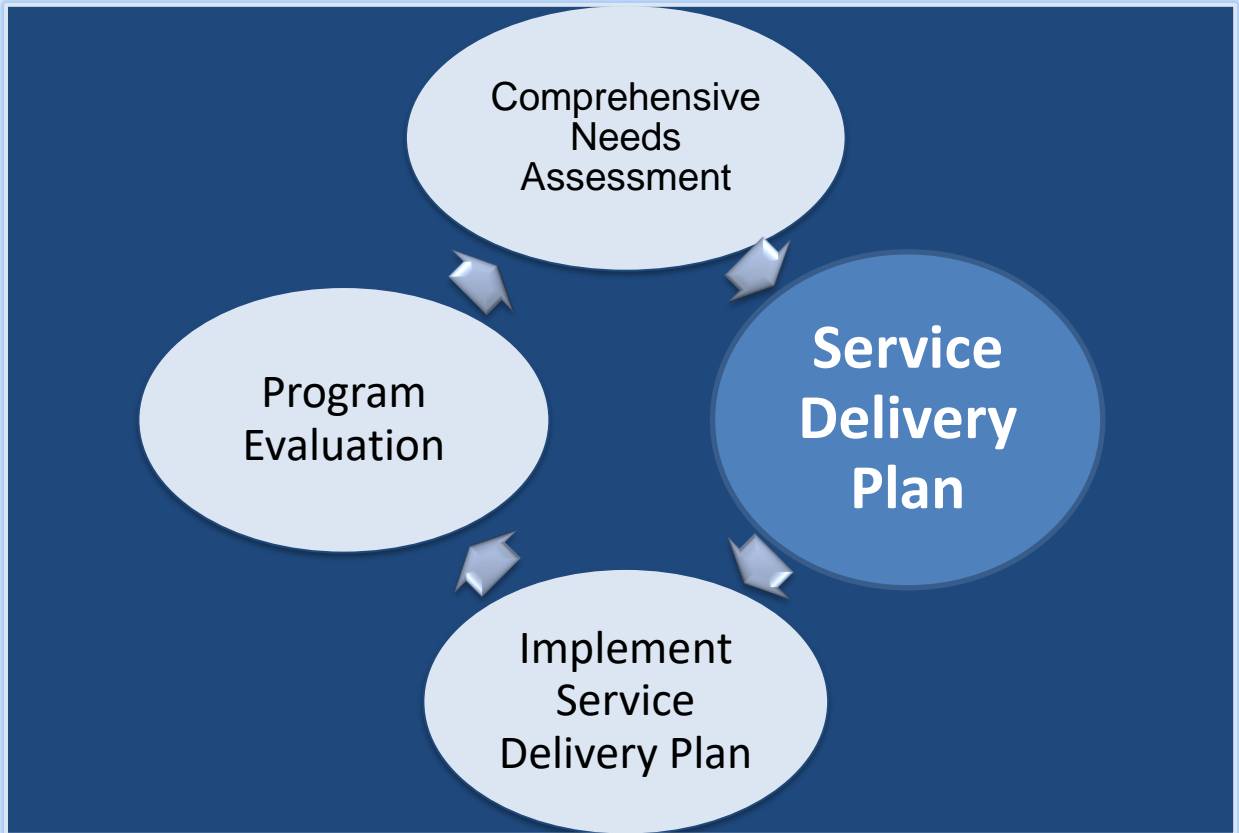


Vermont Migrant Education Program Service Delivery Plan



**Vermont Agency of Education
Migrant Education Program
219 North Main Street
Suite 402
Barre, Vermont 05641**

January 2017

Updated July, 2017

Vermont Migrant Education Program Service Delivery Plan Update Committee

SDP Committee Members

<p>Olga Collazo Teacher University of Vermont Extension</p>	<p>Jennifer Gresham Division Director Vermont Agency of Education</p>
<p>Sarah Braun Hamilton Out-of-School Youth Coordinator University of Vermont Extension</p>	<p>Marty Jacobson SDP Committee Facilitator META Associates</p>
<p>Mary Mulloy State Director of Title I Vermont Agency of Education</p>	<p>Tammy Pregent Program Technician/Migrant Data Specialist Vermont Agency of Education</p>
<p>Erin Shea Migrant Education Program Director University of Vermont Extension</p>	<p>Sara Stowell Migrant ID&R Coordinator University of Vermont Extension</p>

Table of Contents

VERMONT MIGRANT EDUCATION PROGRAM SERVICE DELIVERY PLAN (SDP)

INTRODUCTION.....	1
Developers of the SDP	2
Organization of the SDP	3
NEEDS IDENTIFIED THROUGH THE STATEWIDE CNA	5
Statewide CNA Update Process.....	5
How CNA Results Informed the Service Delivery Planning Process	7
Aligning CNA and SDP Results with State Systems and Resources	8
PERFORMANCE GOALS/TARGETS AND PRIORITY FOR SERVICES	10
State Performance Goals/Targets.....	10
Priority for Services	10
MEASURABLE PROGRAM OUTCOMES AND SERVICE DELIVERY STRATEGIES.....	12
Goal Area MPOs and Strategies	12
Measurement Tool Descriptions and Progress Indicators	13
MONITORING AND TECHNICAL ASSISTANCE PLAN.....	15
State Monitoring Process	15
Technical Assistance Process	15
PROFESSIONAL DEVELOPMENT FOR MEP STAFF.....	16
PARENT INVOLVEMENT PLAN.....	19
IDENTIFICATION AND RECRUITMENT.....	20
Training for ID&R Staff	21
ID&R Activities and Roles and Responsibilities.....	22
Quality Control Plan	22
INTERSTATE AND INTRASTATE COORDINATION AND COLLABORATION.....	24
Interstate Collaboration and Records Transfer	24
Intrastate Collaboration.....	25
EVALUATION PLAN.....	27
Evaluation of Implementation and MPO Results	27
Results Evaluation Data Collection Plan	28
Data Collection and Reporting Systems	29
SUMMARY AND NEXT STEPS	31
APPENDICES	
Appendix A: Coordination and Mentoring Model.....	32
Appendix B: SDP Strategic Planning Chart	33
Appendix C: CNA Table of Contents	37
Appendix D: SDP Meeting Agenda	38

Acronyms

AMO	Annual Measurable Objective
CAMP	College Assistance Migrant Program
CAS	Comprehensive Assessment System
CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
ECE	Early Childhood Education
ELA	English Language Arts
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESSA	Every Student Succeeds Act
GOSOSY	Graduation and Outcomes for Success for OSY
HEP	High School Equivalency Program
HS	High School
ID&R	Identification and Recruitment
IDEA	Individuals with Disabilities Education Act
IMEC	Interstate Migrant Education Council
LEA	Local Education Agency
LOA	Local Operating Agency
MEP	Migrant Education Program
MiraCORE	Migrant reading achievement: comprehensive Online Reading Education
MPO	Measurable Program Outcomes
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
NASDME	National Association of State Directors of Migrant Education
NCFH	National Center for Farmworker Health
OME	Office of Migrant Education
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PARCC	Partnership for Assessment of Readiness for College and Careers
PASS	Portable Assisted Study Sequence
PD	Professional Development
PFS	Priority for Service
PK	Pre-Kindergarten
PLP	Personalized Learning Plan
QAD	Qualifying Arrival Date
QSI	Quality of Strategy Implementation
SDP	Service Delivery Plan
SEA	State Education Agency
STEM	Science, Technology, Engineering and Math
TA	Technical Assistance
UVM	University of Vermont
VAE	Vermont Agency of Education
VT	Vermont

Introduction



The Vermont Migrant Education Program (MEP) is responsible for the delivery of services to migrant students in the state. This Service Delivery Plan (SDP), which was developed collaboratively by a broad-based SDP Committee, describes the scope of these services and provides details on the goals, objectives, activities, and systems for accountability that are aimed at raising the achievement of migrant students.

The SDP committee met to identify and address the unique educational needs of migrant children in accordance with a comprehensive plan that:

- Is integrated with other federal programs, particularly those authorized by the Elementary and Secondary Education Act (ESEA);
- Provides migrant children an opportunity to meet the same challenging state academic content and 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 Title I Part C with services provided by such other programs.

The components included this comprehensive SDP include those suggested in the Office of Migrant Education (OME) SDP Toolkit 2012 (http://nche.ed.gov/ome_toolkits/sdp/toolkit.pdf). 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 (MPOs).* The plan must include the measurable outcomes that the 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 (CNA). 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.

Developers of the SDP

Vermont updated its CNA in October 2016 and subsequently has updated the SDP with the information that is contained in this report. The CNA and SDP resulted from a systematic process that involved a broad-based representation of stakeholders. For continuity, many members of the CNA Committee also served on the SDP Committee. Meetings were held July 27, 2016 and November 26, 2016.

The SDP Committee participants included Vermont Agency of Education (VAE) representatives, subject matter experts, MEP administrative staff, instructional staff, identification and recruitment (ID&R) experts, secondary advocates, migrant health experts,

and representatives of parents. A complete listing of the members of the SDP Committee and their affiliations is found at the beginning of this report.

Organization of the SDP

The report contains 11 sections and supporting appendices:

Section 1-Introduction - This section includes legislative mandates, developers of the CNA which serves as the foundation for the SDP, and an overview of the SDP report.

Section 2-Needs Identified through the Statewide CNA - This section outlines the statewide process that Vermont undertook to explore the unique educational needs of migrant students; includes conclusions regarding concerns; and reports how CNA results are aligned with state systems and resources.

Section 3-Performance Goals and Targets - This section specifies the Vermont designations for Priority for Service (PFS) and spells out performance targets and goals set for all migrant students in the state.

Section 4-Measurable Program Outcomes and Statewide Service Delivery Strategies – This section outlines how the state and its Local Operating Agencies (LOAs) will meet migrant student needs with specific implementation strategies. Outcomes for these strategies are described in the areas of reading and mathematics, school readiness, graduation from high school and services for out-of-school youth (OSY), and ancillary and support services.

Section 5-Monitoring and Technical Assistance Plan – This section is a plan for monitoring and technical assistance, clarifying the role that the SEA, LOAs, and outside experts will play in the technical assistance process.

Section 6-Professional Development Plan for Staff – This section provides the systematic plan for providing professional development for Vermont educators, administrators, recruiters, clerks, liaisons, and other service providers.

Section 7-Parent Involvement Plan – This section includes the plan for the state MEP services to parents. It considers the various roles of parents and how the state plans to address parent needs, especially as they help their children to be successful in school.

Section 8-Identification and Recruitment Plan – In this section, the roles and responsibilities of recruiters are specified with Vermont’s plan for quality control in recruitment.

Section 9 -Interstate and Intrastate Collaboration and Coordination – This section outlines how the state participates in coordination and collaboration efforts with other states and within the state, including description of the use of Migrant Student Information Exchange (MSIX) for records transfer.

Section 10-Evaluation Plan – This section contains the state plan for evaluating the implementation of the SDP based on performance targets and measurable program outcomes.

The systems for data collection and reporting are specified along with how the Vermont MEP will use the evaluation results for making mid-course corrections and improvement.

Section 11-Summary and Next Steps – This section offers evidence-based conclusions and discusses the next steps in applying the results of the SDP to planning services for migrant students.

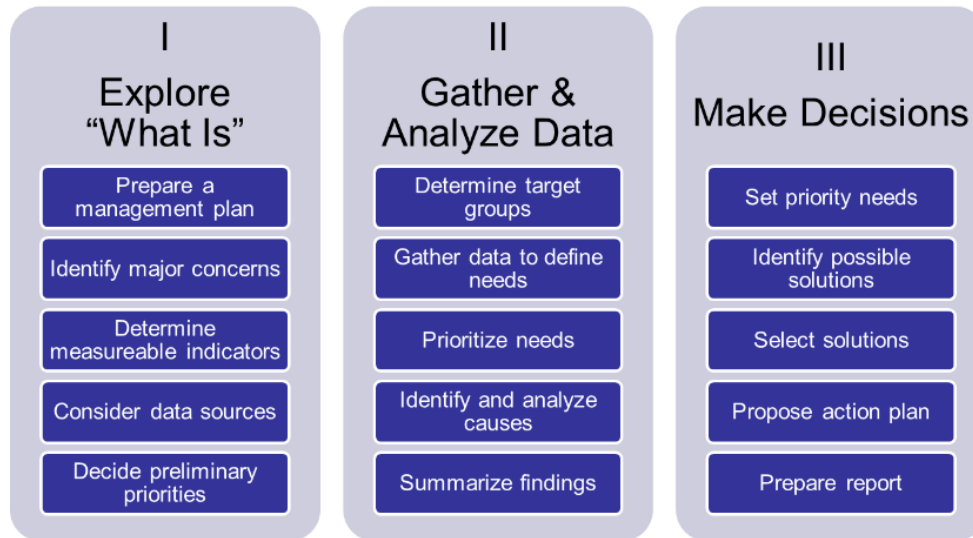
Appendices – The appendices include: (A) a strategic planning chart with committee decisions, (B) the CNA table of contents, and (C) SDP meeting agenda.

Needs Identified Through the Statewide CNA



Statewide CNA Update Process

The Vermont CNA was conducted using the guidance found in the Migrant Education CNA Toolkit (2012) found online at http://nche.ed.gov/ome_toolkits/cna/toolkit.pdf. The graphic below summarizes the organization of the meetings and activities the committee undertook to develop the CNA.



The CNA was designed to develop an understanding of the unique educational needs of Vermont migrant students and their families. Not only does this analysis of needs provide a foundation to direct the Vermont MEP through the service delivery planning process, but it also supports the overall MEP continuous improvement and quality assurance processes and the overall State Plan. The needs analysis was adapted to the resources and structures available in Vermont.

The Needs Assessment Committee (NAC) formulated a comprehensive understanding of the characteristics of the migrant student population in Vermont. A profile of Vermont migrant students was developed based on the most recently available information. The NAC used the profile and other collected data to develop concern statements, needs indicators, needs statements, and solutions strategies. The prioritized concerns follow. The full CNA report is on file with VAE, and the table of contents for this report is included as Appendix B.

In response to identified needs and alignment with goals for all students, Vermont adopted the goal areas below during the NAC meeting and continued their use throughout the completion of the SDP.

- Goal 1:** English Language Arts (ELA)/Literacy Achievement
- Goal 2:** Mathematics Achievement
- Goal 3:** School Readiness

Goal 4: OSY/High School Graduation

The planning chart in Appendix A shows the alignment of CNA concerns and solutions in each goal area with the strategies and MPOs developed for the SDP. The following concern statements guided the SDP committee in the development of statewide strategies and MPOs.

ELA/Literacy Achievement Concerns

- 1.1) We are concerned that less than 30% of migrant students in school are proficient in ELA and we have no comparable measurable data on OSY.
- 1.2) We are concerned that MEP staff do not have access to ELA/Literacy data in a timely way to identify needs and deliver appropriate ELA/literacy instruction to students who are migrant.
- 1.3) We are concerned that parents who are migrant do not have sufficient strategies to support their children with ELA/literacy homework.

Mathematics Achievement Concerns

- 2.1) We are concerned that MEP staff do not have access to data in a timely way to identify needs and deliver appropriate math instruction to students who are migrant.
- 2.2) We are concerned that students who are migrant do not have the fundamental math skills to be successful in later grades and their adult lives.
- 2.3) We are concerned that parents who are migrant do not have sufficient strategies to support their children with math homework.

School Readiness Concerns

- 3.1) We are concerned that children who are ages 0-5 and migrant do not have consistent and sufficient early education due to lack of transportation, parents' work schedules, lack of English proficiency, and lack of available and appropriate PK programs.
- 3.2) We are concerned that parents of children who are ages 0-5 do not know how or do not have enough resources/time to support their children's social, emotional, and academic development to prepare them for kindergarten.
- 3.3) We are concerned that preschool students who are migrant do not have access to high quality preschool (minimum of 10 hours/ week)
- 3.4) We are concerned that preschool students who are migrant do not have a home supported literacy-rich environment.

OSY/High School Graduation Concerns

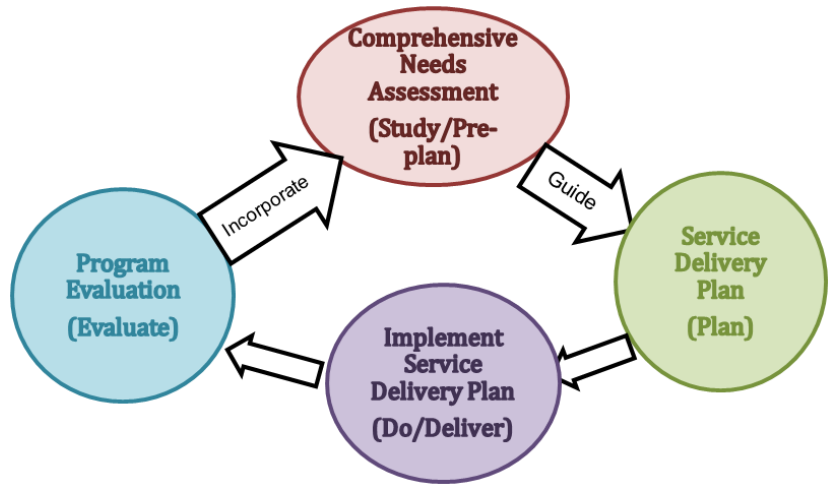
- 4.1) We are concerned that over 50% of OSY have not attended school beyond 8th grade and have limited literacy.
- 4.2) We are concerned that H.S. students who are migrant and OSY are not able to attain their educational goals.
- 4.3) We are concerned that secondary-aged students exhibit many characteristics associated with at-risk for H.S. dropout.

- 4.4) We are concerned that nearly all OSY are limited in English proficiency which limits their access to education and other services, resources, and opportunities.
- 4.5) We are concerned that schools are not assessing OSY readiness for high school programs.
- 4.6) We are concerned that OSY do not have access to, or skills to use, computers and the Internet

How CNA Results Informed the Service Delivery Planning Process

The diagram below summarizes the continuous improvement process adopted by the MEP and shows the relationship of the CNA, SDP, program implementation and program evaluation. The process begins with the CNA, which informs the development of the SDP and continues on through the implementation and evaluation.

The primary purpose of the CNA is to guide the overall design of the Vermont MEP on a statewide basis as well as to assure that the findings of the CNA are folded into the Comprehensive State Plan for Service Delivery. The SDP committee considered the goal areas and concerns developed by the NAC. In addition, the SDP committee used the data from the CNA and program evaluation to set MPOs considered to be achievable on a statewide basis, provide useful information for program improvement, and describe the extent to which MEP services were making a difference toward achieving statewide performance targets.



Going forward, the SDP will help the Vermont MEP develop and articulate a clear vision of: 1) the needs of Vermont migrant children; 2) the services the Vermont MEP will provide on a statewide basis; 3) the Vermont MEP’s measurable program outcomes and how they help achieve the state’s performance targets; and 4) how to evaluate whether and to what degree the program is effective.

Appendix A contains the strategic planning chart of the SDP decisions that were determined by the SDP Committee. This chart was used throughout the process as an organizer and to capture the decisions of the SDP Committee. Prior to the first meeting and as a result of the decisions made through the CNA process, the areas of the chart that were filled in included *Need/concern, Solution Identified in the CNA, and Performance Targets.*

There were two meetings of the CNA/SDP Committee, both held at the University of Vermont (UVM) Extension Office in Barre, VT. (See Appendix C for meeting agendas.) The activities conducted during the meetings are described below.

CNA Meeting 1) Understand the CNA process; 2) Review data collected through the State MEP CNA process and prepare need statements; 3) Review and update CNA concern statements and possible solutions; and 4) Determine follow-up data needed in preparation to revise the VT MEP SDP.

SDP Meeting 1) Understand the SDP process; 2) Update MEP strategies; 3) Update MPOs to evaluate strategies; and 4) Review and update other SDP components.

Aligning CNA and SDP Results with State Systems and Resources

A key activity of the SDP was to ensure that MEP activities were aligned with initiatives and other programs serving similar populations within the state. The four goal areas are aligned with the Vermont state performance targets and consider the Common Core Standards and state initiatives.

State and Local Resources

There are state systems and resources available that the Vermont MEP has considered in the alignment of the CNA results and the development of its SDP. Listed below are examples of key state systems, resources, and Vermont initiatives.

- The VAE maintains a website with valuable information about the MEP and other programs that provide services to all students, including migrant students.
<http://education.vermont.gov/student-support/federal-programs/migrant-education>
- The VAE operates the MEP in conjunction with the **UVM Extension**. All recruitment and student services are provided through a sub grant to the UVM. UVM and VAE staff work closely to ensure that all requirements are met.
http://www.uvm.edu/extension/agriculture/vermont_migrant_education_program_vmep
- Vermont has adopted standards to provide a consistent set of learning goals for all students in all schools. The VAE coordinates the implementation and administration of all components of the Vermont **Comprehensive Assessment System (CAS)**, including the development of alternate assessments, assessments that have been modified to accommodate the specific testing needs of students who have disabilities. The Agency also identifies, analyzes, and reports on outcomes and data measured by the CAS.
<http://education.vermont.gov/student-learning/assessments/state-assessments>
- Coordination with other Elementary and Secondary Education Programs, including but not limited to; Title I, Title III and 21st Century Programs.

National Resources

The organizations and websites below are national sources of information regarding national migrant initiatives.

- The Child and Adult Care Food Program improves the quality of day care for children and elderly adults by making care more affordable for many low-income families. <http://www.fns.usda.gov/cnd/care/>
- The GOSOSY MEP Consortium supports the delivery of services to migrant OSY. <http://osymigrant.org>
- The Identification and Recruitment Rapid Response Consortium (IRRC) promotes interstate coordination for ID&R leading to improved educational continuity for migrant students. <http://www.idr-consortium.net/>
- The School Breakfast Program (SBP) provides cash assistance to States to operate nonprofit breakfast programs in schools and residential childcare institutions. <http://www.fns.usda.gov/cnd/breakfast/>
- The Summer Food Service program is designed to provide free and reduced-price breakfast and lunch during the summer. All migrant children are categorically eligible for Summer Food Service Program. <http://www.summerfood.usda.gov/>
- Title I, Part A of ESEA provides financial assistance to local operating agencies (LOAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. <http://www2.ed.gov/programs/titleiparta/index.html>
- Title III of ESEA assists SEAs and LEAs with the development of high-quality language instruction to ensure children who have limited English proficiency, including immigrant children, meet the same challenging state academic standards as all children are expected to meet. <http://www2.ed.gov/about/offices/list/oela/index.html>
- Title IV, Part B of ESEA supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. <http://www2.ed.gov/programs/21stcccl/index.html>
- Title VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C 11431) and now in ESSA ensures that homeless children and youth receive a free and appropriate public education and removes barriers to their educational access, attendance, and success. <http://www2.ed.gov/programs/homeless/index.html>

Performance Goals/Targets and Priority for Services



State Performance Goals/Targets

The VAE does not have an ESEA Flexibility Waiver request approved by the U.S. Department of Education; therefore, the state performance targets remain those originally established under the No Child Left Behind (NCLB) Act. It is anticipated that targets will change under ESSA; however, these were not available at the time the report was completed. Under NCLB targets, 100% of students will demonstrate proficiency in ELA and mathematics on the state standardized assessment. When new targets are available, the state will update the evaluation plan for the MEP.

Note: according to technical assistance provided by the Office of Migrant Education (OME) in the Small State Evaluation Webinar on March 31, 2016, small states (defined as N<30 per grade level) do not need to disaggregate PFS student achievement in performance indicators or results. In the past, Vermont has not had more than 30 students per grade level.

In addition, the state has not set graduation or dropout targets for migrant students due to the small numbers of migrant secondary students who are resident in the state for the regular school term. The state will continue to report the number of graduates annually as required per the OME Small State Evaluation Webinar.

Priority for Services

In accordance with the ESEA—Section 1304(d), migrant education programs in Vermont must give **PFS** to migrant children who meet the following definition:

In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school.

The Vermont MEP has established further description of how these criteria are met. A migrant student, child, or youth must fit criterion A and criterion B or C to be PFS.

A. Current Qualifying Move

A qualifying move within the previous 1-year period means that a migrant student, child, or youth has a Qualifying Arrival Date (QAD) recorded on a Certificate of Eligibility (COE) that is within 365 days of the first day of enrollment.

AND

B. Failing, or most at risk of failing, to meet the challenging state academic standards

A migrant student is at risk of failing if they have not demonstrated proficiency on the state assessment in reading, math, or science.

OR

For students for whom no state assessment is available, one of the following must exist:

- Scoring below proficient on the ELA, mathematics, or science state assessments;
- Scoring below proficient on a valid local assessment in literacy or math;
- Retention at any time in the last 3 years;
- Previously dropped out of school;
- Performing below grade level in literacy or math according to the classroom teacher;
- Receiving one or more “D’s” or below on the last student report card; or
- Missing 10 or more days of school since the beginning of the school year.

OR

C. Dropped out of school

A student has dropped out of school if age-eligible to enroll in high school but is not enrolled in an accredited secondary program.

The LOA is responsible for maintaining documentation that PFS students have met the definition.

Measurable Program Outcomes and Service Delivery Strategies

4

Goal Area MPOs and Strategies

The SDP helps the state MEP develop and articulate a clear vision of the **needs** of migrant children on a statewide basis, the **strategies and services** the state will use to address the needs, the **MPOs** that will be used to evaluate the effectiveness of strategies, and how the strategies will help achieve the state’s **performance goals/targets**.

This section of the report outlines how Vermont’ MPOs will produce statewide results through specific educational or educationally-related services. The MPOs will allow the MEP to determine whether, and to what degree, the program has met the unique educational needs of migrant children and youth as identified through the CNA.

ELA/Literacy Achievement	
Key Strategies	MPOs
1.1) Provide individualized year-round coordination and mentoring services for students in grades K-12 in collaboration with schools to increase grade-appropriate ELA skills.	<p>1a: Each year, 80% of children enrolled in grades K-12 and participating in MEP services will be promoted to the next grade or graduate as reported by the children’s school.</p> <p>1b: Each year, 80% of MEP students receiving services for at least six months will increase ELA skills as reported on the Classroom Teacher Survey.</p>

Mathematics Achievement	
Key Strategies	MPOs
2.1) Provide individualized year-round coordination and mentoring services for students in grades K-12 in collaboration with schools to increase grade-appropriate math skills.	2a: Each year, 80% of MEP students receiving services for at least six months will increase math skills as reported on the Classroom Teacher Survey.

School Readiness	
Key Strategies	MPOs
3.1 Provide year-round coordination and mentoring for preschool students and their families to increase school readiness and enrollment in high quality preschool programs.	3a: Each year, 80% of 3-5 year old children enrolled in a high quality preschool for at least 10 hours/week or receiving at least six in-home early literacy interventions per trimester, will receive an age-appropriate score on the Vermont Ready for Kindergarten! Survey.
3.2 Develop and support family literacy through early literacy intervention services and increase parents’ ability to support their children’s education.	3b: Each year after participating in family literacy services, 80% of participating parents will report an increased ability to support their children’s education through a rating of three or four on a four-point scale.

High School Graduation and Out-of-School Youth	
Key Strategies	MPOs
4.1 Provide secondary-aged migrant students with individualized year-round guidance, mentoring, and counseling that leads to high school graduation and informed by their Personalized Learning Plan (PLP).	4a: Each year, 80% of MEP students in grades 9-12 will be on track toward graduation as measured by a PLP that meets Vermont’s Education Quality Standards’ requirements.
4.2 Provide year-round coordination and mentoring for OSY to increase academic skills to include English language lessons, life skills, and technology skills.	4b: Each year, 75% of OSY receiving direct instruction for at least 10 hours will score proficient on at least three appropriate OSY lessons.
4.3 Assist OSY to articulate goals and create a personalized learning plan in coordination with the OSY consortium materials.	4c: Each year, all OSY who enter Tier 2 services will have a personalized learning plan that meets VT MEP standards.
4.4 Provide year-round coordination and mentoring for OSY to make progress on their personalized learning plan toward career and/or high school graduation.	4d: Each year, 80% of OSY participating in Tier 2 services for at least 30 hours will complete at least 50% of their personalized learning plan objectives.
Highly Qualified Staff	
Key Strategies	MPOs
5.0 Provide professional development on identification, recruitment, and instructional services for MEP-funded administrative and instructional staff to include an average of 4 hours per month for .75 to full-time staff and an average of 2 hours per month for staff funded at least half-time.	5a: Each year, 75% of .75 to full-time staff participating in a monthly average of four hours of professional development will report an increased capacity for delivering instruction or providing services as measured by the Staff Professional Development Survey.
5.1 Ensure that all .75 and full time staff have a professional development plan in place that responds to their annual performance appraisal for continuous program improvement.	5b: Each year, all .75 to full-time staff will have a professional development plan that supports their needs and goals as outlined in their annual performance appraisal.

Measurement Tool Descriptions and Progress Indicators

For determining progress toward achieving the MPOs, a variety of strategies and tools will be employed as a means to gather evidence of program success and to determine areas needing improvement. These tools include:

- Analysis of state assessment results for non-migrant students and for migrant students for determining progress toward state performance targets;
- Informal and formal assessment results forming a body of achievement evidence such as the MEP Classroom Teacher Survey;
- Migrant staff, OSY student, and parent surveys;
- Reviews of professional development and parent development materials, meeting summaries, satisfaction surveys, agendas, and other outcomes;
- Records reviews, monitoring outcomes, technical assistance logs;

- Migrant student progress reports (e.g., PLPs, graduation plans, and coordination meeting results);
- Graduation data (comparing migrant students and all students); and
- Migrant student demographic data.

A detailed plan that matches the MPOs with specific instruments is found in *Section 10, Evaluation Plan*. This section provides the plan for evaluating MEP implementation and data collection and reporting.

Monitoring and Technical Assistance Plan

5

State Monitoring Process

The monitoring of local MEPs is the responsibility of the Vermont Agency of Education. The State provides ongoing coordination with the primary sub grantee: the UVM Extension and schools/districts in which migrant students are located. In the State Title I application, there are assurances that LOAs 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 the 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 staff 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 VAE and the State ID&R Coordinator. These activities are discussed further in *Section 8: Identification and Recruitment*. UVM Extension provides an annual report of activities, services, and other information as is needed for reporting and evaluation. All monitoring forms and checklists are on file with VAE.

Technical Assistance Process

Technical assistance is provided to the LOA through activities designed to assist projects to meet compliance requirements, improve program implementation, increase student outcomes, and assist sites to make sound programmatic decisions about curriculum, instruction, student assessment, program evaluation, parent involvement, and other areas essential to migrant education program success.

Ongoing technical assistance is provided through phone calls, correspondence, meetings/trainings, and onsite visits. Technical assistance may be provided through statewide or regional initiatives or upon request from individual staff for assistance with a) follow-up to the monitoring findings, b) response to specific issues of eligibility or implementation encountered locally, or 3) support of new and ongoing initiatives that are undertaken statewide to improve the MEP (such as the rollout of new strategies in the SDP).

Proper maintenance of student eligibility and services information is a critical area for proper operation of a project. Project student data is entered in the MIS2000 database. Data entry personnel receiving ongoing training on the MIS2000, coordination with the VAE student specific-database, and MSIX.

Professional Development for MEP Staff



The Vermont MEP provides extensive professional development to prepare Teachers and Mentors to adapt instruction to address the unique educational needs of migrant students, implement consortium incentive grant initiatives, and coordinate with other states and agencies. Local and national trainings are provided to help staff learn the strategies needed to implement the SDP, with an emphasis on math strategies, literacy strategies, early literacy strategies, strategies for high school graduation, and engaging and instructing OSY.

Improving educator quality for migrant children is built into the strategies and MPOs. A component of professional development is creating a plan in collaboration with a supervisor that clarifies professional goals, identifies goals to improve competencies, and identifies strengths and talents. State objectives supporting the professional development of Vermont MEP staff include:

- Collaboration with higher education and other agencies to ensure educators have the preparation and background to employ research-based techniques in a variety of settings for students from various backgrounds;
- Networks of services providers and educational entities to provide effective practices for highly mobile secondary-aged students; and
- Creation of a professional development framework which supports sustained, ongoing, instructional improvement.

Within this framework, the Vermont state MEP and UVM Extension offer and/or participate in professional development activities such as:

- CNA and SDP meetings
- Collaboration Meetings with Vermont Service Providers
- The ID&R Forum and Training for Recruiters
- Vermont MEP Administrators' Meetings
- Interstate Coordination and CIG Sessions
- National Association of State Directors of Migrant Education (NASDME)
- Interstate Migrant Education Council Symposium (IMEC)
- UVM Extension's annual professional development conference "EPIC"
- Champlain Valley Educator Development Center (CVEDC) WIDA training

In addition to the wide variety of training at the local and state levels, Vermont leverages national sources of professional development. The organizations represented below have online and print materials, presentations, and conferences that are useful for providing more information about the needs of migrant students and best practices for providing services. In addition, many organizations also have resources in English language arts, math, school readiness, parent involvement, identification and recruitment, and graduation from high school.

- **ESCORT** is a national resource center located in Oneonta, New York, for improving the educational opportunities for migrant children. The website is found at www.escort.org

- **Federal Resources for Educational Excellence** sponsored by the U.S. Department of Education reports on effective educational programs, practices, and products. For example, information is available about reading, mathematics, middle school curriculum, dropout prevention, early childhood education, and English learners. For more information, visit www.free.ed.gov/displaydate.cfm
- **Graduation and Outcomes for Success for OSY (GOSOSY)** is a Consortium Incentive Grant funded in 2015 and projected through 2018 by OME at the USDE to build capacity in states with their secondary-aged migrant out-of-school youth population. GOSOSY sponsors a dissemination event designed to help participants identify migrant OSY and provide services to meet their unique needs. The website is found at <http://osymigrant.org>
- **The Handbook for Educators Working with Children of Mexican Origin** can be found at <http://people.uncw.edu/martinezm/Handbook/html/index.htm>
- **Interstate Migrant Education Council (IMEC):** IMEC's mission is to advocate for the highest quality education and other needed support for the nation's migratory children and youth. <http://imec-migrated.org/>
- **Migrant Library:** Sponsored by the *Geneseo Migrant Center*, the books listed in the Migrant Library serve 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. For more information, see www.migrantlibrary.org
- The **National Association for the Education of Young Children** is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8 <http://www.naeyc.org>
- The **National Association of State Directors of Migrant Education** offers its annual National Migrant Education Conference held in the spring. At this event, staff learn strategies in curriculum and instruction, parent involvement, assessment, identification and recruitment, and program administration. For more information, see www.nasdme.org
- **Guided Language Acquisition Design** is a model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills. The project is based on years of experience with integrated approaches for teaching language. Tied to the Common Core State Standards and State Standards, the model trains teachers to provide access to core curriculum using local district guidelines and curriculum. <http://www.projectglad.com/>
- **Teaching of English to Speakers of Other Languages** offers everyone involved in English language teaching and learning an opportunity to be part of a dynamic community, where professionals connect with and inspire each other to achieve the highest standards of excellence. <http://tesol.org/>
- The **National Center for Farmworker Health (NCFH)** is a private, not-for-profit corporation dedicated to improving the health status of farmworker families by providing information services, training and technical assistance, and a variety of

products to community and migrant health centers nationwide, as well as organizations, universities, researchers and individuals involved in farmworker health.

<http://www.ncfh.org/>

- **Migrant Reading Achievement: Comprehensive Online Reading Education (MiraCORE)** consortium is committed to improving the interstate coordination of MEPs by sharing and developing supplemental, technology-based reading instructional materials and assessments designed specifically to improve the literacy skills of migratory students and youth. <https://www.migrantliteracynet.com/>
- **Office of Migrant Education**, hosts a national website to support MEP state programs to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment. <https://results.ed.gov/>
- **Migrant Student Information Exchange**, (MSIX) helps meet the needs of migratory children by making current educational and health information on those children immediately available to school and program staff where migratory children enroll after they move. MSIX is a Web-based platform that allows authorized users to access a migratory child's MSIX record via a Web browser. <https://msix.ed.gov>

Parent Involvement Plan



The Vermont MEP jointly develops with parents the plan for coordination with the Parent Advisory Council; parent involvement activities to improve student academic achievement and school performance; build parents' capacity for strong parent involvement; coordinate and integrate parent involvement strategies with other programs; and involve parents in the activities of the schools.

The VAE coordinates with agencies to broaden its resources for involving and supporting parents and families. The MEP coordinates with the community to facilitate adult education; family literacy; health education; and home study. In addition, Vermont has a State Parent Advisory Council in place that encourages the involvement of migrant parents. VMEP 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.

Migrant staff serve as liaisons through which information is passed between parents and the school with ongoing communication occurring during home visits, regular parent activities, and through surveys and phone calls. This individualized model supports other parent involvement efforts to engage parents and ensure that their voices are heard. Vermont is required to have a statewide parent advisory committee and an OSY advisory committee. In addition, VMEP surveys all parents and OSY about the quality of services received and suggestions for additional services.

The LOA coordinates parent involvement activities to engage parents in the education of their children through:

- Two regional family literacy events per year with both parents and their children invited to participate;
- Workshops designed to strengthen parents' involvement in their children's education covering topics ranging from good nutrition and positive disciplining to communicating with the school and understanding the U.S. school system;
- Facilitation for participation at the Parent Advisory Council (PAC);
- In-School Youth Family Profile survey;
- Learning kits containing books, manipulatives, and other learning materials that are sent home with students;
- Visits to libraries to obtain library cards, attend read-with-your children activities, and familiarize parents with the importance of participating with their children in reading;
- Parent/teacher conferences to review students' learning activities and outcomes; and
- Ongoing contact with parents through center activities, home visits, and telephone conversations to follow up and keep parents informed.

Identification and Recruitment



Eligibility for services through the MEP is determined per the Title I, Part C, Education of Migratory Children section of the ESSA, in conjunction with the Non-Regulatory Guidance provided by the United States Department of Education, OME. (Note that eligibility determinations are made following existing regulations and guidance developed under NCLB. When OME provides updated regulations and guidance, the ID&R plan will be updated accordingly.)

Children are eligible to receive Vermont MEP services if they meet the federal definition of “migratory child” and if the basis for their eligibility is properly recorded on the Vermont COE, which is aligned to the national COE. Determining whether a child meets this definition occurs during an interview of the person responsible for the child, or of the youth, in cases where the youth moves on his or her own. Certification of eligibility depends on the recruiter’s assessment of key eligibility information, a thorough review by the state ID&R Coordinator and then certification by the State Director that the recruiter’s determination is correct.

Migrant education recruiters are overseen by a State ID&R Coordinator and are responsible for local identification, recruitment, and enrollment of migrant students. MEP recruiters find, identify, and enroll migrant students; confirm their eligibility; and conduct ongoing data checks designed for quality control. In collaboration with the VAE Migrant Data Specialist, the LOA is responsible for maintaining accurate records and data entry to the migrant student database.

The VAE contracts with the UVM Extension 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 coordinator ensures that quality control procedures are in place and monitored, are shared with regional recruitment staff, and are clearly spelled out through training and ongoing technical assistance. In addition, the coordinator reviews eligibility determinations and makes final decisions about eligibility questions as well as monitoring recruitment to ensure that all eligible migrant students are identified.

The state is divided into five designated recruitment areas; the three higher density farming areas (Franklin and Addison Counties and the Northeast Kingdom) are covered by part-time year-round staff while the two 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.

Components of ID&R include eligibility determination, the COE, the migrant student database and record transfer system, the child count, quality control, and collaboration with migrant service providers throughout the state. These components result in migrant student enrollment in the MEP system, ultimately allowing for service provision that targets the educational services needed by individual migrant students while they are in Vermont.

Training for ID&R Staff

All newly hired recruitment staff participate in the comprehensive state developed ID&R specific 3 day training which utilizes components of the nationally developed ID&R manual.

Annually, regularly scheduled training in ID&R includes the following topics:

- Knowledge of MEP eligibility definitions;
- Proficiency in eCOE completion;
- Understanding of the decision-making process used to determine eligibility for the MEP;
- Knowledge of local agricultural production and processing activities;
- Familiarity with local growers, farmers, processors, etc.;
- Proficiency in accurately, completely, and clearly filling out all sections of the COE;
- Knowledge of the types of situations that need additional narrative or documentation beyond what is normally recorded on the COE;
- Quality control in ID&R;
- Interview skills;
- Process for resolving eligibility questions;
- Vermont MEP ID&R policies and procedures; and
- Process for resolving eligibility issues.

Additional resources that will help with the identification and recruitment of eligible migrant students include:

- **Local School personnel** can assist with ID&R by distributing enrollment surveys to new families to find those who have moved in the previous 36 months for agricultural employment.
- **School staff** are valuable resources for identification and recruitment because of their regular interaction with possible migrant students.
- **Parents, students, and other migrant families** can be accessed through the MEP and are valuable resources in recruitment of additional migrant students arriving in school districts throughout Vermont.
- **VMEP Farm Database** was developed by the UVM Extension ID&R team to support recruitment efforts on all farms in the state of Vermont. This database tracks qualifying activities, size of agricultural businesses, important contacts, farm housing, worker turnover etc.
- **Agricultural Employers** who are familiar with the VMEP frequently reach out to the ID&R team to make personal employee referrals so their workforce and the children of their workforce can receive the important educational services provided but the program.
- **Other community level resources** include migrant farmworker employers, community gatherings/functions, HEP/CAMP programs, migrant service agencies, community service organizations, and health providers.

ID&R Activities and Roles and Responsibilities

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 VAE;
- 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;
- 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;
- 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 community partners or directly through the area recruiter in unserved regions;
- 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 site-based or home-based instructional services;
- recruitment staff monitor monthly MEP regional *Recruiter Reports* in MIS2000 for accuracy and report any errors to the program coordinator and/or data technician;
- recruitment staff meet with their corresponding regional staff team on a monthly basis to review child enrollments, mobility and services;
- 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 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.

Quality Control Plan

The Vermont MEP is in the process of revising its Quality Control Procedures as of the completion of this report. This manual is intended to meet the requirements set out in the Title I, Part C Non-Regulatory Guidance document, which specifically states that a quality control system should include at least the following components:

1. Training for recruiters on various aspects of the job;
2. A designated reviewer for each COE to verify that, based on the recorded data, the child is eligible for MEP services;
3. A formal process for resolving eligibility questions raised by recruiters and their supervisors and for transmitting responses to all local operating agencies in written form;
4. A process for the SEA to validate that eligibility determinations were properly made;
5. Apart from steps 2 and 4, a plan for qualified SEA staff to monitor, at least annually, the identification and recruitment practices of individual recruiters;
6. Documentation that supports the SEA's implementation of this quality control system and a record of actions taken to improve the system where periodic reviews and evaluations indicate a need to do so; and
7. A process for implementing corrective action in response to internal audit findings and recommendations.

The complete ID&R Manual including the quality control procedures is on file with the VAE.

Interstate and Intrastate Coordination and Collaboration



Interstate Collaboration and Records Transfer

The Vermont MEP promotes interstate coordination of services for migrant children, including providing for educational continuity through the timely transfer of pertinent school records. Vermont uses MSIX to ensure accurate placement and credit transfer for migrant students. State and local staff receive ongoing training on using data systems to record student progress and transfer records between school systems in the state and from other states. When necessary, migrant staff coordinate with local school systems to ensure that migrant students are placed appropriately and that credits toward graduation are counted.

Because of migrant family mobility, Vermont shares the responsibility for the education of migrant students with several other states. To ensure that students receive instruction that will help them achieve high standards in schools inside and outside of Vermont, interstate coordination is a critical component of the Vermont MEP. Some interstate coordination activities included:

- National Association of State Directors of Migrant Education (NASDME) Conference;
- Use of MSIX to notify states of student movement;
- National ID&R Forum; and
- OME's annual State MEP Directors' Meeting.

In addition to the interstate coordination activities listed above, Vermont participates in incentive grants (CIGs): **MiraCORE** (Migrant reading achievement: comprehensive Online Reading Education) and **GOSOSY** (Graduation and Outcomes for Success for Out-of-School Youth). The goals and objectives of these two CIGs match the needs identified in the state for providing high quality services to migrant children and youth.

Vermont participated in the **MiraCORE** consortium led by Utah along with 10 other states beginning the current cycle in the 2015-16 school year and has participated in previous reading consortiums. MiraCORE's goal is to improve the interstate coordination of migrant education programs by sharing and developing supplemental, technology-based reading instructional materials and assessments designed specifically to improve the literacy skills of migratory students and youth. MiraCORE addresses the comprehensive literacy needs of migrant students through an innovative website (at www.migrantliteracynet.com) containing lessons aimed at building and supporting foundational literacy skills. Some key activities that Vermont undertakes to further interstate coordination goals include:

- participating in Steering Team meetings;
- participating in a training-of-trainers;
- pilot testing student tutorials; and
- sharing pilot test and evaluation results with the other MiraCORE states.

The **GOSOSY** CIG consists of 18 states whose goal is to improve the educational attainment of OSY whose education is disrupted. Key activities in which Vermont participated included:

- developing an OSY State Plan;
- pilot testing GOSOSY materials;
- participating in training-of-trainers;
- participating in State Steering Team meetings;
- participating in Technical Support Team meetings, workgroups, and materials development activities;
- providing supplemental instructional and support services to OSY;
- utilizing GOSOSY materials and content-based assessments with OSY;
- piloting pre/post curriculum-based assessments; and
- updating the MEP CNA and SDP to include data and strategies specific OSY.

Intrastate Collaboration

The Vermont MEP collaborates with other organizations that serve similar groups of students and youth in an effort to provide the best possible services, maximize the small amount of resources available, and reduce the duplication of efforts. The organizations with which Vermont collaborates are described below.

[The University of Vermont Extension Migrant Education Program](#)

The Vermont MEP Identification and Recruitment Program worked in partnership with VAE to find and enroll every migratory child and youth in the state who is under the age of 22 and who has moved with a family member, a guardian, or independently on their own in order to seek or obtain temporary or seasonal work in qualifying agricultural or logging activities. All staff during the 2015-16 school year were bilingual and served as a bridge connecting farm workers to various educational, community and health services. The ID&R specialists discussed resources and supplementary instructional and support services available for eligible children of farm workers and/or OSY farmworkers.

[UVM Extension, Bridges to Health](#)

Bridges to Health is an outreach program for migrant farmworkers in Vermont. Using a care coordination model carried out by regional Migrant Health Promoters, the program empowers farmworkers to make timely health decisions. In addition to offering care coordination to migrant farmworkers in need of health care services, Bridges to Health creates capacity building opportunities for local health entities to implement linguistically and culturally appropriate services. Bridges to Health outreach program fosters improved healthcare access for migrant farm workers while increasing cultural awareness for healthcare professionals.

[UVM Extension, Huertas Project](#)

Huertas is a community-based food security project that enables Latino/a migrant farmworkers and families living on Vermont's dairies to access culturally familiar and local foods through cultivating kitchen gardens. Now in its sixth year, with an established network of farmworkers, growers, and volunteers, Huertas builds gardens and distributes seeds and plant starts to Latino/a migrant farmworkers living in rural Vermont.

Migrant Justice

Migrant Justice's mission is to build the voice, capacity, and power of the farmworker community and engage community partners to organize for economic justice and human rights. We gather the farmworker community to discuss and analyze shared problems and envision collective solutions. Through this ongoing investment in leadership development, members deepen their skills in community education and organizing for long-term systemic change. From this basis members have defined community problems as a denial of rights and dignity and have prioritized building a movement to secure these fundamental human rights to: 1) Dignified Work and Quality Housing; 2) Freedom of Movement and Access to Transportation; 3) Freedom from discrimination; 4) Access to Health Care. This project was instrumental in passing legislation for driver's privilege cards for undocumented migrant workers.

CAMP!

Camp Exclamation Point, Inc. (CAMP!) is a Vermont-based non-profit organization that gives over 100 children from rural Vermont communities a week of residential summer camp. Participating children came from homes with limited financial resources. Many campers' families were involved with the agriculture, dairy, or logging industries within the state and often moved to follow seasonal work. In addition to a traditional summer camp program, older campers attended a teen leadership training program. Many of Vermont's migrant education students attended CAMP!

Vermont Adult Learning

Vermont Adult Learning (VAL) provides adults 16 years and older with necessary skills to successfully transition to employment and post-secondary education. In collaboration with local migrant education offices, VAL has begun to host site-base English language classes for area farmworkers.

Evaluation Plan

10

Evaluation of Implementation and MPO Results

The evaluation of the Vermont MEP will be completed by the state or with the assistance of an experienced evaluator knowledgeable about migrant education, evaluation design, federal reporting requirements and OME guidelines, the state context, and the operation of the Vermont MEP. The evaluation will systematically collect information about program implementation and results and to help the state make decisions about program improvement and success.

The evaluation reports both **implementation** and **outcome** data to determine the extent to which the measurable outcomes for the MEP in all goal areas have been addressed and met and to determine the quality of strategy implementation.

Questions answered by implementation data include the examples below.

- Was the project implemented as described in the SDP? If not, what changes were made and why?
- What worked in implementation of the state MEP?
- What challenges did the MEP encounter and how were these issues overcome?
- What improvements should be made?

Questions answered by outcome data include the examples below.

- To what extent did migrant students achieve performance targets on state assessments?
- To what extent were MPOs addressed and met?
- To what extent did students meet expectations for promotion to the next grade level?
- To what extent did subgroups of the MEP population (e.g., PFS students) meet MPOs? (when N is grade than 30 PFS)
- What factors impacted MPOs that were not met or not addressed?

Data on migrant students and services are collected by the state LOA, UVM Extension. Primary data sources include: migrant parents, recruiters, migrant program staff, classroom teachers and other staff as appropriate.

Data are collected using a variety of surveys, structured interviews, and records reviews (including assessment results reported through the state data collection and reporting system). Data analysis procedures include descriptive statistics based on Vermont migrant student demographics, program implementation, and student and program outcomes. Means and frequencies are calculated, and trend analyses are noted.

To comply with federal guidelines, Vermont prepares an annual results evaluation. Through the evaluation, data are 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 is prepared annually. This report includes recommendations for improving services to help ensure that the unique educational needs of migrant students who are served in Vermont are being met.

Vermont uses the assessment from the **Smarter Balanced Assessment Consortium (SBAC)** to determine the extent to which all students, including migrant students, achieve state standards. The SBAC was adopted in 2015 and is aligned with the Common Core State Standards. Students in grades 3 through 8 and grade 11 are assessed.

Results Evaluation Data Collection Plan

Data are collected to assess student outcomes, monitor student progress, and evaluate the effectiveness of the MEP. The data collected for these various purposes are listed in the tables on the following pages. Following each data element is information on the methods for calculating whether MPOs were met, data collection tools, and the reporting timeline.

Measurable Program Outcomes (MPO)	Method of calculation	Reporting Tool	Reporting Timeline
ELA/Literacy Achievement			
1a: Each year, 80% of children enrolled in grades K-12 and participating in MEP services will be promoted to the next grade or graduate as reported by the children’s school.	Number of K-12 migrant students participating in the program year who were promoted divided by the total participating	State Data Specialist Report	End of program year and annually
1b: Each year, 80% of MEP students receiving in-school services for at least five months will increase ELA skills by one or more levels as reported on the Classroom Teacher Survey.	Number of K-8 migrant students increasing skills by one level divided number participating in in-school services for five months	Classroom Teacher Survey	End of program term annually
Mathematics Achievement			
2a: Each year, 80% of MEP students receiving in-school services for at least five months will increase math skills by one or more levels as reported on the Classroom Teacher Survey.	Number of K-8 migrant students increasing skills by one level divided number participating in in-school services for five months	Classroom Teacher Survey	End of regular term annually
School Readiness			
3a: Each year, 80% of 3-5 year old children enrolled in a high quality preschool for at least 10 hours/week or receiving at least six in-home early literacy interventions per trimester, will receive an age-appropriate score on the Vermont Ready for Kindergarten! Survey.	Number of migrant students receiving an age-appropriate score divided by total with scores who received early literacy interventions	In-school Coordinator Report	End of program year annually

Measurable Program Outcomes (MPO)	Method of calculation	Reporting Tool	Reporting Timeline
3b: Each year after participating in family literacy services, 80% of participating parents will report an increased ability to support their children’s education through a rating of four-point scale.	Number reporting increased abilities on a 4 point scale divided by total number responding	Parent Survey	Following parent involvement activities
High School Graduation and OSY			
4a: Each year, 80% of MEP students in grades 9-12 will be on track toward graduation as measured by a PLP that meets Vermont’s Education Quality Standards’ requirements.	Number of “on track” ratings divided by total with PLP	In-School Coordinator Report	End of program year annually
4b: Each year, 75% of OSY receiving direct instruction for at least 10 hours will score proficient on at least one appropriate OSY lesson.	Number scoring proficient divided by total with assessment results	MIS2000 Services Report	End of program year annually
4c: Each year, all OSY who enter Tier 2 services* will have a personalized learning plan that meets VT MEP standards.	Number with PLP divided by total with Tier 2 services	OSY Coordinator Report	End of program year annually
4d: Each year, 80% of OSY participating in Tier 2 services* for at least 30 hours will complete at least 50% of their personalized learning plan objectives.	Number completing 50% of identified goals divided by number with PLP	OSY Coordinator Report	End of program year annually
Highly Qualified Staff			
5a: Each year, 75% of .75 to full-time staff participating in a monthly average of four hours of professional development will report an increased capacity for delivering instruction or providing services as measured by the staff survey.	Number reporting one level increase on 5-point scale divided by total responding with pre-rating less than 5	Staff Professional Development Survey	End of program year annually
5b: Each year, all .75 to full-time staff will have a professional development plan that supports their needs and goals as outlined in their annual performance appraisal.	Count of UVM .75 to full-time staff and number of professional development plans	Staff Professional Development Survey	End of program year annually

*Tier 2 services are provided to students who are available for a minimum of 30 hours and agree to participate in instruction designed to help them meet their educational goals.

Data Collection and Reporting Systems

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 is compiled, analyzed, and summarized each year by the Vermont MEP. These activities help the state determine the degree to which the MEP is effective compared with performance targets, MPOs, and strategies. Data is collected by VAE and UVM Extension and used to inform an annual evaluation report.

MIS2000 is the migrant-specific database used to collect information unique to the Migrant Education Program. The system is a Microsoft Windows based solution for the information

needs of states serving migrant children. MIS2000 is fully customized to meet the needs of migrant students in Vermont. The system provides for the storage, retrieval and reporting of student information. Records are electronically transferred and fully compliant with minimum data element and file transfer requirements for MSIX. This database allows us to review and report on student enrollments and services at any time. We use this database to report formally on an annual basis.

MSIX is a web-based portal that links states' migrant student record databases to facilitate the national exchange of migrant students' educational information among the states. MSIX produces a single, consolidated record for each migrant child that contains the information from each state in which the child has enrolled. It contains the data elements necessary for the proper enrollment, grade and course placement, and accrual of credits for migrant children. Vermont uses the information in MSIX to help transfer records and place students appropriately, and Vermont participates in all required MSIX functions such as student matching and review of student records upon enrollment. For more information on MSIX, go to <http://msix.ed.gov>.

Summary and Next Steps

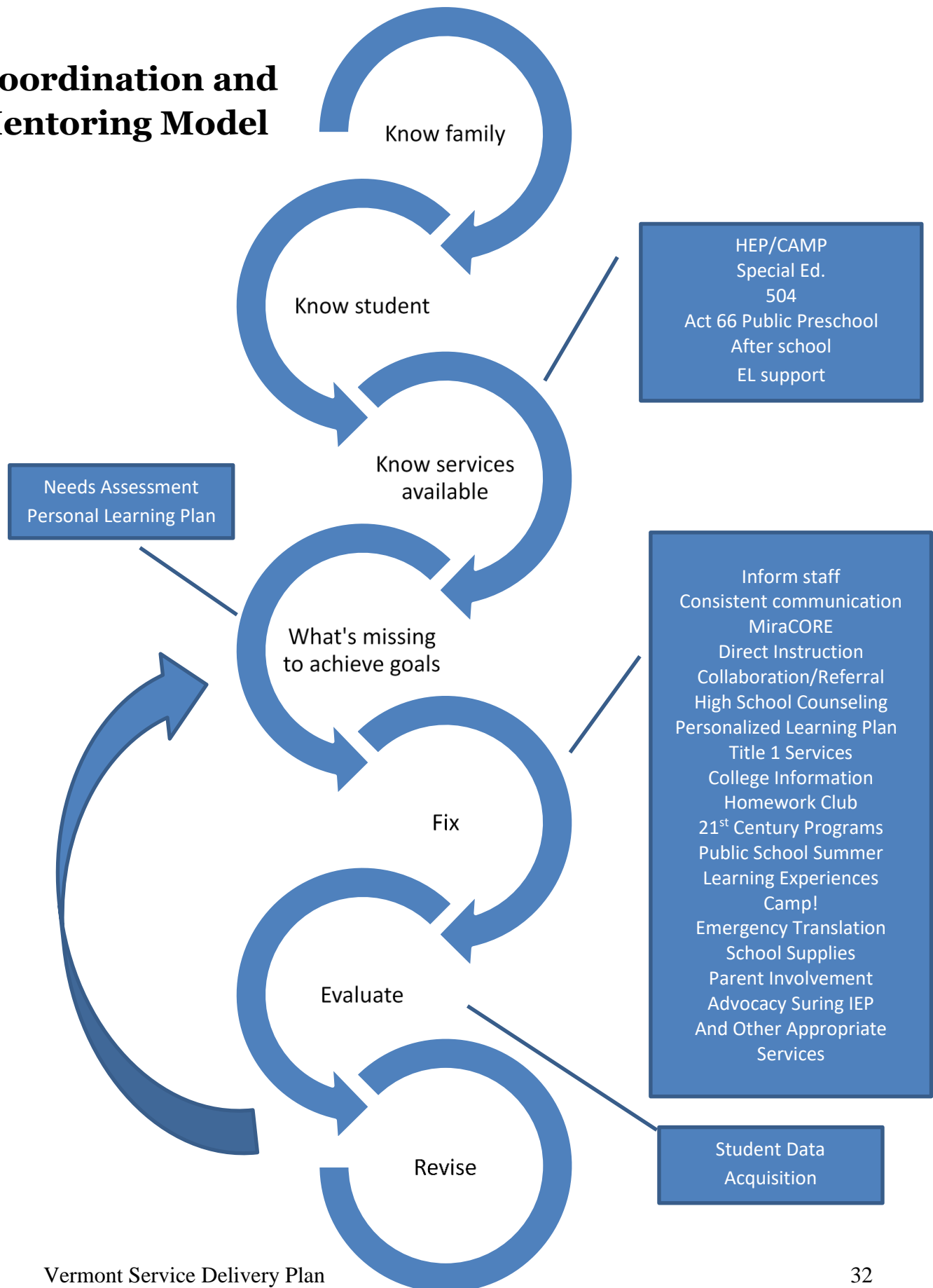


The comprehensive process for needs assessment and service delivery planning used by the Vermont MEP involved many migrant educators, administrators, parents/community representatives, and specialists with knowledge about the content areas of reading, mathematics, school readiness, promoting high school graduation, and programs and other services for meeting the unique educational needs of migrant students and families. Vermont will begin implementation of the new SDP once the alignment activities are completed, expected for the 2017-18 program year.

In the summer and fall of 2017, the Vermont MEP will continue its strategic planning and systems alignment process by undertaking the following key activities:

- Convene a small workgroup of key decision makers to focus on systems alignment. This workgroup will consist of VAE personnel including an SEA staff member with expertise in data collection and reporting, UVM staff, the in-school coordinator, and others knowledgeable about the Vermont MEP and the alignment of systems to support the implementation of the SDP.
- Revisit all data collection decisions and examine current procedures to determine whether they are in alignment with the evaluation plan described in the SDP.
- Develop new tools as necessary that measure the degree to which the MPOs have been achieved.
- Review the sub-grantee application and revise it to align with the new MPOs, strategies, and resources.
- Design and deliver an SDP rollout to include technical assistance for designing services to match SDP strategies, using new data collection forms, and reporting for new strategies and MPOs.
- Revisit the Vermont MEP monitoring tool to include accountability for progress made toward meeting the Vermont MPOs and other aspects of the new SDP.
- Revise the evaluation tool as needed to ensure that it is aligned to the new strategies, and ensure that the procedures for observing and evaluating the implementation of strategies is in place. This activity will help confirm that the data needed for the implementation evaluation is collected each year to include in the annual evaluation report.

Coordination and Mentoring Model



APPENDIX B - Vermont Migrant Education Program SDP Strategic Planning Chart

GOAL AREA 1: English Language Arts/Literacy Achievement

CONCERNS: **1.1)** We are concerned that less than 30% of migrant students in school are proficient in ELA and we have no comparable measurable data on OSY. **1.2)** We are concerned that MEP staff do not have access to ELA/Literacy data in a timely way to identify needs and deliver appropriate ELA/literacy instruction to students who are migrant. **1.3)** We are concerned that parents who are migrant do not have sufficient strategies to support their children with ELA/literacy homework.

<u>Solution strategy identified in the CNA</u>	<u>Performance Target/AMO</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>	<u>Evaluation Tools</u>
<p>1.1a) Provide full access to the variety of high quality intervention programs in schools</p> <p>1.1b) Work with schools to share data on students' ELA progress quarterly and problem solve around student needs (sharing results, info, etc.)</p> <p>1.1c) Identify appropriate ways to assess the literacy level of OSY in English and/or home language</p> <p>1.2a) Collaborate with the VAE staff to obtain their assistance with the timely sharing of progress reports and emphasize the needs of migrant children to local principals.</p> <p>1.2b) Establish communication structures and identify individuals responsible for specific actions to address barriers identified</p> <p>1.2c) Conduct internal ELA/literacy assessments to establish baseline with post assessment after migrant students receive services</p> <p>1.2d) Provide training for schools on sensitivity to migrancy and mobility, the importance of making communications accessible, and resources for migrant families to assist with interpretation and translation</p> <p>1.2e) Inform schools of their legal responsibilities to provide appropriate language services and share lists of translators/interpreters</p> <p>1.3a) Continue family fields to increase family learning/development of ELA/literacy skills</p> <p>1.3b) Provide two or more age/grade appropriate ELA/literacy resources, games, activities, and other ELA/literacy materials to parents</p> <p>1.3c) Offer parent workshops covering strategies for helping with ELA/literacy homework, school-readiness pre-literacy, and how to set up homework space in the home</p>	<p>100% proficient on the state assessment in English Language Arts</p>	<p>1.1 Provide individualized year-round coordination and mentoring services for students in grades K-12 in collaboration with schools to increase grade-appropriate ELA skills.</p>	<p>1a) Each year, 80% of children enrolled in grades K-12 and participating in MEP services will be promoted to the next grade or graduate as reported by the children' school.</p> <p>1b) Each year, 80% of MEP students receiving in-school services for at least five months will increase ELA skills by one or more levels as reported on the Classroom Teacher Rubric.</p>	<ul style="list-style-type: none"> • State Data Specialist Report • Classroom Teacher Survey (new)

GOAL AREA 2: Mathematics Achievement

<p><i>NEED/CONCERN: 2.1)</i> We are concerned that MEP staff do not have access to data in a timely way to identify needs and deliver appropriate math instruction to students who are migrant. <i>2.2)</i> We are concerned that students who are migrant do not have the fundamental math skills to be successful in later grades and their adult lives. <i>2.3)</i> We are concerned that parents who are migrant do not have sufficient strategies to support their children with math homework.</p>				
<u>Solution identified in the CNA</u>	<u>Performance Target (Goal)</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>	<u>Evaluation Tools</u>
<p>2.1a) Collaborate with the VAE staff to obtain their assistance with the timely sharing of progress reports and emphasize the needs of migrant children to local principals.</p> <p>2.1b) Establish communication structures and identify individuals responsible for specific actions to address barriers identified</p> <p>2.1c) Conduct independent math assessments and/or internal math assessments to establish baseline with post assessment after migrant students receive services</p> <p>2.2a) Contract tutors for migrant students who are behind their non-migrant peers in math</p> <p>2.2b) Enroll migrant students with needs in math in existing after-school academic/homework support programs</p> <p>2.2c) Provide activities/technology applications/resources in the home to increase evidence-based math skills through apps, games, etc.</p> <p>2.3a) Provide two or more age/grade appropriate math resources to parents to support their child's math achievement</p> <p>2.3b) Offer parent workshops covering strategies for helping with math homework, school-readiness pre-math, homework space, doing routine math games</p> <p>2.3c) Provide math activities, games, manipulatives, and resources to help parents assist their children in the home with math homework and studies</p>	<p>100% proficient on the state assessment in mathematics</p>	<p>2.1 Provide individualized year-round coordination and mentoring services for students in grades K-12 in collaboration with schools to increase grade-appropriate math skills.</p>	<p>2a) Each year, 80% of MEP students receiving in-school services for at least five months will increase math skills by one or more levels as reported on the Classroom Teacher Rubric.</p>	<ul style="list-style-type: none"> • Classroom Teacher Survey (new)

GOAL AREA 3: School Readiness

<i>NEED/CONCERN: 3.1)</i> We are concerned that children who are ages 0-5 and migrant do not have consistent and sufficient early education due to lack of transportation, parents' work schedules, lack of English proficiency, and lack of available and appropriate PK programs. <i>3.2)</i> We are concerned that parents of children who are ages 0-5 do not know how or do not have enough resources/time to support their children's social, emotional, and academic development to prepare them for kindergarten. <i>3.3)</i> We are concerned that preschool students who are migrant do not have access to high quality preschool (minimum of 10 hours/ week). <i>3.4)</i> We are concerned that preschool students who are migrant do not have a home supported literacy-rich environment.				
<u>Solution identified in the CNA</u>	<u>Performance Target (Goal)</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>	<u>Evaluation Tools</u>
3.1a) Support parents/schools in identifying local transportation options when needed. 3.1b) Promote networking to help provide transportation to early education and preschool programs for children ages 0-5. 3.1c) Provide professional development for staff and providers on how to overcome barriers that impede full participation in early education by children ages 0-5 who are migrant. 3.2a) Provide instructional home visits to model school readiness strategies 3.2b) Establish networks within the school and community to which parents can be referred to meet medical, dental, social services, ELL, and other needs. 3.2c) Provide parent leadership activities. 3.2d) Provide training for parents and prepare materials for parent use in the home to assist with preparing their children to be ready for school. 3.2e) Provide literacy resource materials for parents to use with their children in the home. 3.3a) Work with state ECE leadership to coordinate assessments and facilitate communication about pre-K services. 3.3b) Work with parents to identify and access high quality preschool, and help problem-solve barriers to attendance. 3.3c) Coordinate with community resources providers to remove barriers to migrant children's attendance in pre-K programs. 3.4a) Support parents with literacy materials including books to read to their children 3.4b) Provide family literacy home visits to model activities that parents can do with their children 3.4c) Sponsor parent events that promote pre-literacy strategies and activities to do in the home.	N/A	3.1 Provide year-round coordination and mentoring for preschool students and their families to increase school readiness and enrollment in high quality preschool programs.	3a) Each year, 80% of 3-5 year old children enrolled in a high quality preschool for at least 10 hours/week or receiving at least six in-home early literacy interventions per trimester, will receive an age-appropriate score on the Vermont Ready for Kindergarten! Survey.	<ul style="list-style-type: none"> • In-school Coordinator Report (new)
		3.2 Develop and support family literacy through early literacy intervention services and increase parents' ability to support their children's education.	3b) Each year after participating in family literacy services, 80% of participating parents will report an increased ability to support their children's education through a rating of four or five on a five-point scale.	<ul style="list-style-type: none"> • Parent Survey for Early Literacy (new)

GOAL AREA 4: High School Graduation and Out-of-School Youth

NEED/CONCERN: **4.1)** We are concerned that over 50% of OSY have not attended school beyond 8th grade and have limited literacy. **4.2)** We are concerned that H.S. students who are migrant and OSY are not able to attain their educational goals. **4.3)** We are concerned that secondary-aged students exhibit many characteristics associated with at-risk for H.S. dropout. **4.4)** We are concerned that OSY are limited in English proficiency which may limit their access to education and other services, resources, and opportunities. **4.5)** We are concerned that schools are not assessing OSY readiness for a high school programs. **4.6)** We are concerned that OSY do not have access to, or skills to use, computers and the Internet.

<u>Solution identified in the CNA</u>	<u>Performance Target (Goal)</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>	<u>Evaluation Tools</u>
4.1a) Offer professional development for staff on migrancy/mobility and H.S. completion strategies 4.1b) Provide targeted instruction based on assessment data on OSY 4.2a) Promote the economic benefits of education to students who have not attained their established educational goals 4.2b) Work with schools on flexible graduation plans using a template (i.e., HSCP) 4.2c) Establish goal setting incorporating student work and economic goals 4.3a) Provide guidance, mentoring, and counseling assistance to migrant families on the benefits of staying in school & post-secondary options 4.3b) Develop research/evidence-based literacy instruction for OSY 4.4a) Partner with ABE providers for local ELL classes 4.4b) Bring formal, practical English classes onsite with employer buy-in 4.4c) Continue to promote distance learning and “bite-sized” app-based practice 4.5a) Identify instruments to assess OSY readiness for high school programs (e.g., TABE-M) 4.5b) Help students and staff request transcripts 4.5c) Utilize the OSY Consortium to identify promising practices in assessment in other states 4.6a) Provide technology mentors 4.6b) Increase access to basic computer classes through local ABE providers 4.6c) Establish a system for a device setup and distribution program 4.6d) Use the OSY Profile and Farm Sheet to monitor OSY with Internet and cell service	Number of 12th grade migrant students is less than 30. Number of graduate is reported	4.1 Provide secondary-aged migrant students with individualized year-round guidance, mentoring, and counseling that leads to high school graduation and informed by their Personalized Learning Plan (PLP).	4a) Each year, 80% of MEP students in grades 9-12 will be on track toward graduation as measured by a PLP that meets Vermont’s Education Quality Standards’ requirements.	<ul style="list-style-type: none"> • In-School Coordinator report (new)
		4.2 Provide year-round coordination and mentoring for OSY to increase academic skills to include English language lessons, life skills, and technology skills.	4b) Each year, 75% of OSY receiving direct instruction for at least 10 hours will score proficient on at least one appropriate OSY lesson.	<ul style="list-style-type: none"> • MIS2000 Services Report
		4.3 Assist OSY to articulate goals and create a personalized learning plan in coordination with the OSY consortium materials.	4c) Each year, all OSY who enter Tier 2 services will have a personalized learning plan that meets VT MEP standards.	<ul style="list-style-type: none"> • OSY Coordinator report (new)
		4.4 Provide year-round coordination and mentoring for OSY to make progress on their personalized learning plan toward career and/or high school graduation.	4d) Each year, 80% of OSY participating in Tier 2 services for at least 30 hours will complete at least 50% of their personalized learning plan objectives.	<ul style="list-style-type: none"> • OSY Coordinator report (new)

Appendix C: CNA Table of Contents

TABLE OF CONTENTS Vermont Migrant Education Program Comprehensive Needs Assessment (CNA) Update Report

1. INTRODUCTION	5
The Comprehensive Needs Assessment Process in Vermont.....	5
Data Collection and Decision-making Procedures	5
Organization of the CNA Report	6
2. AUTHORIZING STATUTE AND GUIDANCE.....	7
Purpose of the CNA.....	7
Preparation Phase of the Vermont CNA.....	7
3. PHASE I: EXPLORING “WHAT IS”	9
Overview of Phase I: Exploring “What Is”.....	9
Goals and Factors Related to Migrant Student Success.....	9
Seven Areas of Concern.....	10
Vermont Concern Statements	12
4. PHASE II: GATHERING AND ANALYZING DATA.....	14
Migrant Student Profile.....	14
5. PHASE III: MAKING DECISIONS	18
English Language Arts/Literacy Achievement.....	18
Mathematics Achievement.....	20
School Readiness	21
High School Graduation and Services for OSY	23
Next Steps in Applying the Results of the CNA to Planning Services.....	25
Appendices	28
APPENDIX A: CNA Data Tables.....	29
APPENDIX B: Meeting Agenda.....	42
APPENDIX C: CNA Decisions and Planning Chart.....	43
APPENDIX D: Needs Assessment Surveys.....	48

AGENDA



Vermont Agency of Education Migrant Education Program Service Delivery Plan Meeting October 26, 2016

- 8:30 – 8:45 Welcome, introductions, and overview of the meeting
- 8:45 – 9:00 Getting on the same page: The SDP Update, MEP planning cycle, and SDP requirements
- 9:00 – 9:30 Reviewing the existing Vermont MEP SDP
- Activity #1 (Individual): Identify key strategies and components
 - Identify direct student services to evaluate
- 9:30 – 9:45 Break
- 9:45 – 10:00 Review and discuss solution strategies from the CNA
- 10:00 – 11:00 Activity #2 (Small group) Discuss and write strategies for the SDP update. Use the solutions identified during the CNA meeting as a guide.
- 11:00 – 11:30 Activity #3: Review strategies from other groups and make changes and suggestions.
- 11:30 – 12:00 Review existing MPOs and state performance targets
- 12:00 – 1:00 Working lunch will be provided
- 1:00 – 2:00 Activity #4 (Small Group): Discuss and write MPOs for measuring the effectiveness of the strategies.
- 2:00 – 2:30 Activity #5: Discuss and make recommendations about MPOs; debrief as a large group
- 2:30 -3:00 Review and discuss other SDP components
- Making PFS determinations
 - State monitoring and technical assistance plan
 - Professional development plan
 - Parent involvement plan
 - Identification and recruitment plan
- 3:00 – 3:30 Wrap up and next steps

Meeting Objectives

- 1) Understand the SDP process
- 2) Update MEP strategies
- 3) Update MPOs to evaluate strategies
- 4) Review and update other SDP components