline for parents and is available for technical assistance and training.
- [The National Association of State Directors of Migrant Education](#) holds an annual Conference in the spring. Vermont typically sends one or more staff to this event to learn strategies in curriculum and instruction, parent involvement, assessment, identification and recruitment, and program administration.
- [OME sponsors workshops, institutes, and meetings](#) (e.g., the annual MEP Directors' meeting, and other topic-related events).
- The [Annual OME conference](#) facilitated by the RESULTS is an event to which Vermont sends one or more staff.
- The [New Hampshire State website](#) provides a portal to information with sections for families and communities, students and adult learners, individuals with disabilities, and educators and administrators; and

## **Parent Involvement**

The Vermont Department of Education coordinates with agencies to broaden its resources for involving and supporting parents and families. The State Department of Education is available for assistance with parent and community support; adult education; family literacy; health education; and home study. In addition, Vermont has a State Parent Advisory Council in place through Title I, Part A that encourages the involvement of migrant parents. Title I supports parent involvement by enlisting parents to help their children do well in school. Migrant parents are consulted in an ongoing and timely way in the planning, review, and improvement of the MEP.

An important resource for parent involvement in Vermont is the Parent Information Resource Center located in Williston. PIRC project activities have statewide reach with intensive services being provided for targeted communities throughout the state. Vermont PIRC features a parent engagement model, early childhood model, technical assistance through a telephone helpline, an annual parent involvement conference, published materials, and a [Vermont PIRC website](#) found at. PIRC-VT is able to serve Vermont through a collaborative effort connecting 16 Parent Child Centers and Parent to Parent of Vermont. Collaboration among the VDOE, State Parent Teachers Organizations, the State Title I Coordinator, the State Head Start Coordinator and others.

Migrant staff serve as liaisons through which information is passed between parents and the school. Out-of-school youth and parents are involved with MEP staff visiting families through regular home visits. This individualized model supports other parent involvement efforts to engage parents and ensure that their voices are heard. Every project in Vermont is required to have a parent advisory committee and an out-of-school youth advisory committee. In addition, sites survey all parents and OSY about the quality of services received and suggestions for additional services.

## **Identification and Recruitment**

Under the No Child Left Behind Act of 2001, Federal Title I, Part C provides SEAs with funding through a State formula grant based on each State's per-pupil expenditure and counts of migrant children between 3 and 21 years old. Rules for MEP eligibility are:

1. The child is younger than 22 (and has not graduated from high school or does not hold a high school equivalency certificate); and
2. The child is a migrant agricultural worker OR has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; and
3. The child has moved within the preceding 36 months in order to obtain (or seek) or to accompany (or join) a parent, spouse, or guardian to obtain, temporary or seasonal employment in qualifying agricultural or fishing work; and
4. Such employment is a principal means of livelihood (PMOL); and
5. The child has moved from one school district to another.

As required through NCLB, the Vermont Department of Education must ensure that the unique educational needs of migrant children are identified and addressed; promote interstate and intrastate coordination of services for migrant children, including providing for educational

continuity through the timely transfer of pertinent school records; provide migrant students with the opportunity to meet the same challenging State academic content standards that all children are expected to meet; and encourage family literacy services for migrant students and their families.

To the extent feasible, all MEPs also are required to provide for 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 postsecondary education or employment.

Recruiters are responsible for finding and enrolling eligible migrant children and youth, securing pertinent information to document the basis of a child/youth's eligibility, recording eligibility data on a Certificate of Eligibility (COE), and interviewing the person responsible for the child/youth, or the child/youth (when the child moves on his/her own).

The Vermont Department of Education contracts with the University of Vermont to identify and recruit eligible migratory students on a statewide level. Staffing is established to best meet the needs of agricultural enterprises in Vermont within the limits of available funding. Statewide recruitment is carried out by a creative combination of staff arrangements; part-time seasonal staff, part-time year round staff and a full-time State ID&R program coordinator. The state is divided into six designated recruitment areas; the three higher density farming areas (Franklin and Addison County and the Northeast Kingdom) are covered by part-time year round staff while the three remaining areas are covered by part-time seasonal staff. The State ID&R program coordinator fills in gaps wherever and whenever necessary to assure timely and accurate identification and recruitment of all eligible migratory students.

Recruitment staff follow a logical cycle of recruitment. Whether recruiters are part-time seasonal or part-time year round staff, their season begins by visiting each school in their recruitment region prior to the end of the academic year. The purpose of this school visit is to put a face on the program and to ensure school administrators and school registrars understand the importance of the VMEP and consistently utilize the programs' *Agricultural Employment Survey*. Once each school has been visited, recruitment staff move on to their prospective regions summer farm visits.

The majority of all recruitment staff's time is spent conducting farm visits to ensure rapid student recruitment. While school visits are necessary for a complete recruitment plan we know that diligent farm visits yield the highest student identification and enrollment. Using the statewide farm data base recruiters can efficiently and systematically recruit all the states students and families. Each farm in a recruiters region is visited *at least once* during the summer months. Farms which have a notoriously high turnover will be visited several times throughout the summer and as often as needed when new student referrals come in. At the close of the summer and no later than the end of October all recruitment staff again travel to each school in their region to thank school administrators and registrars for using our recruitment forms as well as follow up with any referrals the school has made. Additionally, those schools that have not yet turned in their schools *Agricultural Employment Surveys* are

monitored and paid extra attention throughout the school year to assure no eligible migrant student gets overlooked.

At this point in the recruitment cycle (the end of October) the three seasonal part-time recruitment staff positions will come to a close while the three year round part-time recruitment staff who cover the high density farm regions will remain on staff, but with reduced hours over the course of the winter months. During the months of November through April, Vermont maintains recruitment coverage on a year round part-time basis in these high farm density areas.

For the rest of the State that falls outside of the high density area, student recruitment is conducted on an as-needed basis via direct referrals from current students, field tutors, or school *Agricultural Employment Surveys*. All referrals that come in to the ID&R Office are handled in a timely manner in spite of active outreach in this region being minimal during the winter months. Recruitment in these non-high density farm areas are conducted either by the State ID&R and program coordinator or by one of the year round part-time recruiters. The mandatory ID&R activities conducted in the State of Vermont include:

- the ID&R coordinator develops a written recruitment plan in collaboration with the VDOE;
- recruitment staff and the ID&R coordinator actively pursue the ID&R of all eligible MEP students in the State of Vermont in a timely manner (*Standard 9.1: 90% of Migrant students will be identified within six months of a qualifying move*).
- COEs are completed for every eligible child in their appropriate language along with a supplemental interview questionnaire that documents migratory history as well as other key data elements which support students eligibility;
- the ID&R coordinator and recruitment staff continuously develop and maintain effective recruitment networks and positive relationships between schools, agriculturally-related businesses and employers, as well as, applicable community agencies and outreach groups (*Standard 8.0: MEP staff will establish relationships with employers so that the employers welcome MEP staff and cooperate with the program*);
- recruitment staff distribute MEP promotional materials to area agencies, agricultural sources, and other community locations where migrant-eligible families may be found;
- recruitment staff and the program coordinator engage in outreach activities for migrant families (e.g., assist them to gain access to education, health, nutrition, social services and applicable programs available from other agencies) within a timely manner through collaboration between MEP consortium partners or directly through the area recruiter in unserved regions (*Standard 7.0: For each MEP student and family, MEP staff will make referrals to community, health and social service agencies based on the needs identified in the educational and social service needs assessment within 15 days of identification of need*);
- staff distribute welcome packets containing local resources and other appropriate educational materials (in the primary language of the family) to newly enrolled families and make books and other educational materials available to qualifying families;

- staff distribute books and other educational materials every 6 months to eligible migrant students not receiving services through MEP teacher consortiums or mini-grant funds;
- recruitment staff monitor monthly MEP *Recruiter Reports* print outs for accuracy and report any errors to the program coordinator and/or data technician;
- recruitment staff meet with applicable consortium teachers on a monthly basis during the 6 month summer recruitment period;
- recruitment staff or the ID&R Coordinator meet with consortium teachers on an as needed basis during the 6 month winter season in high density areas;
- migrant staff use the UVM Extension network to promote awareness of the MEP as appropriate opportunities arise;
- ID&R office staff maintain data on types of activities in the State of Vermont that are “qualifying activities”
- the ID&R coordinator assists the State with an annual update of all identified children, including the residency verification process; and
- the Vermont Statewide Recruiter Handbook and Training Manual is updated annually and on an as needed basis.

### **Evaluation Plan**

The evaluation of the Vermont MEP will be completed by the State director of migrant education. It will systematically collect information to improve the program and State services and report both **implementation** and **outcome** data to determine the extent to which the measurable outcomes for the MEP in reading, mathematics, high school graduation, and services to out-of-school youth have been addressed and met.

Data on migrant students and services collected by the State include: migrant parents, migrant secondary students, State MEP recruiters and other staff, and out-of-school youth. Data will be collected using surveys, interviews, and records reviews (including assessment results). Data analysis procedures will include descriptive statistics based on Vermont migrant student demographics, program implementation, and student and program outcomes. Means and frequencies will be calculated, if appropriate.

To comply with Federal guidelines, Vermont will prepare an annual implementation evaluation. Through the implementation evaluation, data will be collected annually and reviewed by the State to systematically and methodically improve the program. Further, a written report on the progress made by the Vermont MEP toward meeting its MPOs will be prepared annually. This report will include recommendations for improving MEP services to help ensure that the unique educational needs of migrant students are being met.

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 of this Service Delivery Plan will be collected, compiled, analyzed, and summarized by the Vermont Migrant Education Program staff. These activities will help the

State determine the degree to which the MEP is on target to reach the stated performance targets and effective based on the chosen measurable program outcomes.

Specifically, data will be collected to assess student outcomes, monitor student progress, and evaluate the effectiveness of the MEP.

### **SUMMARY**

The Vermont State plan for the delivery of services to meet the unique educational needs of its migrant students will serve as the basis for the use of all MEP funds in the State. This Service Delivery Plan is essential to help the Vermont State MEP continue to articulate the vision of how to meet the identified needs of migrant children on a statewide basis and how to evaluate the degree to which Vermont migrant services are effective.

The CNA and SDP decisions contained in this report are based on the results of student assessments, graduation information and other outcomes; a review of resources, possible solutions, and strategies to address migrant student needs; and the informed opinions of State MEP staff, the CNA/SDP Committee, and other migrant educators knowledgeable about the needs of migrant students.

The Vermont Department of Education has begun to implement the SDP now that the performance targets, measurable program outcomes, and strategies are in place. The State will continue migrant education program planning and revisit and update the SDP as migrant student needs change, or as new Federal requirements and Guidance become available.

#### **Cautions in Interpreting the Data**

Because there are a small number of migrant students in Vermont for whom assessment results are reported, it is inappropriate to present the student assessment results as being representative beyond those assessed; therefore, caution should be taken in interpreting the findings. Conclusions are based on a body of evidence about the needs and achievement of migrant students.