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Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

2013-14

PROGRAM EVALUATION

Migrant Education Evaluation and Program Improvement

Prepared for: **Office of English Learning and Migrant Education**
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GLOSSARY OF ACRONYMS

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CNA	Comprehensive Needs Assessment
ECA	End-of-Course Assessment
EL	English Learner
ELA	English Language Arts
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
GED	General Education Development
HS	High School
IDOE	Indiana Department of Education
ID&R	Identification and Recruitment
IN	Indiana
ISTEP+	Indiana Statewide Testing of Educational Progress Plus
LAS	Language Assessment System
LEA	Local Education Agency
LEP	Limited English Proficiency
LOA	Local Operating Agency
MEP	Migrant Education Program
MIDAS	Migrant Data and Information Access System
MPO	Measureable Program Outcome
MSIX	Migrant Student Information Exchange
NCLB	No Child Left Behind
NRG	Non-Regulatory Guidance
OME	Office of Migrant Education
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PD	Professional Development
PFS	Priority for Services
PK	Pre-Kindergarten
PPVT	Peabody Picture Vocabulary Test
SDP	Service Delivery Plan
SEA	State Education Agency
TMC	Head Start Project Teaching and Mentoring Communities

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1 Introduction

This report presents documentation, data, conclusions, and recommendations on the delivery of Indiana Migrant Education Program (MEP) services for the 2013-14 school year including the summer months. Administered by the Indiana Department of Education (IDOE), the MEP assists schools in helping migrant children and youth meet state expectations for achievement that may be negatively impacted by students' frequent migration and interrupted schooling.

To fulfill its mission, the MEP: 1) recruits migrant students eligible for the program, provides supplemental education services; 2) provides supplemental instructional and support services designed to help students in participate fully in their education and meet state content and state performance outcomes; 3) coordinates among local education agencies, community service organizations, and businesses to assist migrant families; 4) coordinates with parents and community members on the design, development, delivery, and evaluation of migrant programs; and 5) collaborates with other states, national agencies, and organizations to ensure continuity of instruction for migrant students.

Educational requirements for migrant students were identified through a Comprehensive Needs Assessment (CNA) process completed in August 2011 that the MEP used to design the Service Delivery Plan (SDP) outlining how the program would meet the identified needs. Included in the SDP completed in February 2012, is the plan for evaluation that outlines how progress toward the implementation and outcomes of migrant education services are determined. The 2013-14 school year is the second year in which the CNA and SDP served as a guide for the measurement of program implementation and performance outcomes.

Indiana has made progress in 2013-14 by changing the implementation model from a school corporation-based structure to a regional structure in both recruiting and services implementation. The regional structure allows Indiana to provide services throughout the state to all identified migrant students, starting with those with the greatest needs, rather than just to those in areas with student numbers justifying a subgrant to a local school corporation. The Indiana MEP included six regions that provided direct services to migrant students and a seventh region that implemented statewide initiatives such as identification and recruitment (ID&R), professional development, and technology integration. Changes in the structure of the program resulted in increases in the scope and quality of services as discussed in the implementation evaluation section.

Implementation of program services is evaluated in the *Program Implementation and Support Services* section of this report to determine areas that the state should target for continuous improvement efforts. Progress made on **measureable program outcomes** (MPOs) in the areas of English language arts, mathematics, school readiness, and secondary/out-of-school youth (OSY) achievement and high school graduation is examined in the *Results* section of this report.

Sources of data for this evaluation report included observations recorded on a site observation protocol that were made by MEP staff and the external evaluator; interviews with MEP staff; survey data submitted by local MEP staff and parents; demographic data retrieved from the state website; Migrant Data and Information Access System (MIDAS); the Consolidated State Performance Report (CSPR) and the MPO report; student assessment results; and other achievement outcomes. Note: the most recent CSPR available at the time of this report was for the 2012-13 school year. The goals of the evaluation were to:

- analyze the extent to which the MEP is meeting the predetermined MPOs;
- determine the fidelity of project services to the state SDP;
- observe and document the success of the MEP and areas needing revision;
- analyze outcome data to identify the strengths of the program and the areas that need fine-tuning in order to improve the attainment of MPOs; and
- report the results of the evaluation to state MEP staff for their use in assisting local MEP sites to make continuous improvement and assist the State MEP to comply with federal and state reporting requirements.

In addition to this brief introduction, the remainder of the report is divided into five sections: Evaluation Methodology; Evaluation Context; Program Implementation and Support Services; Results; and Conclusions, Commendations, and Recommendations.

2 Methodology

In 1966, Congress included language in the Elementary and Secondary Education Act (ESEA) to help the children of migrant farmworkers and establish the Office of Migrant Education (OME). Currently, state MEPs provide supplemental instruction and support services to children of migratory workers and fishers. These programs must comply with federal mandates as specified in Title I, Part C of the ESEA.

The ESEA governs all Federally-funded educational programs. The reauthorization language of this law was built on more than 40 years of experience in implementing and evaluating programs designed to improve educational achievement for economically disadvantaged, migratory, English learners (ELs) and other students in at-risk situations. The ESEA requires districts to provide comprehensive services through the coordination of and collaboration with locally- and federally-funded programs.

Supplementary MEP funds must be used to meet the identified needs of migrant children as well as meet the intent and purpose of the MEP. These migrant funds must supplement and not supplant other local and state funding.

The State of Indiana has established high academic standards for all students and holds the Indiana public education system accountable for providing all students with a high quality education that enables them to achieve their full potential. The Indiana standards support Title I, Part C, section 1301 of the ESEA for the Education of Migratory Children to ensure that migrant students have the opportunity to meet the same challenging state content standards and challenging state student performance standards that all children are expected to meet.

Section 1001 of ESEA further states, “The Congress declares it to be the policy of the United States that a high-quality education for all individuals and a fair and equal opportunity to obtain that education are societal good, are a moral imperative, and improve the life of every individual, because the quality of our lives ultimately depends on the quality of the lives of others.”

States are required to evaluate the effectiveness of the MEP and to provide guidance to their local projects on how to conduct local evaluations. In its most recent *Non-Regulatory Guidance* (October 2010), OME indicates that evaluations allow SEAs and local operating agencies to:

1. determine whether the program is effective and document its impact on migrant children;
2. improve program planning by comparing the effectiveness of different types of interventions;
3. determine the degree to which projects are implemented as planned and identify problems that are encountered in program implementation; and
4. identify areas in which children may need different MEP services.

To achieve these results, OME requires that State Education Agencies (SEA) conduct an evaluation that examines both program implementation and program results. In evaluating program *implementation*, the State should answer questions such as:

- Was the local project implemented as described in the approved project application? If not, what changes were made?
- What worked in the implementation of the MEP?
- What problems did the project encounter?
- What improvements should be made?

In looking at program *results*, OME requires that a program's actual performance be compared to "*measurable outcomes established by the MEP and State's performance targets, particularly for those students who have priority for service*." To investigate the effectiveness of its efforts to serve migrant children and improve services based on comprehensive and objective results, the Indiana MEP conducted an implementation and outcome evaluation of its MEP.

Sources of data for this evaluation report include onsite visits from a third party evaluator; observations by MEP staff; mobility, participation, and demographic data from MIDAS; a summary of participation and outcomes data from reporting forms completed by State MEP staff; surveys completed by MEP staff, migrant parents, and migrant students; and student assessment results. The goals of the evaluation are to:

- review services to ensure that they were implemented as intended;
- document the success of services for program validation;
- analyze information to identify the strengths of services and make recommendations on the areas in which improvement is needed; and
- report the results of the evaluation to IDOE staff to disseminate to policy makers and decision makers within the state.

This evaluation report follows the guidance found in the Office of Migrant Education Toolkit (http://results.ed.gov/program_evaluation_toolkit) with particular emphasis on the revised checklist for written reports. The following items from the checklist are identified within this report:

- The state MEP documents the evaluation in a written report (34 CFR Section 200.84).
- The state MEP provides specific implementation results that demonstrate the level of fidelity in the implementation of regular year and summer/intersession activities and services contained within the SDP (34 CFR Section 200.84).
    - Source: site visits from the external evaluator and SEA staff and the completed Fidelity to Service Delivery Plan and Application Matrix
- The state MEP provides performance results data for PFS and other migrant students compared to all other students and the state's performance targets (34 CFR Section 200.84).

    - Source: MIDAS disaggregation
- The state MEP provides implications and recommendations for improvement of services, based upon implementation results and performance results data (34 CFR Section 200.85).
- The state MEP provides a full evaluation report every two to three years and progress on MPOs annually.
- The state performs an annual performance and results evaluation in order to inform SEA decision-making.
- Upon the results of the full evaluation, the state describes specific changes to the SDP and services that were made based upon the evaluation of implementation results and performance results (34 CFR 200.85).

This evaluation report provides summary information on the accomplishments made by students and MEP staff in Indiana. These accomplishments were reviewed in light of the MPOs outlined by the state MEP in its SDP and carried through to local program applications and services.

An external evaluation firm, META Associates, was contracted to help ensure objectivity in evaluating the Indiana MEP, to examine the effectiveness of services, and to make recommendations to help the state improve the quality of the services provided to Indiana migrant students. To evaluate the services, the external evaluators and/or project staff were responsible for:

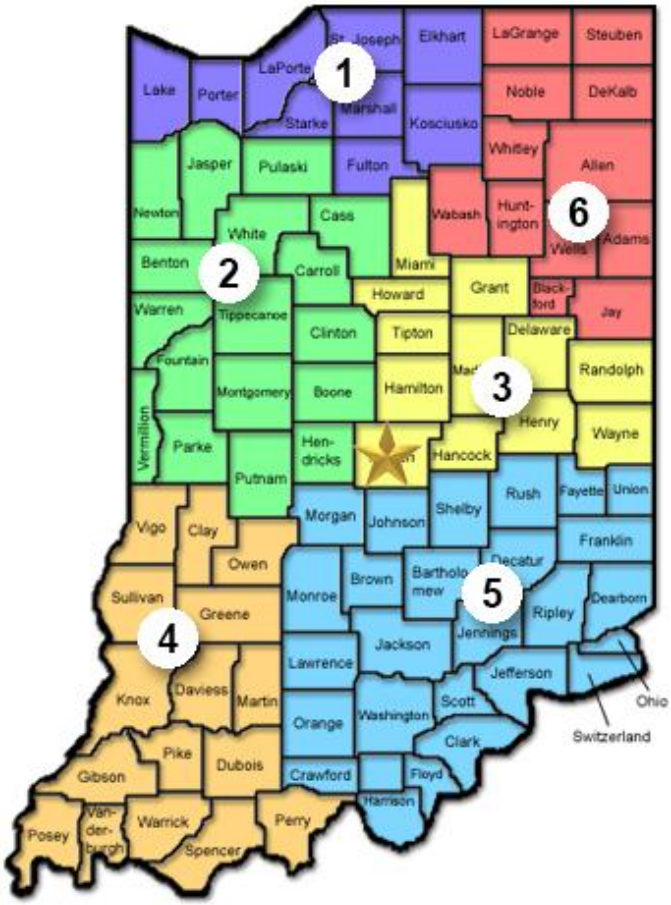
- maintaining and reviewing interview records, logs, attendance sign-in sheets, meeting notes, and other anecdotal evaluation tools;
- reviewing student achievement data and other outcomes; and
- preparing an evaluation report to provide information about the extent to which program processes such as migrant student ID&R, the comprehensive needs assessment, professional development, and the activities described in the Indiana SDP were implemented as planned. Student outcomes and achievement related to content and performance standards also are included in the annual report.

Data analysis includes descriptive statistics using means and frequencies; trend analysis identifying substantial trends in the data summarized according to notable themes and broken out by achievement of the SDP areas of language arts, mathematics, school readiness and secondary/OSY achievement and high school graduation; and analyses of representative self-reported anecdotes about successful program features and aspects of the program needing improvement.

3 Evaluation Context

Program Description

The MEP is a state-operated program which signifies that funds go directly to the State Education Agency. The state then sub-allocates to local operating agencies (LOAs). Indiana funds six regional service providers (See the map below), two local program operations, and a statewide coordination grant. Each region is responsible for identifying and serving all migrant students in the counties for that region. During the previous school year, regional programs received startup funding to purchase materials, design outreach services, recruit staff, and other activities associated with program startup. Program services were fully implemented beginning in the 2013-14 school year and continuing on into the summer.



Statewide, 1,087 migrant children were eligible for MEP services during 2012-13 (the most recent year for which eligibility counts have been verified). Exhibit 1 provides a longitudinal snapshot of the total number of children and youth identified from birth through age 21 over the past four years. Each year the number of migrant students identified has decreased. This is due to several factors. Changes in agriculture have decreased the need for labor for some crops. Fears regarding immigration laws have discouraged some families from migrating. The increasing cost of gasoline has made long migrations from Texas less cost effective in some areas. Changes in MEP regulation and guidance has decreased the number of potentially eligible families within some industries.

Exhibit 1
Total Eligible Migrant Children 2009-10 to 2012-13

2009-10	2010-11	2011-12	2012-13
1,599	1,451	1,126	1,087

Source: CSPR Part II, 2009-10 through 2012-13

Exhibit 2 displays the number and percentage of migrant eligible students served for PFS, LEP, children with disabilities, and those with regular term moves for the 2012-13 school year. Of the

979 students ages 3 through 21 identified, 191 (19%) were considered as having a priority for service (PFS), 297 (29%) were classified as Limited English Proficient (LEP), 24 (2%) were identified through the Individual with Disabilities Education Act (IDEA), and 369 (38%) had a move during the regular term. The percentage of students by grade level (not including young children not yet in school) with a PFS designation ranged from 13% of kindergartners to 37% of twelfth graders.

Exhibit 2
Indiana Migrant Student Demographics

# Students	PFS		LEP		IDEA		Regular Term Move	
	#	%	#	%	#	%	#	%
979	299	31%	304	31%	24	2%	369	38%

Source: CSPR Part II, 2012-13

Most migrant students that travel to Indiana do not attend classes in Indiana during the regular school year. Of those who do attend during the regular school year, 75% attend fewer than the 162 days that constitute a full academic year.

Sub-allocation Process

In making decisions about sub-allocations to its regional centers, local programs, and statewide coordination initiative, the Indiana SEA takes into account several factors including the needs of migrant children, the number of eligible students, the number of students who were designated PFS, and the availability of other federal funds.

PFS is built into the state application process for migrant funding and is determined according to federal definition and guidance. It includes students meeting both of the following criteria.

1. Migratory children who are failing or most at risk of failing to meet the state's challenging academic content standards.
2. Whose education has been interrupted during the regular school year.

To meet the first criterion, one of the following must apply:

- Student did not pass ISTEP+ or End of Course Assessment (ECA) Language Arts or Math from the preceding school year
- Classified as limited English proficient (LEP) as determined by the LAS Links Placement or LAS Links Annual Assessment
- Student was retained from the previous school year
- Student's grade placement is not age appropriate
- Student failed at least one section of the Texas Assessment of Knowledge and Skills (TAKS) or State of Texas Assessment of Academic Readiness (STAAR)
- Student is behind on accruing credits toward graduation requirements
- Student has current Individual Education Plan (IEP) on file

- Student is below grade level on a locally administered assessment (DIBELS, Acuity, etc.)
- Student has grades indicating below average performance in math, language arts, sciences, or social studies
- Other reason indicated by a teacher that a student is at risk for failing to meet academic content standards

Schools are required to have a process in place to ensure the migrant students with PFS are enrolled in services first and to track services provided to each student. Documentation of PFS students was maintained through the supplemental spreadsheet that contained all PFS factors (see Appendix E). Data were reported by student.

Twelve percent (12%) of students served during the summer had priority for services and 59% served during the regular term were PFS. Exhibit 3 displays the number of students served in the regular and summer terms and the number and percentage of PFS students served.

Exhibit 3
Number Served and PFS Status for Regular and Summer Terms

Served Regular Term	PFS Served Regular Term		Served Summer	PFS Served Summer	
	N	%		N	%
322	191	59%	160	38	12%

Source: CSPR 2012-13

State Education Agency Monitoring Process

While the MEP is administered by the state, it provides sub-grant funds to allow services to be provided to migrant students at the school level. Oversight and compliance monitoring is conducted by the IDOE. The monitoring plan includes both the compliance monitoring process as well as the follow-up and ongoing technical assistance that supports project implementation and student achievement.

To monitor local MEPs, the IDOE uses a tool that is based on OME's *Guidance for Monitoring Title I, Part C—Migrant Education* (see Appendix D). The state has taken this document and expanded it to contain the MPOs and strategies found in its SDP and a rubric that contains quality indicators on which the state can observe and gather evidence to go beyond determination of "in compliance" and "out-of-compliance."

Another important part of the IDOE monitoring is the review of budgetary information as well as the review of programmatic areas. Evidence of the following items is requested during each monitoring visit:

- Provide supplementary services that go beyond the full range of services that are available for migratory children from other appropriate local, state, and federal programs assuring that migrant services support, not supplant, said services for which the migrant students qualify.
- Ensure that funds received under this part will be used only –
  - for programs and projects including the acquisition of equipment, in accordance with section 1306:
  - to promote interstate and intrastate coordination of services for migratory children including educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another.
  - to coordinate such programs and projects with similar programs and projects within the state and in other states, as well as with other federal programs that can benefit migrant children and their families.
- Maintain such records as may be required for program and fiscal audits.

Monitoring by IDOE MEP staff through onsite visits occurs at least once every two years. The regions are on a two-year cycle with half being monitored each year. In addition, desk monitoring through telephone, video conferencing, and email correspondence is ongoing with all funded regions. Meetings are scheduled with MEP staff at a minimum of twice each year to discuss issues of importance to the MEP and to share information to assist projects with implementation. Technical assistance is provided by the SEA on an as-needed and as-requested basis.

The accuracy of documentation for Certificates of Eligibility (COEs) and other quality control processes are verified by the IDOE as part of the state quality control plan. This aspect of monitoring is described further in the Identification and Recruitment sub-section of this report.

4 Program Implementation and Support Services

This section provides a description of the instructional and support services provided by MEPs across Indiana as well as staff and parent suggestions. and observations. The implementation of the services was examined for effectiveness through onsite observations using a Quality of Strategy Implementation (QSI) rubric (see Appendix C), interviews, surveys, and an examination of data available on number of students served and program activities provided. Recommendations for improvement based on this analysis are included in the *Conclusions, Commendations, and Recommendations* section of the report.

Strategy Implementation Levels

Three of the six regions received onsite visits during the summer of 2014. The remaining three regions will receive visits during 2015. Exhibit 4 provides a summary of implementation levels for each strategy in the Indiana SDP. See Appendix C for the full site report including descriptions of records reviewed and observations for each strategy. Ratings are based on classroom observations, site visits, records review, and staff interviews. Note that not all strategies are relevant to every site. Levels 4 and 5 indicate that the site is implementing the strategy with fidelity to the SDP. Levels 1, 2, and 3 indicate that the strategy was not implemented as designed.

All but three strategies observed were implemented with fidelity. Strategies 4.3, 4.8, and 4.12 in the area of high school graduation could be improved. These strategies address utilizing records transfer systems and coordinating with sending states to place students appropriately and ensure the transfer of credits. During site visits, some staff were unaware of the MSIX and what information was available regarding students who arrived from other states (primarily Florida and Texas). See the recommendations section for steps advised to improve coordination efforts. The exhibit below displays the percentage of sites that received visits that were implementing strategies with fidelity and the mean rating on the 5-point scale.

Exhibit 4
Quality of Strategy Implementation Ratings for Regions Receiving Site Visits

Strategies identified in the SDP English Language Arts	Percent of Sites Implementing Strategy with Fidelity	Mean Rating
1-1 Provide effective, evidence-based supplemental services in English Language Arts (ELA)	100%	4.0
1-2 Ensure that sufficient support services are available to facilitate the participation of all migrant students, especially PFS	100%	4.7
1-3 Ensure that migrant students receive accommodations and remediation as per IEPs, ILPs, and/or other general education intervention	100%	4.3
1-4 Provide parent activities (two for a regular year program or one in a summer program) in the school and/or in the home, including information about the US & Indiana education system, opportunities for involvement, reading materials, and/or language strategies	100%	4.0

Strategies identified in the SDP English Language Arts	Percent of Sites Implementing Strategy with Fidelity	Mean Rating
1-5 Improve instruction in ELA by training migrant staff to use evidence-based strategies with migrant students	100%	4.0
1-6 Provide before or after school tutoring, peer tutoring, supplementary language tutoring and instruction, and classroom support	100%	4.0
1-7 Provide alternative delivery systems for ELA instruction for students who cannot attend site-based programs	100%	5.0
1-8 Ensure that technology tools are available to meet the unique needs of migrant students	100%	4.3
1-9 Hire bilingual staff to act as aides, interpreters/translators, parent liaisons or after school tutors as possible and necessary	100%	4.0
1-10 Provide summer/fall programs and instruction using content- and evidence-based reading strategies	100%	4.0
1-11 Collaborate with other service providers & libraries to send home literacy materials	100%	4.0
1-12 Provide instruction for parents about strategies that can be used in the home to help increase student reading skills	100%	4.0
1-13 Provide professional development to staff working with EL migrant students in strategies for ELs	100%	4.0

Strategies identified in the SDP Mathematics	Percent of Sites Implementing Strategy with Fidelity	Mean Rating
2-1 Provide effective, evidence-based supplemental services in math	100%	4.0
2-2 Ensure that sufficient support services are available to facilitate the participation of all migrant students, especially PFS	100%	4.7
2-3 Ensure that migrant students receive accommodations and remediation as per IEPs, ILPs, and/or other general education intervention	100%	4.3
2-4 Provide parent activities (two for a regular year program or one in a summer program) in the school and/or in the home, including information about the US & Indiana education system, opportunities for involvement, math materials, and/or instruction strategies	100%	4.0
2-5 Improve instruction in math by training migrant staff to use evidence-based strategies with migrant students	100%	4.0
2-6 Provide before or after school tutoring, peer tutoring, supplementary math tutoring and instruction, and academic support	100%	4.0
2-7 Provide alternative delivery systems for math instruction for students who cannot attend site-based programs	100%	5.0
2-8 Ensure that technology tools are available to meet the unique needs of migrant students	100%	4.3
2-9 Hire bilingual staff to act as aides, interpreters/translators, parent liaisons or after school tutors as possible and necessary	100%	4.0
2-10 Provide summer/fall programs and instruction using content- and evidence-based math strategies	100%	4.0
2-11 Provide instruction for parents about strategies that can be used in the home to help increase student math skills	100%	4.0
2-12 Provide professional development to staff working with EL migrant students in strategies for ELs	100%	4.0

Strategies identified in the SDP School Readiness (Preschool)	Percent of Sites Implementing Strategy with Fidelity	Mean Rating
3-1 Ensure migrant children who have an identified issue on a health screening (including immunizations, hearing , vision, etc.) are referred for appropriate	N/O	N/O

Strategies identified in the SDP School Readiness (Preschool)	Percent of Sites Implementing Strategy with Fidelity	Mean Rating
services		
3-2 Inform migrant parents of children four and older about availability of early childhood education services	100%	4.0
3-3 Collaborate with community and state agencies and organizations to provide ECE, special education, and comprehensive services such as health, mental health, oral health, family support, nutrition, etc.	100%	4.0
3-4 Ensure staff that work with migrant children and families receive professional development on cultural competencies, quality instruction, and how to address the unique needs of migrant children and families	100%	4.0
3-5 Provide parent education and materials (e.g., books) that address the use of home language, dialogic reading strategies, other early literacy strategies, parenting skills, parent's role in supporting child's learning in formal education settings, enhancing parent-child communication, and/or other needs identified by parents	100%	4.0
3-6 Ensure flexible scheduling of ECE services to accommodate parent schedules and needs (e.g., provide adequate wrap-around child care funding, transportation, etc.)	100%	4.0
3-7 Provide or collaborate to provide site- or home-based early childhood education services	100%	4.0

Strategies identified in the SDP Secondary/OSY Achievement and High School Graduation (9-12 and OSY)	Percent of Sites Implementing Strategy with Fidelity	Mean Rating
4-1 Provide opportunities for credit accrual through evening classes, flexible scheduling, online classes, and alternative programs	100%	4.0
4-2 Provide appropriate support services to help students participate in their education and extra-curricular activities	100%	4.7
4-3 Utilize available records transfer systems to ensure students are placed appropriately and are able to transfer credits and accrue credits for graduation	67%	3.7
4-4 Provide or coordinate with community agencies to assist migrant students in accessing needed support	100%	4.0
4-5 Conduct PD about strategies for success for migrant students and youth including but not limited to evidence-based strategies for credit accrual and college and career readiness; class scheduling for migrant students to assist in attaining necessary course credits and instruction time, or strategies found to be successful with ELs in the content areas	100%	4.0
4-6 Encourage parent participation in PACs, parent workshops, and parent academies through flexible scheduling and ensuring that parents are given the opportunity to provide input	100%	4.0
4-7 Ensure that appropriate technology supports/tools are available to meet the unique education and language needs of migrant students	100%	5.0
4-8 Assist students in setting and meeting graduation and career goals through leadership groups, extracurricular activities, and career oriented activities	67%	3.7
4-9 Provide access to remediation software and online courses as appropriate to student ed. needs	100%	4.3
4-10 Provide tutoring at home and school and with flexible scheduling	100%	4.0
4-11 Collaborate with local health services agencies and corporation nurses to provide health education	100%	5.0
4-12 Develop partnerships with programs in sending states to ensure continuity of instruction	67%	3.7
4-13 Provide health education to students and parents regarding applicable social issues that may interfere with a child's education such as STDs, pregnancy, obesity, gangs, alcohol, and drugs.	100%	4.5
4-14 Provide parents with materials to help them support their child's education in the	100%	4.0

Strategies identified in the SDP Secondary/OSY Achievement and High School Graduation (9-12 and OSY)	Percent of Sites Implementing Strategy with Fidelity	Mean Rating
home including information about H.S. graduation, GED , and post-secondary opportunities		
4-15 Provide opportunities for OSY to meet education and career goals through GED preparation, ESL instruction, life skills courses, and/or adult basic education	N/O	N/O
4-16 Monitor recruitment reports about OSY in the area and begin services within 14 days of recruitment	N/O	N/O

N/O—Not observed

Student Services

Student services include instructional services provided by teachers and paraprofessionals in various settings such as in-class tutoring, after school programs, and summer school. High school graduation services include credit accrual, instructional services to fill gaps in education, and postsecondary preparation and planning. Support services include health and nutrition services; medical and dental services; transportation; and other services that help migrant students participate fully in their education.

A total of 322 students received services representing 33% of the students ages 3 through 21 who were identified. This information was verified prior to the changes made in implementation. Initial information from state systems indicate that the percent served in 2013-14 was much greater. However, certified details were not available at the time this report was completed. By grade level, the percent served ranged from 1% of OSY to 57% of third graders. Exhibit 5 displays the number of students participating during the program year by grade level.

Exhibit 5
Participation in MEP Services by Grade Level 2012-13

Grade	Number Eligible	Participants	
		#	%
Ages 3-5	102	2	2%
K	72	26	36%
1	69	23	33%
2	60	30	50%
3	53	30	57%
4	65	30	46%
5	54	29	54%
6	63	23	37%
7	58	19	33%
8	59	26	44%
9	83	27	33%
10	60	27	45%
11	68	20	29%
12	26	9	35%
OSY	87	1	1%
Total	**979**	**322**	**33%**

Source: CSPR 2012-13

Indiana places an emphasis on instructional services in the delivery of the MEP as evidenced in reports of services provided. Eighty-eight percent (88%) of students served in the regular term received an instructional service, and 66% of students served in the summer term received an instructional service. Exhibit 6 displays the number and percent of students receiving services and the type of service by term.

Exhibit 6
Migrant Students Served by Grade Level, Term, and Type of Service

Regular Term					Summer Term				
Served	Instructional Services		Support Services		Served	Instructional Services		Support Services	
Number	Number	%	Number	%	Number	Number	%	Number	%
322	283	88%	248	77%	160	106	66%	102	64%

Source: CSPR 2012-13

Following **site visits and monitoring** performed in 2012-13, state MEP staff identified that some programs were operating with outdated instructional technology (using cassette decks and old paper-based materials). Though many school corporations had updated materials for the regular school term, these often were unavailable to migrant students in a summer program. The state decided at the end of the 2012-13 year to provide a “refresh grant” to migrant programs in order to purchase new instructional technology for migrant students. Funds were used to purchase computers, tablets, software and other instructional technologies. Programs designed to increase the scope of services continued into 2013-14 with the implementation of the regional model and the goal of identifying and serving 100% of migrant students in the state.

Indiana held two statewide meetings on May 20, 2014 and September 17, 2014, to collect data for the regular term and summer terms as part of the Continuous Improvement Cycle. The objectives of the meetings were to

1) Collect data for the Indiana MEP implementation and results evaluation;
2) Verify data in the migrant student database;
3) Describe how Indiana MEP strategies were implemented; and
4) Present local results and best practices.

All six regions and two local programs (Elwood and Logansport) presented about their programs by providing pictures, staff and parent feedback, descriptions of program services, and success stories. Sites described successful collaborations with universities and community services providers that included health and academic support.

With the technology refresh grants provided in 2012-13 and the 2013-14 grants, sites were able to update technology, including the creation of one-to-one iPad programs and mobile technology labs designed to provide services to migrant students in rural areas and at migrant camps. The one-to-one initiative allowed sites to implement the researched-based online

reading platform myON. The myON reader is a personalized literacy program that provides access to a large integrated collection of digital books with reading supports, customized to a student's interest and reading abilities. Created to enhance the reading experience, myON reader develops an individual profile for each student based on his or her interests and reading ability, and generates a recommended book list. It includes over 6,900 nonfiction and fiction books, leveled reading materials from beginner through college level, and bilingual Spanish and English titles. See Appendix B for the technology plan created in 2013-14 that will be fully implemented in 2014-15.

Common **successes** described by sites included:

- High attendance rates
- Growth on reading and math assessments
- Positive parent involvement
- Extensive technology integration
- Increased excitement among students surrounding learning

Common **challenges** described included:

- Weather delaying and destroying some crops
- Time for instruction and assessments
- Interstate communication and collaboration
- Providing services for high school students working in the fields

In addition to increasing the number and percent of students served, more staff were trained in 2013-14 than in 2012-13. Thirty-one staff members completed a survey evaluating the efficacy of Indiana's MEP in 2012-13 compared to 189 in 2013-14. Staff rated the extent to which the MEP was effective in the provision of services on a four-point scale, where 1 is "not at all", 2 is "very little", 3 is "somewhat", and 4 is "very much." Anecdotal responses to this survey are presented in the corresponding sections of this evaluation report.

Ratings on the staff survey ranged from 3.5 on the extent to which migrant parents were involved in programs to 3.7 on the effectiveness of the MEP in meeting student academic needs and the extent that migrant program instruction helped students increase their reading skills. Exhibit 7 summarizes staff responses regarding the MEP's effectiveness in meeting the academic needs of students.

Exhibit 7
Staff Ratings of MEP Services

Extent to which…	N	Not at all	Very little	Somewhat	Very much	Mean
Migrant program instruction helped migrant students improve their **reading skills**.	121	1 (1%)	3 (2%)	29 (24%)	88 (73%)	3.7
Migrant program instruction helped migrant students improve their **math skills**.	116	0 (0%)	5 (4%)	36 (31%)	75 (65%)	3.6

Extent to which…	N	Not at all	Very little	Somewhat	Very much	Mean
Migrant program instruction for secondary age migrant students helped them earn credits toward **high school graduation**.	66	1 (2%)	3 (5%)	18 (27%)	44 (67%)	3.6
Migrant English learners (ELs) improved their **English proficiency**.	134	1 (1%)	3 (2%)	45 (34%)	85 (63%)	3.6
Parents were involved in the migrant education program in your district (examples of involvement include attendance at conferences or meetings, communication with teachers, etc.).	141	2 (1%)	12 (9%)	40 (28%)	87 (62%)	3.5
The Indiana MEP was effective in meeting the **academic needs** of migrant students.	136	0 (0%)	1 (1%)	35 (26%)	100 (74%)	3.7

In response to an open-ended question on the Staff Survey, MEP educators described the ways the Indiana MEP was most beneficial to migrant students. Many comments highlighted that the summer learning environment was different from what migrant students usually experience, and this difference helped students become more engaged in educational activities. Staff also commented that they observed increases in student math and reading skills as a result of increased engagement. Representative comments follow.

- It empowered them to follow their dreams. It helped show them that they don't have to work in the fields, they can do whatever they set their minds to.
- Students were able to work and learn in a focused, intensive environment. This allowed for much more work and instruction than a regular classroom.
- Educating the staff in myON which should improve reading ability.
- The training was quick and easy. It will be great to use the program to help the reading of our students.
- Using technology to engage readers as well as customizing to fit student interests.
- Helped students keep focus on academic achievement.
- Gives the children security, school supplies, and fun.
- Met academic needs for students while providing games and snacks too.
- Reading and English speaking improved.
- Being consistent with materials and having myON/other programs to support training.
- Continued reading and math review over summer. Also keeping the kids using some English over the summer.
- Provide students with the opportunity to practice English and academics during summer.
- I worked with a student to enable him to work on English credit through the PASS Program.
- Allowed students to explore a world that they have not seen while improving academics.
- Medical/vision care, some of the kids really needed that care.
- Providing students with a positive atmosphere, food, experience, and, healthcare that they wouldn't have otherwise gained.
- Instructional strategies that students received in a small group or one on one. Also all the social activities.
- They were able to learn to have experiences they would normally never of being able to have.
- I think they have the opportunity to learn outside of school, by going on educational field trips.
- Many students have the opportunity to experience many things that they haven't before.

They made new friends and learned. New strategies that will be beneficial for them in the future.

- Students learned new vocabulary and math skills. Students were able to carry on conversations and learn how to behave in social situations. One to one and small group interaction was helpful.
- For many students, interacting with different students and learning about different history, ways of life, and different towns gives them a better view of how life works.
- Learning in smaller groups with peers helped the student's transition in a full day school situation more easily.
- In my opinion, the greatest help was provided through the one on one tutoring and that was held several times a week.
- MEP was most beneficial providing students with hands on activities and knowledge of physical science with a fun twist making students think differently about school.
- myON and success maker.
- The MEP summer program helps migrant students stay caught up with non-migrant peers. The field trips expose them to a variety of experiences.
- Having the technology and programs available helped students read at their levels and interests.
- The program specifically met the academic levels and meets for each student on an individual basis. Tracking and data were very user friendly.
- Provided graduation credits for High School. Provided opportunities for growth in Math and reading comprehension. Provided physical activities and field trips.
- At the High School level, students were able to work towards credits to help them stay on track.

In the interest of continuous improvement, staff were asked to provide suggestions for program improvement. These suggestions were reviewed in full by program staff to improve the implementation efforts in the second year of program improvement efforts. There were some comments about improving the efficiency of ID&R verification in order to get students into summer programs more quickly. Also, some staff commented that they wanted longer programs and more time with students while others commented that programs were too long. These comments may be taken care of after administrators learn from experience what is needed for the summer programs. Several staff also had varying suggestions for technology integration. Representative comments follow.

- If there are enough Middle school-High School students in the area add a tech-robots time once a week.
- Provide all staff working with migrant students some basic Spanish words to know.
- Identify eligible students and approve eligibility decisions more quickly.
- More time with kids.
- The challenge is the time consistency. In one hour, twice a week, it is hard to accomplish major goals. Also, allow students to have iPads over the summer.
- More time- I felt like I didn't have enough time to do myON, math, and reading strategies efficiently.
- Have assessments for students who are staying in Indiana and not only those from Texas.
- To get the word out faster, many families didn't know about the summer program until it was almost too late.

- Continue services after the summer program has ended.
- More nutrition education and focus on healthy food during the summer program.
- Continue to expand with dental, eye, and wellness checks, and medical care. Possibly personal counseling and they loved field trips.
- The only thing I can suggest is to provide support in the classroom and not have to pull the student out to tutor.
- The program should be shortened, seven weeks was too long without enough down time before school started.
- Follow the true STEAM model. Each grade level in their own classroom. Shorten the length of the program.
- More program/technology available for special needs students.
- I believe all students should not have just iPads, we still need to have books just in case the technology breaks down.

Summer Program Reading Results

Indiana implemented changes to program structure and implemented new reading and math strategies designed to meet the needs of migrant students. For reading, Indiana used the myON reader. Overall, there were 204 migrant students assessed on myON Reader and enrolled in summer programs in grades 2 and above. Every student enrolled for at least two weeks took between 1-2 benchmark assessments.

The results include students in grades 2 and higher due to the nature of the program and the assessment used. Of the 204 students enrolled, 126 read for three hours or more during the course of the summer program. Only students who read for a minimum of three hours are included in this analysis to determine if a cutoff in reading time would affect scores. The median amount of time spent reading was 9 hours. This analysis includes students with at least two data points in Lexile scores. The first is usually the Lexile Placement Test. Of the 126 students assessed, there are 9 included who did not take the initial Lexile Placement Test.

For those making negative or no gain, the time spent reading ranged from 3:06 to 37:39 hours, and the median time spent reading was 8:24 hours. For those making any gain, the time spent reading ranged from 3:00 to 51:56 hours, and the median time spent reading was 9:21. As displayed in Exhibit 8, more than 80% of students assessed maintained or increased their Lexile level. Using the system-recorded reading time as a proxy for instruction time does not yield higher scores.

Exhibit 8
myON Lexile Level Gains in Summer Programs

Grade	Number assessed	# (%) Decreasing Lexile level	# (%) Maintaining Lexile level	# (%) Making any Lexile level gain	Mean placement	Mean Current	Average change (+/-)
2	20	5 (25%)	8 (40%)	7 (35%)	187	191	+4
3	19	2 (11%)	7 (37%)	10 (53%)	317	360	+43
4	25	8 (32%)	5 (20%)	12 (48%)	490	505	+15
5	27	2 (7%)	7 (26%)	18 (67%)	512	564	+52
6	7	0 (0%)	2 (29%)	5 (71%)	570	618	+48

Grade	Number assessed	# (%) Decreasing Lexile level	# (%) Maintaining Lexile level	# (%) Making any Lexile level gain	Mean placement	Mean Current	Average change (+/-)
7	15	0 (0%)	7 (47%)	8 (53%)	650	702	+52
8	8	1 (13%)	4 (50%)	3 (38%)	554	580	+26
9	4	3 (75%)	0 (0%)	1 (25%)	675	563	-112
10	1	1 (100%)	0 (0%)	0 (0%)	955	885	-70
Total	**126**	**22 (17%)**	**40 (32%)**	**64 (51%)**			

Summer Program Math Results

Indiana is a collaborating state in the Math MATTERS consortium. The goal of Math MATTERS is to provide services designed (based on review of evidence-based research) to improve the mathematics proficiency of migratory children whose education is interrupted. A key strand for Math MATTERS is the integration of Balanced Literacy, which provides teachers with strategies for increasing student reading skills.

Students were assessed using the Math MATTERS pre- and post-assessments in Region 3, Region 4, Region 5, and Region 6. Seventy-five percent (75%) of students assessed in Math MATTERS gained 9% or more between pre- and post-assessment.

Support Services

Support services were provided to migrant students to eliminate barriers that may inhibit academic success. Focused on leveraging existing services during both the summer and regular year program, supportive services were aimed at ensuring migrant students were able to participate in their own education.

On the instructional staff survey, 96% of respondents indicated that the Indiana MEP's supportive services contributed to migrant student success "somewhat" or "very much." Exhibit 9 displays the breakdown of staff ratings of support services.

Exhibit 9
Staff Ratings of Supportive/Supplemental Services

Extent to which…	N	Not at all	Very little	Somewhat	Very much	Mean
Support services from the migrant program contributed to the academic success of migrant students. (examples of support services: transportation, medical/dental/vision care, nutrition, or school supplies)	137	2 (1%)	3 (2%)	28 (20%)	104 (76%)	3.7

Identification and Recruitment

The identification and recruitment (ID&R) of migrant students who are eligible to receive services is an essential component of the MEP. Children and youth must first be identified in order to have access to migrant education services. Therefore, MEP funding, programs, and

services are dependent on recruitment efforts. Recruiting in Indiana is implemented at the state level with the SEA employing recruiters to identify migrant children in each of its five regions.

The Indiana Department of Workforce Development (accessed 8/29/13) tracks and reports the top crops and windows for planting, cultivation, and harvest. The top crops and production window are presented in Exhibit 10.

Exhibit 10
Top Crops

Crop	Production Window
Tomatoes	May 1 – Aug. 15 (plant/hoe) July 15 – Oct. 15 (harvest)
Cucumbers/pickles	May 1 – July 15 (plant/hoe) July 15 – Sept. 15 (harvest)
Apples	March 3 – March 30 (prune) July 15 – Nov. 1 (harvest) Dec. 5 – Dec. 21 (prune)
Cantaloupe/watermelons	May 1 – June 15 (plan/hoe) July 1 – Oct. 15 (harvest)
Tobacco	May 15 – June 30 (plant) Aug. 1 – Nov. 30 (harvest) Dec. 1 – Feb. 15 (strip)
Sweet Corn	July 10 – Nov. 1
Mint	June1 – July 10
Potatoes	April 30 – Nov. 15
Blueberries	April 5 – Sept. 15
Beans, snap	May 1 – July 15 (plant/hoe) July 15 – Oct. 15 (harvest)

Source: Indiana Department of Workforce Development

According to the MSIX "General Move to Report," the vast majority of migrant students move to Indiana from Texas. Exhibit 11 displays the percent of students who moved to Indiana between 2008 and 2012 from each region.

Exhibit 11
Moves to Indiana 2008 to 2013

Region	Percent Moving From
Texas	77%
Other U.S. states	10%
Florida	9%
Indiana	3%
Outside U.S.	1%

Source: MSIX General Move Report 2013

According to a list of qualifying arrival dates generated from Migrant Data and Information Access System (MIDAS), families begin arriving in April and the peak of arrivals is in late June or early July.

The goal of ID&R is to ensure that all eligible migrant children and youth have access to appropriate program services that will help meet their unique educational needs. As a result of families' frequent migrations, it is necessary to record and share information among sending and receiving school districts and states. This sharing of information ensures proper placement, timely enrollment, and instruction targeted to the needs of the child. Educational, health, and demographic data—along with the COE data—are encoded in MIDAS to meet Federal reporting requirements and provide information for making instructional decisions.

The IDOE is committed to quality control in the identification and recruitment of migrant students. The Indiana Quality Control Manual (completed in February 2010) defines and guides processes by which recruitment occurs and how eligibility decisions are certified as accurate. The manual describes the components in the quality control system required by the MEP Non-Regulatory Guidance:

1. training for recruiters on various aspects of the job;
2. a designated reviewer for each Certificate of Eligibility (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 determination was properly made;
5. apart from steps 2 and 4, the Re-interview process is a plan for qualified SEA staff to monitor, at least annually, the identification and recruitment practices of individual recruiters;
6. a method of 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 corrective action plan in response to internal audit findings and recommendations, through daily communication with field recruiters and at the monthly staff meetings, where findings are addressed.

Intrastate and Program Coordination Activities

Inter/intrastate collaboration is an MEP requirement focused on data collection, transfer, and maintenance through activities such as year round ID&R, coordinating secondary credit recovery with counselors and educators in other LOAs and states in which students are enrolled, participating in migrant education consortium arrangements, and transferring education and health data. These activities are coordinated by the state, with local MEPs playing a key role in the collection, transfer, and maintenance of data to comply with required reporting. Inter- and intrastate collaboration activities in which Indiana MEP staff participated are listed below.

- Counseling students and parents on the importance of education and completing course credits toward graduation.

- Collaborate with other service providers and libraries to send home literacy materials.
- Participation in the MEP consortium arrangement as a collaborating partner state in the Math MATTERS mathematics consortium.
- Participation in the National Association of State Directors of Migrant Education (NASDME) through conferences and ongoing professional development.
- Participation in the MSIX data transfer/training.
- Participation in meetings of community services providers.
- Collaborate to provide site- or home-based early childhood education services.
- Collaborate with local health services agencies and corporation nurses to provide health education.
- Develop partnerships with programs in sending states to ensure continuity of instruction, provide appropriate accommodations for special needs students, and transfer credits between states.
- Establish a memorandum of understanding with Texas for out-of-state testing on the STAAR.

Professional Development

All MEP staff in Indiana received training to help them better provide instructional and support services to migrant students. Professional development took many forms including statewide conferences and institutes; MEP local site director meetings; workshops; technical assistance; mentoring and demonstration teaching; and attending meetings and conferences.

Staff that work with migrant students are provided opportunities to learn more about students' unique needs and culture, as well as the impact of mobility experienced by the migrant students they serve. Activities related to professional development follow.

- Improve instruction in ELA by training migrant staff to use evidence-based strategies with migrant students
- Improve instruction in math by training migrant staff to use evidence-based strategies with migrant students
- Provide professional development to migrant staff working with migrant students in best practices and evidence-based strategies
- Ensure staff that work with migrant children and families receive professional development on cultural competencies, quality instruction, and how to address the unique needs of migrant children and families
- Conduct professional development about strategies for success for migrant students and youth including but not limited to evidence-based strategies for credit accrual and college and career readiness; class scheduling for migrant students to assist in attaining necessary course credits and instruction time, or strategies found to be successful with migrant students in the content areas

Indiana staff and administrators participated in 11 professional development and technical assistance sessions during 2013-14. Key administrators and staff attended meetings to learn more about providing effective services specifically for migrant students. Staff then took the information and skills gained and shared this with other staff in the state. In addition, staff coordinated with educators in the two states sending the largest numbers of migrant students to Indiana in order to help ensure continuity of instruction. Exhibit 12 displays the dates, locations, and focus of sessions.

Exhibit 12
Professional Development and Technical Assistance Provided

Date	Location	Audience and Focus
January 14, 2014	Indiana Government Center South—Conference Room 22	ESCORT Training—Migrant Centers and ID&R Field Specialists
February 7, 2014	Indiana Department of Education-Riley Room, 5th Floor	MIDAS 2.0 Training Migrant Regional Centers and Staff, LEAs and Schools, ID&R Field Specialists
March 17, 2014	Conference Call Meeting	Migrant Center Directors
April 21, 2014	Conference Call Meeting	Migrant Center Directors
May 1, 2014	Indiana Department of Education-Virgil Grissom Conference Room, 6th Floor	Midas 2.0 Training ID&R Field Specialists (all day) MRC's and School Staff (afternoon)
May 2, 2014	Indiana Department of Education-Riley Room, 5th Floor	ESCORT Training ID&R Specialists and MRC Staff
May 19, 2014	Conference Call Meeting	Migrant Center Directors
May 21, 2014	Indiana Government Center	Summer Kick-off Meeting ALL MEP Staff: (MRCs, summer staff, teachers, ID&R Field Specialists)
July 15, 2014	Migrant Regional Center #2 Sunnyside Intermediate School	Statewide PAC Meeting
August 14, 2014	Migrant Regional Center #3 Alexandria Community Schools	Statewide PAC Meeting
September 4, 2014	Migrant Regional Center #4	Statewide PAC Meeting

Extensive training was provided as part of the myON rollout. All regions and summer school staff were required to participate in one or more trainings. Forty-four total training sessions were provided for 411 participants (duplicated count). Initial training focused on the use of the new technology and building structures and systems around assessment and use of iPads at school and at home. Exhibit 13 displays myON professional development sessions and meetings.

Exhibit 13
myON Professional Development Sessions and Meetings

Date	Location	Topic of Session	Audience	# of Attendees
2/14/2014	myON PD at DOE	Getting Started and Overview	ID&R Field Specialists and (State Migrant Coordinator and Director)	12
2/17-2/18	meeting with Region 4	Getting Started and Overview	MRC Admin	2
2/19/2014	meeting with	Getting Started and	MRC Admin and staff	6

Date	Location	Topic of Session	Audience	# of Attendees
	Region 6	Overview		
2/20/2014	meeting with Region 3	Getting Started and Overview	MRC Admin and staff	6
2/21/2014	meeting with Region 2	Getting Started and Overview	MRC Admin and staff	10
2/23-2/24	meeting with Region 1 and Plymouth Schools	Getting Started and Overview	MRC and Plymouth Admin and staff	10
2/26/2014	meeting with Frankfort Schools	Getting Started and Overview	Migrant Clerk, Parent, district Title 1 director, district tech director	5
3/5/2014	Region 5 initial meeting	Getting Started and Overview	MRC Admin and staff	6
3/6/2014	Elwood initial mtg (in region 3)	Getting Started and Overview	Grant Director	1
3/7/2014	Logansport initial mtg (in region 2)	Getting Started and Overview	Grant Director and staff	4
3/11/2014	Marion School Corp mtg (region 3)	Getting Started and Overview	Grant Director and staff	4
3/18/2014	TMC initial mtg at DOE	Getting Started and Overview	TMC and Early Learning Collaborative Directors	4
3/26/2014	TMC mtg in Kokomo (curriculum director)	Getting Started and Overview	TMC Curriculum Director	1
3/28/2014	Tri Central initial mtg	Getting Started and Overview	Grant Director and staff	5
3/31/2014	Recruiter myON PD at DOE	Project going Live- Process and protocols for creating student accounts	ID&R Field Specialists and (State Migrant Coordinator and Director)	12
4/11/2014	meeting with North White (Region 2)	Getting Started and Overview	Grant Director, staff and teachers	6
4/21/2014	Region 5 Pac meeting (at center)	Meeting with Parents- how to use myON with your child	Migrant Parents, MRC admin, staff and tutors	12
4/22-4/23	Region 4 Summer School PD (Jasper, IN)	Getting Started with myON and instructional alignment to summer program	Region 4 migrant summer program teachers	15
4/24/2014	Region 5 Pac meeting (Shelbyville)	Meeting with Parents- how to use myON with your child	Migrant Parents, MRC admin, staff and tutors	10
5/6/2014	South Bend Region 1 PD	Getting Started and Overview Part 2	MRC staff and summer curriculum coordinator	5
5/13/2014	Washington mtg- Region 4	myON Overview	Grant director and migrant teachers	4
5/15/2014	Marion- Region 3 PD with teachers	Follow up support (Q and A)	Migrant teachers	3
5/15/2014	Lawerence tutors initital PD -region 3	myON overview and support	MRC staff (1) and migrant tutors	4
5/27/2014	Region 6 PD	Getting Started and Overview	MRC admin, migrant summer program tutors	15
5/29/2014	Region 4 Jasper Summer School PD #2	Getting Started and Overview	Migrant Summer School teachers hired after April	8
6/5/2014	Elwood PAC mtg (region 3)	Meeting with Parents- how to use myON with your child	Parents and site staff	40

Date	Location	Topic of Session	Audience	# of Attendees
6/9/2014	Logansport summer school PD (region 2)	Getting Started and Overview	Migrant Summer Program teachers	3
6/10/2014	Elwood summer school PD (region 2)	Getting Started and Overview	Migrant Summer Program teachers	12
6/11/2014	TMC Kokomo PD-preschool	myON books getting started and overview	TMC preschool teachers from Lakeville and Elwood centers	22
6/17/2014	TMC Kokomo PD-preschool	myON books getting started and overview	TMC preschool teachers from Lafayette, Indy and Kokomo centers	25
6/18/2014	Region 1 summer school PD (south bend)	Getting Started and Overview	Migrant Summer Program teachers and staff	18
6/18/2014	Elwood PAC mtg (region 3)- Harvest camp	Meeting with Parents- how to use myON with your child	Parents and children on Ball State Mobile Classroom bus	15
6/20/2014	Elwood summer school support (region 2)	Follow up support (Q and A)	Migrant Summer Program teachers and staff	8
6/23/2014	Region 2 summer school PD	Getting Started and Overview	Migrant Summer Program teachers and staff	10
6/30/2014	Region 2 Summer School	Follow up support (Q and A)	Migrant Summer Program teachers and staff	10
6/30/2014	TMC Kokomo	Follow up support	Parent Coordinator and Curriculum Coordinator	2
6/16/2014	Region 5 summer School PD	Getting Started and Overview	Summer Program teachers and staff	5
7/17/2014	Elwood Summer School PAC mtg (region 3)	Meeting with Parents- how to use myON with your child	Parents and child on Ball State Mobile Classroom bus	10
7/22/2014	Alexandria fall tutor PD (region 3)	Getting Started and Overview	RSY teachers and tutors	20
7/23/2014	TMC PAC mtg	Introducing myON to parents	TMC parents	15
7/29/2014	Region 4 summer sites with MRC curriculum coordinator	Follow up support (Q and A)	Summer Program teachers and staff	12
8/5/2014	Region 6	Feedback from summer school tutors	Summer Program tutors	10
8/11/2014	Elwood RSY PD	Getting Started and Overview	RSY migrant staff	4
			Total (duplicated count)	411

Following trainings, staff were asked to provide feedback and suggestions for future training. Several staff commented that they would like additional training in a Science, Technology, Engineering, Arts, and Math (STEAM) model. Also, staff had many positive comments about the myON training and requested additional time with trainers to improve skills and ask questions. Several staff commented that they would like additional training in Spanish words and phrases to use with non-English speakers. Representative comments and suggestions follow.

- Possibly provide a short Spanish class for one or two days prior to the start of the migrant program for all educators.

- Math for High School students.
- More myOn training, student goals training, and math matters training.
- myOn training reinforced would be extremely helpful.
- More mini myON meetings-more instruction on the math series.
- How to help your students work towards the content of their grade. (Strategies). This is the level of context that students are at, many are several grades below.
- More preparation in myON and math matters.
- We displayed a great model for the MEP and more resources and trips would help.
- Just a refresh course on myON/Alek and STEM.
- More ways to work with English Language learners.
- Ways to communicate with parents.
- STEAM focus-visit STEAM based schools.
- Teachers need better understanding of the migratory culture. Training/professional development for tutors. Administration and management of MEP program.
- Migrant cultures for teachers for teachers and staff-some found it difficult . Also better management.
- I would like some professional development on STEAM and responsive classroom.
- Guided inquiry learning-especially for some tutors who wanted to do the work for the students teaching the STEAM curriculum.
- A STEAM focus I think more PD in technology would be helpful also.
- Professional development should be done prior to the start of the program. Interruptions during instructional time should be limited.
- More training for apps on the iPad. More training for Success Maker and myOn.

5 Program Results

Annual Measurable Objectives

During 2013-14, academic achievement (reading and mathematics) of students attending public school in Indiana was assessed through the Indiana Statewide Testing of Educational Progress Plus (ISTEP+). Following are the 2014 ISTEP+ results in ELA and math for migrant students, and non-migrant students, compared to the Annual Measurable Outcomes (AMOs) for each group.

The AMO for non-migrant students is the AMO set for all students in the Indiana ESEA Flexibility Waiver Approved August 2014. Indiana has set ambitious proficiency targets for migrant students. The targets are designed to eliminate the gap between migrant students and non-migrant students by 2020 to achieve the same overall target of 90% proficiency. Indiana set targets based on the baseline year of the 2012 assessments and will increase proficiency in equal increments to achieve 90% proficiency on the state assessment in ELA and math. Exhibit 14 displays the targets for each group.

Exhibit 14
Proficiency Targets for Migrant Students and the Overall Subgroup through 2020

Year	AMO target for overall subgroup*		Target for migrant subgroup**	
	ELA	Math	ELA	Math
2012-13	79%	80%	66%	65%
2013-14	81%	82%	70%	68%
2014-15	83%	84%	73%	72%
2015-16	85%	86%	76%	75%
2016-17	87%	88%	79%	79%
2017-18	88%	89%	83%	82%
2018-19	89%	90%	86%	86%
2019-20	90%	91%	90%	90%

*Source: ESEA Flexibility Waiver
**Proficiency targets set by the evaluation committee

Exhibits 15 and 16 below show the number of students assessed, the number and percent of students scoring proficient or advanced on the 2014 ISTEP+ Math and ELA Assessments and ECA Algebra I and English 10, the AMOs for 2013-14, and the difference (+/-) in the percentage of students scoring proficient or advanced compared the AMO.

Migrant Student Performance on AMO 1.1: The percentage of students at or above the proficient level each year on the state assessment in ELA.

Migrant students were 26% below the AMO in ELA. (Note that migrant students present in Indiana during the assessment window are a small subset of the total migrant population. The vast majority of migrant students do not reside in Indiana year round but rather travel to Indiana from out of state during the summer and stay into the fall, following the cycle of crops. Because relatively few migrant students remain in Indiana for the spring testing window, few conclusions about the impact of supplemental services can be drawn from ISTEP+ proficiency rates.)

Exhibit 15
Number/Percent of Students Scoring Proficient/Advanced on the 2014 ELA ISTEP+ and ECA Compared to the AMO

Group	# Tested	# (%) Students Scoring proficient	2013-14 AMO	Diff
Migrant	156	69 (44%)	70%	-26%
Non-migrant	525,844	419,164 (80%)	81%	-1%

Source: State records, State report card 2014

Migrant Student Performance on AMO 1.2: The percentage of students at or above the proficient level each year on the state assessment in math. Migrant students were 16% below the AMO target for 2013-14 and non-migrant students met the AMO target.

Exhibit 16
Number/Percent of Students Scoring Proficient/Advanced on the 2014 Math ISTEP+ and ECA Compared to the AMO

Group	# Tested	# (%) Students Scoring proficient	2013-14 AMO	Diff
Migrant (ISTEP+)	166	87 (52%)	68%	-16%
Non-migrant (ISTEP+)	531,271	433,077 (82%)	82%	--

Source: State records, State report card 2014

The number of students who graduated **high school** in Indiana was seven in 2014. Note that because Indiana has a highly mobile and small migrant population during the regular year (number of high school students is less than 30), only the number of graduates is necessary to report according to the guidance provided during the OME small state evaluation webinar.

Outcomes Summary

Exhibit 17 displays a summary of the progress on all MPOs. Of the 17 MPOs 15 were met, a new baseline was set for one, and one was not met. Following the table is the detailed analysis for each MPO.

Exhibit 17
Summary of MPO Results

English Language Arts	MPO met?
1a) 65% of migrant students present for at least 162 days and assessed on the state assessment will demonstrate one year's growth from their previous assessment.	☑ 65% made one year's growth
1b) 51% of EL migrant students present for at least 162 days and assessed on the LAS Links reading subtest will increase their overall scaled score by 10 points from their previous assessment.	☑ 56% gained 10 or more points
1c) 50% of migrant students participating for at least three weeks in a supplemental summer migrant program will gain at least one Lexile level on an appropriate reading assessment.	☑ 51% made 9% or one Lexile level gain
1d) 80% of migrant parents will report that the reading tools provided by MEP staff helped them be more involved in their child's reading education.	☑ 96% met the standard
1e) 80% of participating instructional staff will report that MEP-sponsored PD in reading has helped them to more effectively deliver high quality reading instruction.	☑ 96% met the standard
Mathematics	**MPO met?**
2a) 65% of migrant students present for at least 162 days and assessed on the Mathematics ISTEP+ will demonstrate one year's growth from their previous assessment.	☑ 73% made one year's growth
2b) 80% of migrant students participating in a supplemental summer/fall migrant program will show a gain of 9% on an appropriate math assessment.	☑ 72% gained 9%
2c) 80% of migrant parents will report that the math tools provided by MEP staff helped them be more involved in their child's math education.	☑ 95% met the standard
2d) 80% of participating instructional staff will report that MEP-sponsored PD in math has helped them to more effectively deliver high quality math instruction.	☑ 95% met the standard
School Readiness	**MPO met?**
3a) 55% of migrant children ages 4 to 5 enrolled in a school-sponsored preschool program will demonstrate proficiency in pre-literacy skills on an appropriate assessment.	☑ 66% demonstrated proficiency
3b) 80% of migrant parents/guardians with children ages 3 to 5 that participate in family education training will report growth in their ability to help their young children be ready for school.	☑ 98% met the standard
3c) 80% of early childhood educators receiving migrant-sponsored professional development related to school readiness will report being better prepared to assist children ages 3 to 5 succeed in school.	☑ 93% met the standard
Secondary/OSY Achievement & HS Graduation	**MPO met?**
4a) 70% of migrant students enrolled in a supplemental credit accrual program will earn at least one credit toward graduation.	X 68% gained one credit
4b) 60% of migrant students enrolled for a full school year will earn a minimum of 10 credits at the end of each grade level (9-12).	☑ 86% earned 10 credits
4c) The percentage of high school-aged migrant students passing the IN ECA (English 10 and Algebra I) will increase by 1%.	N/A, new baseline set due to new assessment
4d) 80% of instructional staff participating in MEP-sponsored PD on strategies for secondary student achievement will report being better able to provide high quality instruction.	☑ 94% met the standard
4e) 80% of parents will report being involved in helping their HS student prepare for graduation.	☑ 96% met the standard

Proficiency in English Language Arts

1a) 65% of migrant students present for at least 162 days and assessed on the ELA ISTEP+ will demonstrate one year's growth from their previous assessment.

The ISTEP+ measures student achievement in ELA and mathematics in grades 3-8. ISTEP+ is based on Indiana's Academic Standards and provides a learning check-up designed to make sure students are on track and to signal whether they need extra help.

At the beginning of each school year, school corporations set growth targets for students by grade level. Growth targets are separated into three levels: low, typical, and high. To meet the MPO, a migrant student would need to meet the requirements for typical growth for that school year. To analyze results, the list of migrant students eligible in the 2012-13 school year and enrolled for at least 162 days was generated. Scores for 2012 and 2013 were pulled for all students with a valid score in both years. Growth in the scale score was calculated and compared to the target for typical growth. The number of scores available is understandably low as most migrant students are not present in the state during the testing window.

Of the 49 migrant students assessed in grades 4 through 8 on the ELA ISTEP+, 32 (65%) made at least one year's growth, **meeting the MPO.**

Exhibit 18
Growth in Scaled Scores on the ELA ISTEP+

# Migrant students assessed in both 2013 and 2014	# w/ one year's growth	% w/ one year's growth	MPO met?
20	14	70%	Yes

1b) 51% of EL migrant students present for at least 162 days and assessed on the LAS Links reading subtest will increase their overall scaled score by 12 points from their previous assessment.

The purpose of the **LAS Links** assessment is to determine a student's level of English proficiency. The placement test, administered upon the student's arrival, is used to determine the English learning services appropriate for the student. The annual assessment, administered in January and February, is used to determine the student's current level of English proficiency and progress is used for accountability purposes. As with ISTEP+, many Indiana migrant students are no longer in the state during the testing window for LAS Links.

A total of 41 students were assessed in both 2013 and 2014. Of those, 23 (56%) exhibited a gain of 12 or more points in the scaled score, **meeting the MPO**.

Exhibit 19
Growth in Scaled Scores for LAS Links Administered in 2014

# Migrant students assessed in both 2013 and 2014	# w/ 12 points scaled score growth	% w/ 12 points scaled score growth	MPO met?
41	23	56%	Yes

1c) 50% of migrant students participating in a supplemental summer/fall migrant programs will show a gain of 9% (or Lexile gain of one level) on an appropriate reading assessment.

Note that the MPO was changed after the adoption of the myON materials statewide. The emphasis on summer learning in conjunction with myON is to help avoid summer learning loss and maintain a Lexile level. The evaluation committee established a modest target of one Lexile level gain or 9% growth for 50% of migrant students enrolled in summer programs based on assessments being used and the planned duration of summer programs.

All six regions reported results of summer assessments in reading. All summer programs used the online myON materials and assessments. In addition, some regions incorporated myON with other reading materials such as educator created curricula and materials in Region 5, Achieve 3000 in Logansport, and Reading Recovery in Region 4.

Of the 256 students assessed with both a pre-assessment and a post-assessment, 131 (51%) made a gain of at least 9% or gained one Lexile level between the pre and the post, **meeting the MPO.** These results represent all assessments statewide. See the Implementation section for a breakdown of student progress by assessment.

Exhibit 20
Results on the Summer/Fall Reading Assessments—All Migrant

Grade	# Students pre/post tested	# Making gain	% Making gain	MPO met?
K	15	11	73%	Yes
1	40	30	75%	Yes
2	38	18	47%	No
3	30	10	33%	No
4	42	22	52%	Yes
5	30	20	67%	Yes
6	20	7	35%	No
7	24	6	25%	No
8	17	7	41%	No
Total	**256**	**131**	**51%**	**Yes**

Seventeen students participating in summer programs were identified as having PFS and were assessed with both a pre- and post-assessment in reading. Indiana has increased accountability surrounding identification of PFS students resulting in a lower number of PFS students identified. Sites report that it is difficult to obtain information to verify interrupted schooling and

factors that put students at risk for not graduating during a summer program, especially when the vast majority of students do not reside in Indiana year-round. Six (35%) of the 17 PFS students assessed made gains of at least 9% or one Lexile level. Exhibit 21 displays the results on summer/fall program assessments for PFS migrant students.

Exhibit 21
Results on the Summer/Fall Reading Assessments—PFS Migrant

# Students pre/post tested	# Making gain	% Making gain	MPO met?
17	6	35%	No

1d) 80% of migrant parents will report that the reading tools provided by MEP staff helped them be more involved in their child's reading education.

In order to address the need for increased proficiency in reading, the MEP works with parents to help them provide support in the home for reading skills development. During the development of the SDP, a committee of MEP administrators, staff, and parents identified appropriate activities that would increase home support for reading. The activities identified included:

- Provide parent activities (two for a regular year program or one in a summer program) in the school and/or in the home, including information about the US and Indiana education systems, opportunities for involvement, reading materials, and/or language strategies; and
- Provide instruction for parents about strategies that can be used in the home to help increase student reading skills.

Parents indicated the extent to which the MEP materials helped them increase involvement with reading in the home. Ninety-nine percent of respondents indicated that the received some or a lot of materials, and 96% of those indicated that the program materials helped somewhat or very much, **meeting the MPO.** Furthermore, 72% of respondents indicated the parent activities helped "very much." Exhibit 22 displays the distribution of parent ratings on the survey item relating to parent involvement in reading.

Exhibit 22
Parent Ratings of Increase in Involvement in Reading

Number of parents indicating they received some or a lot of materials to help their child with **reading**: 141 (99%)							
	N	Not at all	Very little	Somewhat	Very much	% Meeting standard	MPO met?
Of those who received materials, how much did the materials help increase parent involvement in children's **reading** education?	141	0	5 (4%)	34 (24%)	102 (72%)	96%	Yes

1e) 80% of participating instructional staff will report that MEP-sponsored PD in reading has helped them to more effectively deliver high quality reading instruction.

The SDP committee recognized that providing staff with the strategies and skills for instruction appropriate to the needs of migrant students was necessary. Strategies identified that relate to this MPO include:

- Improve instruction in ELA by training migrant staff to use evidence-based strategies with migrant students;
- Hire bilingual staff to act as aides, interpreters/translators, parent liaisons or after school tutors as possible and necessary; and
- Provide professional development to staff working with EL migrant students in strategies for ELs.

The MPO covers all training provided by MEP funds, and the number of staff responding represents a duplicated count as staff members had the opportunity to attend more than one training. See the implementation section for a breakdown of staff responses by the training attended. On the instructional staff survey, 96% of the MEP staff indicated that MEP-sponsored professional development in reading strategies helped them deliver reading instruction, **meeting the MPO**. Furthermore, 59% indicated that professional development helped "very much." Exhibit 23 displays the distribution of staff ratings for MEP-sponsored professional development related to reading strategies.

Exhibit 23
Staff Ratings of MEP-sponsored Professional Development in Reading

Extent to which…	N	Not at all	Very little	Somewhat	Very much	% indicating PD helped	MPO met?
MEP-sponsored professional development in reading strategies helped you more effectively deliver high quality **reading instruction** to migrant students.	140	1 (1%)	4 (3%)	52 (37%)	83 (59%)	96%	**Yes**

Proficiency in Mathematics

2a) 65% of migrant students present for at least 162 days and assessed on the Mathematics ISTEP+ will demonstrate one year's growth from their previous assessment.

The ISTEP+ in mathematics is administered in a similar manner to the ISTEP+ in reading with growth targets set at the beginning of each school year by the school corporations. To meet the MPO target of one year's growth, the growth target of "typical" growth needs to be met. To

analyze results, the list of migrant students eligible in the 2012-13 school year and enrolled for at least 162 days was generated. Scores for 2012 and 2013 were pulled for all students with a valid score in both years. Growth in the scale score was calculated and compared to the target for typical growth. The number of scores available is necessarily low as most migrant students are not present in the state during the testing window.

Exhibit 24 shows that of the 51 migrant students assessed in grades 4 through 8 on the Mathematics ISTEP+, 37 (73%) made at least one year's growth, **meeting the MPO.**

Exhibit 24
Growth in Scaled Scores on the Mathematics ISTEP+

# Migrant students assessed in both 2012 and 2013	# w/ one year's growth	% w/ one year's growth	MPO met?
51	**37**	**73%**	**Yes**

2b) 70% of migrant students participating in a supplemental summer/fall migrant program will show a gain of 9% on an appropriate math assessment.

All six regions reported results of summer assessments in math. Summer programs chose their own math materials as long as the materials were appropriate to the needs of migrant students in their region. Region 1 used Moving with Math; Region 2 and Logansport used ALEKS, Regions 3 (Alexandria), 4, 5, and 6 used Math MATTERS; and Elwood used Success Maker.

Of the 274 students assessed with both a pre-assessment and a post-assessment, 197 (72%) made a gain of at least 9% between the pre and the post, **meeting the MPO.** These results represent all assessments statewide. See the Implementation section for a breakdown of student progress by assessment.

Exhibit 25
Results on the Summer/Fall Mathematics Assessments—All Migrant

Grade	# Students pre/post tested	# Making gain	% Making gain	MPO met?
K	30	14	47%	No
1	48	34	71%	Yes
2	36	19	53%	No
3	25	15	60%	No
4	42	37	88%	Yes
5	33	28	85%	Yes
6	23	20	87%	Yes
7	24	21	88%	Yes
8	13	9	69%	No
Total	**274**	**195**	**72%**	**Yes**

Seventeen students were identified as PFS in summer programs and were assessed with both a pre- and post-assessment in math. Indiana has increased accountability surrounding identification of PFS students resulting in a lower number of PFS students identified than in previous years. Sites report that it is difficult to obtain information to verify interrupted schooling and factors that put students at risk for not graduating during a summer program, especially when the vast majority of students do not reside in Indiana year-round. Seven (41%) of the 17 PFS students assessed made gains of at least 9% or one Lexile level, which is substantially below the performance of non-PFS students. Exhibit 26 displays the results on summer/fall program assessments for PFS migrant students.

Exhibit 26
Results on the Summer/Fall Reading Assessments—PFS Migrant

# Students pre/post tested	# Making gain	% Making gain	MPO met?
17	7	41%	No

2c) 80% of migrant parents will report that the math tools provided by MEP staff helped them be more involved in their child's math education.

In order to address the need for increased proficiency in reading, the MEP works with parents to help them provide support in the home for mathematics skills development. During the development of the SDP, a committee of MEP administrators, staff, and parents identified appropriate activities that would increase home support for math. The activities identified included:

- Provide parent activities (two for a regular year program or one in a summer program) in the school and/or in the home, including information about the US and Indiana education system, opportunities for involvement, math materials, and/or instruction strategies; and
- Provide instruction for parents about strategies that can be used in the home to help increase student math skills.

Parents indicated the extent to which the migrant education program materials helped them increase involvement with mathematics in the home. Eighty-five percent (85%) of parents responding indicated they received some or a lot of math-related materials, and 95% of them indicated that the program materials help somewhat or very much, **meeting the MPO.** Furthermore, 70% of respondents indicated the parent activities helped "very much." Exhibit 27 displays the distribution of parent ratings on the survey items relating to parent involvement in mathematics.

Exhibit 27
Parent Ratings of Increase in Involvement in Mathematics

Number of parents indicating they received some or a lot of materials to help their child with **math**: 121 (85%)							
	N	Not at all	Very little	Somewhat	Very much	% Meeting standard	MPO met?
Of those who received materials, how much did the materials help increase parent involvement in children's **math** education?	121	0	6 (5%)	24 (25%)	85 (70%)	95%	Yes

2d) 80% of participating instructional staff will report that MEP-sponsored PD in math has helped them to more effectively deliver high quality math instruction.

The SDP committee recognized that providing staff with the strategies and skills for instruction appropriate to the needs of migrant students was necessary. Strategies identified that relate to this MPO include:

- Improve instruction in math by training migrant staff to use evidence-based strategies with migrant students;
- Hire bilingual staff to act as aides, interpreters/translators, parent liaisons or after school tutors as possible and necessary; and
- Provide professional development to staff working with EL migrant students in strategies for ELs.

For more information about the format and type of professional development provided, see pages 20-23 of the implementation evaluation section.

The MPO covers all training provided by MEP funds, and the number of staff responding represents a duplicated count as staff members had the opportunity to attend more than one training. See the implementation section for a breakdown of staff responses by training attended. On the instructional staff survey, 95% of the MEP staff indicated that MEP-sponsored professional development in mathematics strategies helped them delivery math instruction, **meeting the MPO**. Furthermore, 54% indicated that professional development helped "very much." Exhibit 28 displays the distribution of staff ratings for MEP-sponsored professional development related to math instruction strategies.

Exhibit 28
Staff Ratings of MEP-sponsored Professional Development in Math

Extent to which…	N	Not at all	Very little	Somewhat	Very much	% indicating PD helped	MPO met?
MEP-sponsored professional development in math strategies helped you more effectively deliver high quality **math instruction** to migrant students.	123	2 (2%)	4 (3%)	50 (41%)	67 (54%)	95%	**Yes**

School Readiness

3a) 55% of migrant children ages 4 to 5 enrolled in a school-sponsored preschool program will demonstrate proficiency in pre-literacy skills on an appropriate assessment.

The Indiana MEP partners with the Head Start Project Teaching and Mentoring Communities (TMC) to provide instructional for preschool migrant students. TMC uses the Learning Accomplishment Profile, third edition, (LAP-3) to assess student development. The LAP-3 provides a systematic method for observing the skill development of children functioning in the 36-72 month age-range. The purpose of this criterion-referenced assessment is to assist teachers, clinicians, and parents in assessing individual development. The LAP-3 contains a hierarchy of 383 developmental skills arranged in chronological sequence in six domains. Progress toward this MPO is reported using the Literacy Knowledge and Skills domain.

In addition, programs in Region 1, Region 3, Region 4, and Region 5 implemented their own preschool programs. They used the Peabody Picture vocabulary Test (PPVT), Brigance, and Reading Recovery.

Of the 35 preschool children assessed, 23 (66%) were proficient on the end-of-program assessment, **meeting the MPO.** Note that very few migrant preschool children are identified as PFS in Indiana due to the difficulty in proving schooling interruption (especially for this age group which is by definition not in school) and obtaining evidence of being at-risk of not meeting state standards. Therefore, the results found in Exhibit 29 that follows are reported only for all migrant children.

Exhibit 29
Percent of Preschool Migrant Children Proficient on a Pre-Literacy Skills Assessment

Number Enrolled	Number Proficient	Percent Proficient	MPO Met?
35	23	66%	Yes

3b) 80% of migrant parents/guardians with children ages 3 to 5 that participate in family education training will report growth in their ability to help their young children be ready for school.

In order to address the need for increased readiness for school, the MEP works with parents to help them provide support in the home for preschool children. During the development of the SDP, a committee of MEP administrators, staff, and parents identified appropriate activities that would increase home support for school readiness. The activities identified included:

- Inform migrant parents of children four and older about availability of early childhood education services;
- Provide parent education and materials (e.g., books) that address the use of home language, dialogic reading strategies, other early literacy strategies, parenting skills, parent's role in supporting child's learning in formal education settings, enhancing parent-child communication, and/or other needs identified by parents; and
- Provide or collaborate to provide site- or home-based early childhood education services.

Parents indicated the extent to which the migrant education program activities helped them increase their ability to help their preschool child be ready for school. Seventy three percent (73%) of parents responding indicated they attended some or a lot of events designed for parents of preschool children, and 98% of those parents indicated that the program activities helped somewhat or very much, **meeting the MPO.** Furthermore, 74% of respondents indicated the parent activities helped "very much." Exhibit 30 displays the distribution of parent ratings on the survey items relating to parent involvement.

Exhibit 30
Parent Ratings of Increase in Involvement in School Readiness

Number of parents indicating they participated some or a lot in **preschool events**: 104 (73%)							
	N	**Not at all**	**Very little**	**Somewhat**	**Very much**	**% Meeting standard**	**MPO met?**
Of those who attended preschool events, how much did the events help increase parent ability to help their preschool child **become ready for school**?	104	1 (1%)	1 (1%)	25 (24%)	77 (74%)	98%	Yes

3c) 80% of early childhood educators receiving migrant-sponsored professional development related to school readiness will report being better prepared to assist children ages 3 to 5 succeed in school.

The SDP committee recognized that providing staff with the strategies and skills for instruction appropriate to meet the needs of migrant students was necessary. The strategy identified that relates to this MPO was:

- Ensure staff that work with migrant children and families receive professional development on cultural competencies, quality instruction, and how to address the unique needs of migrant children and families

For more information about the format and type of professional development provided, as well as the breakdown of staff responses by training attended, see pages 20-23 of the implementation evaluation section.

The MPO covers all training provided by MEP funds, and the number of staff responding represents a duplicated count as staff members had the opportunity to attend more than one training.. On the instructional staff survey, 93% of the MEP staff indicated that MEP-sponsored professional development related to school readiness helped them assist preschool children prepare for school, **meeting the MPO**. Furthermore, 56% indicated that professional development helped "very much." Exhibit 31 displays the distribution of staff ratings for MEP-sponsored professional development related to school readiness strategies.

Exhibit 31
Staff Ratings of MEP-sponsored Professional Development in Early Childhood

Extent to which…	N	Not at all	Very little	Somewhat	Very much	% indicating PD helped	MPO met?
MEP-sponsored professional development related to school readiness helped prepare you to assist **migrant children ages 3 to 5** succeed in school.	112	2 (2%)	6 (5%)	41 (37%)	63 (56%)	93%	Yes

Secondary/OSY Achievement and High School Graduation

4a) 70% of migrant students enrolled in a supplemental credit accrual program will earn at least one credit toward graduation.

High School Credit Accrual is defined as instruction in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. This includes correspondence or semi-independent courses taken by a student under the supervision of a teacher. Data were collected from MEP coordinators who were directed to include all supplemental credit accrual for both the regular term and summer term where MEP funds or migrant staff time were used to provide the credit or involved in helping to place students in the appropriate course.

Regions 1, 3, 4, 5 and 6 provided supplemental credit accrual results. Region 2 reported that there were no high school students with credit accrual needs enrolled in their region. Of the 41 students enrolled, 28 (68%) completed the supplemental credit by the end of the summer program. Site directors reported that students who had not completed courses during the summer program were continuing those courses into the regular school year and would report on completion at the end of the 2014-15 school term. The number of students enrolled in supplemental credit accrual represents a substantial increase over the six students reported during 2012-13.

Exhibit 32
Supplemental Credit Accrual Results—All Migrant Students

Number enrolled in supplemental credit program	Number earning one credit toward graduation	Percent earning one credit toward graduation	MPO met?
41	28	68%	No

4b) 60% of migrant students enrolled for a full school year will earn a minimum of 10 credits at the end of each grade level (9-12).

Coordinators provided information about the overall credit accrual of migrant students who were enrolled in their programs for a full academic year. Migrant staff were either involved in providing supplemental tutoring for high school students or were involved in placing migrant students appropriately and facilitating credit transfer. Note that a completed semester course equals one credit in Indiana.

Of the 21 students enrolled for the full 2013-14 academic year and enrolled in a project where they were receiving supplemental services related to credit accrual, 18 (86%) earned ten credits over the academic year, **meeting the MPO**.

Exhibit 33
Credit Accrual for High School Students Enrolled a Full Academic Year

Number enrolled a full school term	Number Earning 10 credits	Percent Earning 10 credits	MPO met?
21	18	86%	Yes

4c) The percentage of high school-aged migrant students passing the IN ECA (English 10 and Algebra I) will increase by 1%.

A new end-of-course (ECA) assessment was introduced in 2013-14. Because the two assessments measure different skills and knowledge, the percent passing cannot be compared year to year, so a new baseline for measuring this MPO was set in 2013-14.

There were 36 migrant students assessed on the English 10 ECA in 2013-14 and 8 (22%) passed. On the Algebra I ECA, there were 47 students assessed and 15 (32%) passing. **A new baseline** was set for this MPO.

Exhibit 34
Percent Increase of Students Passing the ECA from 2012-13 to 2013-14

Subject	2013-14 (New Baseline)		
	# Assessed	# Passing	% Passing
English 10	36	8	22%
Algebra 1	47	15	32%

4d) 80% of instructional staff participating in MEP-sponsored PD on strategies for secondary student achievement will report being better able to provide high quality instruction.

The SDP committee recognized that providing staff with the strategies and skills for instruction appropriate to the needs of migrant students was necessary. The strategy identified that relates to this MPO was:

- Conduct professional development about strategies for success for migrant students and youth including but not limited to evidence-based strategies for credit accrual and college and career readiness; class scheduling for migrant students to assist in attaining necessary course credits and instruction time, or strategies found to be successful with ELs in the content areas

For more information about the format and type of professional development provided, see pages 20-23 of the implementation evaluation section.

The MPO covers all training provided by MEP funds, and the number of staff responding represents a duplicated count as staff members had the opportunity to attend more than one training. See the implementation section for a breakdown of staff responses by training attended. On the instructional staff survey, 94% of the MEP staff indicated that MEP-sponsored professional development in secondary student achievement helped them deliver high quality instruction, **meeting the MPO**. Furthermore, 62% indicated that professional development helped “very much.” Exhibit 35 displays the distribution of staff ratings for MEP-sponsored professional development related to secondary education strategies.

Exhibit 35
Staff Ratings of MEP-sponsored Professional Development in Secondary Education

Extent to which…	N	Not at all	Very little	Some-what	Very much	% indicating PD helped	MPO met?
MEP-sponsored professional development on strategies for **secondary student achievement** helped you provide high quality instruction.	122	2 (2%)	5 (4%)	39 (32%)	76 (62%)	94%	**Yes**

4e) 80% of parents will report being involved in helping their HS student prepare for graduation.

In order to address the need for increased parent involvement in secondary education, the MEP works with parents to help them provide support in the home for preparing for graduation. During the development of the SDP, a committee of MEP administrators, staff, and parents identified appropriate activities that would increase home support for graduation. The activities identified included:

- Encourage parent participation in PACs, parent workshops, and parent academies through flexible scheduling and ensuring that parents are given the opportunity to provide input;
- Provide health education to students and parents regarding applicable social issues that may interfere with a child's education such as STDs, pregnancy, obesity, gangs, alcohol, and drugs; and
- Provide parents with materials to help them support their child's education in the home including information about high school graduation, GED , and post-secondary opportunities.

Parents indicated the extent to which the migrant education program materials helped them increase involvement secondary education/graduation. Thirty-two percent (32%) of parents responding indicated that they received some or a lot of materials designed to help their child graduate, and 96% of those parents indicated that the program materials helped somewhat or very much, **meeting the MPO.** Furthermore, 78% of respondents indicated the parent activities helped "very much." Exhibit 36 displays the distribution of parent ratings on the survey items relating to parent involvement.

Exhibit 36
Parent Ratings of Increase in Involvement in Secondary Education

Number of parents indicating they received some or a lot of materials to help their child **graduate**: 46 (32%)							
	N	**Not at all**	**Very little**	**Somewhat**	**Very much**	**% Meeting Standard**	**MPO met?**
Of those who received materials, how much did the materials help increase involvement in helping **high school students graduate**?	46	1 (2%)	1 (2%)	8 (17%)	36 (78%)	95%	Yes

6 Conclusions and Recommendations

Progress Made on Previous Recommendations

1. **Increase the scope of services**: During 2012-13, 33% of students received an instructional or support service. During 2013-14, Indiana dramatically changed the structure of the program, moving from a local school base to a regional model. Each region was tasked with identifying and serving all migrant students in every county in the region. This change resulted in a substantial increase in the number of migrant students receiving services in 2013-14.

2. **Provide coordinated and intentional technical assistance to new programs:** Coordinated and intentional technical assistance and extensive professional development were provided in 2013-14. Eleven statewide technical assistance meetings were held for regional administrators on a variety of topics relating to effective administration of MEPs. In addition, 44 professional development sessions were provided for staff involved in the technology project and rollout of the myON reader.

3. **Increase the scope of recruitment:** During 2011-12 and 2012-13, Indiana employed a model of recruitment that included hiring temporary recruiters during the peak agricultural seasons beginning in April and lasting through September. During 2013-14, Indiana changed this model to include eight full-time recruitment staff. One recruiter was assigned to each region and two recruiters worked statewide where need was greatest. Each recruiter was assigned a partner and each reviewed the other's COEs for accuracy. A lead recruiter reviewed all COEs completed for the state. This model increased the number of identified students by approximately 21 at the time of the completion of this report. Additional COEs had been completed but not yet verified, and the total increase may be greater.

4. **Increase the reporting on the results of services:** Six of the 18 sub-grantees submitted data in the first year. Following the establishment of the regional model in 2013-14, all six regions and the two local programs submitted data regarding progress on the MPOs.

5. **Standardize measurement of the impact of summer/fall programs in reading and math:** During 2013-14 Indiana implemented the myON reader in all summer programs. The online platform includes assessments which establish baseline for and measure growth in student Lexile levels. This provided a basis for comparing implementation of reading programs across regions. Several sites implemented Math MATTERS in the summer programs, and all sites were able to provide data about student gains during summer programs.

6. **Continue implementation of strategies from the SDP:** The state is commended for partially or fully implementing over 90% of the strategies in the SDP during the second year of implementation.

7. **Emphasize services designed for continuity of instruction and credit accrual:** More sites reported providing credit accrual services in 2013-14 than in 2012-13. Also, the number of students enrolled in these services increased by 33. However, additional improvement is needed in this area. The MPO related to completion of credit accrual courses was not met, and site observations and administrator reports indicate that services for secondary students remains a challenge. See the recommendations for 2014-15 for recommended procedures.

8. **Continue to provide high quality professional development:** Staff continue to rate the effectiveness of migrant-sponsored professional development very high. Migrant staff attended various national, local, and state meetings relevant to migrant students and in particular migrant students who travel to Indiana from Florida and Texas.

9. **Continue parent involvement efforts:** Parents indicated on surveys and during interviews that parent involvement and resources were of high quality. The scope of parent involvement increased dramatically with at least two parent involvement events held at each site during 2013-14 and three statewide Parent Advisory Council meetings held during 2013-14.

Recommendations for 2014-15

This section of the report provides recommendations for action based on the data collected for the evaluation of the Indiana MEP. Recommendations are summarized based on evaluator observations, staff and parent surveys, student assessment results, student outcomes, records reviews, and interviews with state and local MEP staff and parents. Recommendations are provided for implementation as well as for addressing all MPOs.

1. **Continue to improve the integration of technology in reading and math programs.** The myON training and technology training provided during 2013-14 strategically focused on setting up procedures for use of the technology, especially in programs where devices were designed to also be used in the home. Logistical issues also took a lot of staff time and effort. These are to be expected in the setup of a new program. Teachers indicated during site visits that they found ongoing assistance with technology very helpful as class time was wasted if equipment did not work as expected. This is not the only type of professional development necessary to help teachers use technology effectively. Even in sites where staff reported all devices functioned smoothly, scores were somewhat lower than expected, though the MPOs were ultimately met. During site observations, technology often was used to practice skills rather than as a tool for building greater knowledge. In addition, sites that had the largest gains in myON also had the most attendees and professional development that went beyond the “Getting

Started" phase. The next step, now that procedures are in place and staff are more familiar with the technology, is to focus professional development on the integration of technology; specifically, best practices and research-based techniques for the effective use of technology in helping students attain skills in ELA and math.

2. **Implement programs to boost attendance**. During site visits, staff noted that consistent student attendance was difficult to maintain. This occurred for several reasons. Students from the upper grades often were working alongside their parents in the fields. This work was necessary for the family and an important source of income for the family. In addition, some older students would stay home to take care of young siblings when there was no daycare available for children from birth age two at the program site. Students working long hours also are reluctant to participate in educational activities if they do not see an immediate value to them. It is recommended that programs offer flexible schedules, care for young children, and tie credit accrual to the needs of migrant students.
3. **Provide additional services to help migrant students enroll in appropriate supplemental credit accrual courses and complete those courses.** The regional model for service delivery came into full swing during the summer of 2014 at the time when most migrant students resided in the state. During the data collection meeting in September, several regions noted that migrant students were still resident in Indiana but would likely return to Texas by the end of October. The two months that students are in Indiana are critical for credit accrual for high school students as they are missing the beginning of classes at the school in their home base state. Though 68% of students enrolled in supplemental credit accrual completed their courses and were granted credit, this fell short of the MPO. Coordinated efforts between Texas school districts and Indiana schools are necessary to ensure migrant students have continuity of education, sufficient instruction to complete courses begun in Indiana, and effective credit transfer. It is recommended that a coordinator or regional staff be tasked with creating a plan for tracking all high school students in Indiana and monitoring their class loads and credit accrual. All credit transfer requests should go through that entity to ensure that credits are transferred consistently and staff in other states have a contact they can rely on for information.
4. **Boost technology integration with coordinated professional development, interstate collaboration, and lessons and assessments to accompany technology tools**. Technology and innovative service delivery were hallmarks of the new regional approach to services in 2013-14. To continue and improve upon this foundation in 2014-15, the Indiana MEP should provide ongoing professional development on the innovative use of technology that focuses not on remediation but on enrichment for migrant students. This approach has worked in other states implementing technology projects when designed to meet the needs of migrant students and instructional staff exhibit excitement about the lessons they are teaching. Another component necessary in Indiana is strong interstate coordination because of the highly mobile student population. Because Indiana is piloting a program to allow the devices to follow the student, a key to

maintaining a strong instructional focus on the use of the devices will be interstate coordination with the students' home schools. As teachers become more comfortable with the use of devices, they also will need access to high quality lessons and projects that make full use of the technology. Indiana should make these lessons available to teachers and ensure that they are accompanied by assessment materials that are easily administered and provide information about the knowledge and skills students gain as a result of the lessons.

5. **Provide training in the use of records transfer systems such as MSIX.** During site visits, some staff had difficulty explaining how migrant students were placed in appropriate credit accrual classes; and they did not know what information was available about their students on MSIX. In addition, staff said that they had difficulty contacting school counselors during the summer to discuss appropriate credit options for migrant student from Texas and Florida. Staff need additional training on records transfer to ensure that students are placed appropriately and that all available information is accessed.
6. **Coordinate with service agencies to provide services that meet the needs of migrant students and families**. Coordination and planning for support service needs will ensure migrant students have access to health care, proper nutrition, adequate housing and clothing, and access to other community services. Without basic necessities, students have difficulty achieving academically. It is especially important for regions that are rural with migrant families in remote areas to coordinate with other service providers. During site visits, large rural regions indicated that migrant families were having difficulty accessing appropriate services. It is recommended that the sites undertake a local needs assessment for support services. This would include surveys and interviews to determine support service needs. Based on the results of the needs assessment, the region should coordinate with other services providers to assist migrant families in accessing the services for which they qualify.
7. **Provide education to parents about their role in the school system and transfer of important information between schools.** During interviews, staff indicated that parents do not always bring IEPs to Indiana during the summer. In addition parents are uncertain about what is needed for their children to graduate from high school and what their options are for post-secondary school and the workplace. It is recommended that the sites structure parent involvement activities around information about the school system, especially credit accrual, career and college readiness, and the use of IEPs.
8. **Update the CNA and SDP.** Because of changes to the program structures; changes in the migrant student population resulting from increased recruitment; changes in the ways in which programs are evaluated; and the guidance provided in OME's CNA, SDP, and evaluation toolkits, the CNA completed in 2011 and the SDP completed in 2012 are out of date. The state should revisit the Continuous Improvement Cycle by updating the CNA, and updating the SDP to reduce the number of strategies and MPOs, align services to newly identified needs, and ensure all initiatives are directly tied to MPOs and strategies.

Appendix A

Data Collection Forms

Form 1: Staff Survey on Project Effectiveness

Form 2: Parent Survey

Form 3: MPO Report (also called End-of-Project Report)

Form 4: OSY Focus Group and Services Plan

Form 5: Elementary Summer Assessment Tracking Form (OPTIONAL)

Form 1: Staff Training Survey & Project Effectiveness Survey
Indiana Migrant Education Program

*This form is provided to all staff receiving migrant-sponsored professional development, and we are evaluating many aspects of the program. Some questions may **not apply** to the training you received or you may not have any knowledge of the item. Circle N/A if the question does not apply.*

1. School District:					
2. Term	☐ Regular year ☐ Summer				
3. Indicate your primary position:	Grade(s) taught: ☐ PK/K ☐ Gr. 1-5 ☐ Gr. 6-8 ☐ H.S. 9-12 ☐ OSY				
	☐ Teacher	☐ Paraprofessional	☐ Parent Liaison	☐ Recruiter	
	☐ Administrator	☐ Family Educator	☐ Other (specify):		

1 = Not At All **2 = Very little** **3 = Somewhat** **4 = Very Much** **N/A = Not Applicable**

In your opinion, rate the extent to which...	**Rating**
1. Migrant program instruction helped migrant students improve their **reading skills**.	1 2 3 4 N/A
2. Migrant program instruction helped migrant students improve their **math skills**.	1 2 3 4 N/A
3. Migrant program instruction for secondary age migrant students helped them earn credits toward **high school graduation**.	1 2 3 4 N/A
4. **Support services** from the migrant program contributed to the academic success of migrant students. (examples of support services: transportation, medical/dental/vision care, nutrition, or school supplies)	1 2 3 4 N/A
5. Migrant English learners (ELs) improved their **English proficiency**.	1 2 3 4 N/A
6. MEP-sponsored professional development in reading strategies helped you more effectively deliver high quality **reading instruction** to migrant students.	1 2 3 4 N/A
7. MEP-sponsored professional development in math strategies helped you more effectively deliver high quality **math instruction** to migrant students.	1 2 3 4 N/A
8. MEP-sponsored professional development related to school readiness helped prepare you to assist **migrant children ages 3 to 5** succeed in school.	1 2 3 4 N/A
9. MEP-sponsored professional development on strategies for **secondary student achievement** helped you provide high quality instruction.	1 2 3 4 N/A
10. **Parents were involved** in the migrant education program in your district (examples of involvement include attendance at conferences or meetings, communication with teachers, etc.).	1 2 3 4 N/A
11. The Indiana MEP was effective in meeting the **academic needs** of migrant students.	1 2 3 4 N/A

In what way was the Indiana MEP most beneficial to migrant students?

What suggestions do you have to improve services to migrant students in Indiana?

What suggestions for professional development topics do you have?

Form 2: Indiana Migrant Education Program
Parent Survey

School district _____

1. What grade level(s) do you have children in? (check all that apply):

☐Preschool/Kindergarten ☐Elementary ☐ Middle School ☐ High School

Directions: *Please circle the number in the box below which best describes your experiences with migrant services. Then write your responses to the questions presented below. Thank you.*

1=Not at all **2=Very little** **3=Somewhat** **4=Very much** ***N/A = Not Applicable***

2. Did you receive materials from the migrant program about helping your child with **reading**? (examples: books, brochures about reading in the home, information about reading at parent meetings).	1	2	3	4	N/A
3. If you received reading tools, how much did they help you become more involved in your child's **reading** education?	1	2	3	4	N/A
4. Did you receive materials from the migrant program about helping your child with **math**? (examples: brochures about math in the home, information about math at parent meetings).	1	2	3	4	N/A
5. If you received math tools, how much did they help you become more involved in your child's **math** education?	1	2	3	4	N/A
6. Did you participate in preschool events about helping your **preschool child (ages 3 to 5)**? (examples: parent nights, family education training, school readiness orientations, home visits).	1	2	3	4	N/A
7. If you attended preschool events, how much did they assist you in helping your **preschool child (ages 3-5) be ready for school**?	1	2	3	4	N/A
8. Did you receive materials or participate in activities from the migrant program about helping your **high school student graduate**? (examples: information about courses needed, information about the school system, information about required tests, parent nights, parent-teacher conferences).	1	2	3	4	N/A
9. How much were you involved in activities to help your **high school student graduate**?	1	2	3	4	N/A
10. How do you rate the **services provided** by the Indiana Migrant Education Program?	Poor	Fair	Good	Very Good	N/A

11. How did the Indiana Migrant Education Program help your child succeed in school?

12. How would you change the Indiana Migrant Education Program to make it better?

Encuesta 2: Programa de Educación Migrante de Indiana
Encuesta Para los Padres

Distrito Escolar: _____

1. Mis hijos quienes participan en el Programa Migrante están en (marque en las casillas, todos los grados que aplican):

☐Pre-escolar/Kinder ☐Primaria ☐ "Middle School" ☐ "High School"

Instrucciones: *Encierre en un círculo el número que mejor describe sus experiencias con los servicios del Programa de Educación Migrante. Luego responda a las preguntas incluidas abajo. Muchas gracias.*

.1 = No de nada 2 = Muy poco 3 = Algo 4 = Mucho N/A = No me aplica

2. ¿Recibió usted materiales del programa migrante sobre cómo ayudar a su a niño con la *lectura*? (ejemplos: libros, folletos acerca de la lectura en el hogar, información sobre la lectura en las reuniones de padres, etc.)	1	2	3	4	N/A
3. ¿Si recibió materiales, cuánto le ayudaron a estar más envuelto con la lectura de su niño?	1	2	3	4	N/A
4. ¿Recibió materiales del programa migrante sobre cómo ayudar a su niño con matemáticas? (ejemplos: folletos acerca de matemáticas en el hogar, información sobre matemáticas en las reuniones de padres, etc.).	1	2	3	4	N/A
5. ¿Si recibió materiales, cuánto le ayudaron a estar más envuelto con las matemáticas de su niño?	1	2	3	4	N/A
6. ¿Participó en actividades sobre cómo ayudar a su niño pre-escolar (3 a 5 años) a estar listo/s para el kinder? (ejemplos: noches familiares, capacitación para familias, preparación para la escuela, visitas al hogar, etc.).	1	2	3	4	N/A
7. ¿Si participó en actividades para padres de niños pre-escolares, cuánto le sirvieron para ayudar a su niño a estar listo para el kínder?	1	2	3	4	N/A
8. ¿Recibió materiales del programa migrante o participo en actividades organizadas por el programa migrante acerca de cómo ayudar a su niño a graduarse de "high school"? (ejemplos: información sobre cursos requeridos, información sobre el sistema escolar, información sobre exámenes requeridos, noches familiares, conferencias con los maestros, etc.).	1	2	3	4	N/A
9. ¿Cuánto participó usted en actividades para ayudar a su hijo a graduarse de la "high school"?	1	2	3	4	N/A
10. Califique los servicios que recibió del *Programa de Educación Migrante.*	Malos	Pasables	Buenos	Muy Buenos	N/A

11. ¿Cómo le ha ayudado el Programa de Educación Migrante a sus hijos a tener éxito en la escuela?

_____

_____

_____

12. ¿Qué cambios sugiere usted para mejorar el Programa de Educación Migrante?

_____

_____

_____

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Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Title I, Part C: Educating Migratory Children
Form 3: Measureable Program Outcome (MPO) Report

Please complete the following information as it pertains to your Title I, Part C Migrant Education Program.

Completed reports should be emailed to the IDOE specialist in charge of migrant education. Thank you for your efforts to support the Migrant Education Program.

Program Information		
Region/Corporation Name		
Project Period (check all that apply)	School Year Project ☐	Summer Project ☐
Project Director's Name		
Project Director's Phone Number & Email Address		
Superintendent' Name		
Superintendent's Phone Number & Email		
Records Clerk Name		
Records Clerk Phone Number & Email		
Amount of Funds Received: This includes any requests for additional funds that were received		
Name of Person Completing Report		
Signature of Person Completing Report		

Updated 7-7-14

PRESCHOOL PARTICIPATION IS REPORTED two weeks after the end of the project.

Preschool Participation (Both Regular and Summer Terms)

MPO 3a) 55% of migrant children ages 4 to 5 enrolled in a school-sponsored preschool program will demonstrate proficiency in pre-literacy skills on an appropriate assessment.

What assessment was used to assess children's pre-literacy skills?

Regular Term Preschool Programs	Summer/fall Preschool Programs

How many children ages 4-5 were enrolled in a school-sponsored preschool program and of that number how many demonstrated proficiency on a pre-literacy skills assessment?

Number of migrant children ages 4-5 enrolled in a school-sponsored preschool program	Of those enrolled, how many demonstrated proficiency on a pre-literacy skills assessment?

SECONDARY RESULTS ARE REPORTED two weeks after the end of the project.

Secondary/OSY Participation (Both Regular and Summer Terms)

MPO 4a) 70% of migrant students enrolled in a supplemental credit accrual program will earn at least ½ credit toward graduation.

High School Credit Accrual is defined as instruction in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. This includes correspondence or semi-independent courses taken by a student under the supervision of a teacher. Include all supplemental credit accrual for both the regular term AND summer term where program funds or migrant staff time were used to provide the credit or involved in helping to place students in the appropriate course.

Age/Grade	Enrolled in supplemental credit accrual program	Received ½ credit toward graduation
8		
9		
10		
11		
12		
Out of School		
Total		

MPO 4b) 60% of migrant students enrolled for a full school year will earn a minimum of 10 credits at the end of each grade level (9-12).

Age/Grade	Number enrolled for a full academic year	Number earning a minimum of 10 credits
9		
10		
11		
12		
Total		

GED (Both Regular and Summer Terms)

In the table below, provide the total unduplicated number of eligible migrant students who obtained a General Education Development (GED) Certificate.

Obtained a GED in the State of Indiana	

High School Graduation

In the table below, provide the number of migrant students enrolled in the 12th grade in September of the school year who graduated by the end of the school year OR in the summer.

# migrant 12th graders enrolled in September	# migrant 12th graders graduating at the end of the school year	# migrant 12th graders graduating in the summer

SUMMER RESULTS ARE REPORTED two weeks after the end of the summer program.

MEP Summer Term Results

MPO 1c) 80% of migrant students participating in a supplemental summer/fall migrant program will show a gain of 9% on an appropriate reading assessment.

MPO 2b) 80% of migrant students participating in a supplemental summer/fall migrant program will show a gain of 9% on an appropriate math assessment.

During the summer program, what test was used to assess student progress in reading? If more than one assessment was used, list the assessment that best addresses the MPO.

Age/Grade	Reading Assessment
K	
1	
2	
3	
4	
5	
6	
7	
8	

During the summer program, what test was used to assess student progress in mathematics? If more than one assessment was used, list the assessment that best addresses the MPO.

Age/Grade	Math Assessment
K	
1	
2	
3	
4	
5	
6	
7	
8	

How many students were assessed with both a pre- and a post-assessment? Of those students how many demonstrated a gain?

Age/Grade	Assessed in Reading	Gaining 9% in Reading	Assessed in Math	Gaining 9% in Math
K				
1				
2				
3				
4				
5				
6				
7				
8				
Total				

How many PFS students were assessed with both a pre- and a post-assessment? Of those students how many demonstrated a gain?

Age/Grade	PFS Assessed in Reading	PFS Gaining 9% in Reading	PFS Assessed in Math	PFS Gaining 9% in Math
K				
1				
2				
3				
4				
5				
6				
7				
8				
Total				

MEP Personnel Data

The following questions collect data on MEP projects.

MEP Staff

In the table below, provide the headcount and FTE by job classification of the staff funded by the MEP. Do not include staff employed in SWP where MEP funds were combined with those of other programs. Below the table are FAQs about the data collected for this table.

Job Classification	Regular School Year		Summer Term	
	Headcount	FTE	Headcount	FTE
Teachers				
Counselors				
All paraprofessionals				
Recruiters				
Records Transfer Staff				
Administrators				

FAQs on MEP Staff

How is the FTE calculated? The FTE may be calculated using one of two methods:

1. **To calculate the FTE, in each job category, sum the percentage of time that staff were funded by the MEP and enter the total FTE for that category.**
2. **Calculate the FTE using the number of days worked. To do so, first define how many full-time days constitute one FTE for each job classification in your State for each term. (For example, one regular-term FTE may equal 180 full-time (8 hour) work days; one summer term FTE may equal 30 full-time work days; or one intersession FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year.) To calculate the FTE number, sum the total days the individuals worked in a particular job classification for a term and divide this sum by the number of full-time days that constitute one FTE in that term.**

Who is a teacher?

A classroom instructor who is licensed and meets any other teaching requirements in the State.

Who is a counselor?

A professional staff member who guides individuals, families, groups, and communities by assisting them in problem-solving, decision-making, discovering meaning, and articulating goals related to personal, educational, and career development.

Who is a paraprofessional?

An individual who: (1) provides one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assists with classroom management, such as organizing instructional and other materials; (3) provides instructional assistance in a computer laboratory; (4) conducts parental involvement activities; (5) provides support in a library or media center; (6) acts as a translator; or (7) provides instructional support services under the direct supervision of a teacher (Title I, Section 1119(g)(2)). Because a paraprofessional provides instructional support, he/she should not be providing planned direct instruction or introducing to students new skills, concepts, or academic content. Individuals who work in food

services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I.

Who is a recruiter?

A staff person responsible for identifying and recruiting children as eligible for the MEP and documenting their eligibility on the Certificate of Eligibility.

Who is a record transfer staffer?

An individual who is responsible for entering, retrieving, or sending student records from or to another school or student records system.

Qualified Paraprofessionals

In the table below, provide the headcount and FTE of the qualified paraprofessionals funded by the MEP. Do not include staff employed in SWP where MEP funds were combined with those of other programs. Below the table are FAQs about the data collected in this table.

	Regular School Year		Summer Term	
	Headcount	FTE	Headcount	FTE
Qualified Paraprofessionals				

FAQs on Qualified Paraprofessionals

How is the FTE calculated? The FTE may be calculated using one of two methods:

1. **To calculate the FTE, sum the percentage of time that staff were funded by the MEP and enter the total FTE for that category.**
2. **Calculate the FTE using the number of days worked. To do so, first define how many full-time days constitute one FTE in your State for each term. (For example, one regular-term FTE may equal 180 full-time (8 hour) work days; one summer term FTE may equal 30 full-time work days; or one intersession FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year.) To calculate the FTE number, sum the total days the individuals worked for a term and divide this sum by the number of full-time days that constitute one FTE in that term.**

Who is a qualified paraprofessional? A qualified paraprofessional must have a secondary school diploma or its recognized equivalent and have (1) completed 2 years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Sections 1119(c) and (d) of ESEA).

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Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

INDIANA MIGRANT EDUCATION PROGRAM
Form 4: OUT-OF-SCHOOL YOUTH (OSY) FOCUS GROUP INTERVIEW PROTOCOL AND SERVICES PLAN

Site:	Date:	Time:
# OSY interviewed:		

Note: The protocol is intended for use to aid in the implementation evaluation of the Indiana Migrant Education Program.

OSY Focus Group Questions

I. ACADEMICS

We are interviewing you about your experiences with the migrant education program. [Describe the migrant education services available to interviewees.] We will be using the information you provide to help us improve our services and identify the services that are the most useful. We will not use any names while taking notes. Your comments may be used in our program materials and evaluation. You may decide not to answer any of the questions.

1. Tell me about your experiences in school?

PROBE: How much school have you completed? What were your reasons for leaving?

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--

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2. Regarding work and education, what are your plans in the next six months?

PROBE: What do you plan to do for work? What are your education plans? If none, what would need to happen for you to consider starting classes?

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--

3. If classes were available to you, what kinds of classes interest you?

PROBE: What do you hope to get out of them? What do you like about them? What do you not like?

--

--

--

II. MIGRANT PROGRAM SERVICES

4. Tell me about anything the program has done to help you?

PROBE: Some examples would be educational materials, free lunches, medical or dental care, iPod instruction, ESL instruction, transportation, school for your children, guidance. How did these services help?

--

--

--

5. What else can the program do to help you continue your education?

--

--

--

Strategies, Opportunities, and Services for Out-of-School Youth (SOSOSY)

OSY STUDENT PROFILE

Date:	**MEP Project Region:**		**COE# or MEP ID:**
Name:		□**Male** □**Female**	**Age:**
Address/Camp:	**Phone:**	**Optional: How long is youth planning on being in the area?**	

Has access to transportation: □Yes □No	**Last grade attended (check one):**			□ Did not attend school
	□ 1st grade □ *Primer grado de primaria*	□ 2nd grade □ *Segundo grado de primaria*	□ 3rd grade □ *Tercer grado de primaria*	□ 4th grade □ *Cuarto grado de primaria*
English oral language proficiency: □High □Medium □Low □None	□ 5th grade □ *Quinto grado de primaria*	□ 6th grade □ *Sexto grado de primaria*	□ 7th grade □ *Primer grado de secundaria*	□ 8th grade □ *Segundo grado de secundaria*
Home language: □English □Spanish □Other:	□ 9th grade □ *Tercer grado de secundaria*	□ 10th grade □ *Primer y Segundo semestres de preparatoria (Bachillerato)*	□ 11th grade □ *Tercer y Cuarto semestres de preparatoria (Bachillerato)*	□ 12th grade □ *Quinto y Sexto semestres de preparatoria (Bachillerato)*
Health needs: □Medical □Vision □Dental □Urgent □Other:				

Check all that apply in the categories below.

Expressed interests in:	**Availability**:
□Learning English □Job training □GED □Earning a diploma □Not sure □No interests □Other:	□Days □Evenings □Weekends □Other:
Housing – Youth lives:	**Reason for leaving school**:
□With a crew □With friends outside of work □With his/her parents/family □With spouse & kids □With kids □Alone	□Lacking credits □Needed to work □Missed State test □Other:
Youth is a candidate for:	**At interview, youth received**:
□HS diploma □Health education □Life skills □Pre GED/GED □Job training □PASS □HEP □Career exploration □MP3 player □Adult Basic Education □ESL □CAMP □Other:	□Educational materials □Support services □OSY welcome bag □Referral(s) (list in comments) □Other:

Comments:

For Project Use:

Based on interviews with OSY, how can the MEP help meet the identified needs?

Concern	Solution	Resources Needed

Form 5: Summer Assessment Tracking Form

Site:		Person Completing:	
Date:		Phone:	
# Assessed in reading:		# Gaining on reading assessment	
# Assessed in math:		# Gaining on math assessment	
Assessments used:			

	Student Name*	Grade	State ID	Reading Pretest score	Reading Posttest score	9% Reading Gain? Y/N	Math Pretest Score	9% Math Posttest Score	Math Gain? Y/N
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									

*IMPORTANT: Delete student names prior to submitting information to the SEA.

Appendix B

Technology Integration Plan

Strategic Plan: Technology Project

Measureable Program Outcomes Addressed: 1a, 2a (decreasing ISTEP achievement gap); 1c, 2b (improving reading and math local assessments scores); 1d, 2c (increasing parent involvement); 1e, 2d (improving use of instructional strategies), 4a (credit accrual through distance learning)

Core Values/ Beliefs	Needs
Working together to build an education system of equity and high quality focused on student-centered accountability. Information technology allows highly mobile students to complete lessons and coursework regardless of physical location and is important for students to compete for jobs in the information age. Achievement gaps can be closed with effective, evidence-based educational practices including technology integration. Building connections with migrant students' existing knowledge and skills is effective in helping students learn new knowledge and skills.	• Migrant students need access to instructional technology because of the digital divide. • Migrant students need opportunities to learn latest technologies with connections to their culture and experiences to close the achievement gaps. • Highly mobile migrant students need innovative, supplemental credit accrual that can be transferred to their home state. **Strategies/solutions** 1. Include technology integration in all migrant supplemental instruction. 2. Provide technology integration aligned to the ISTE NETS with a focus on Standard 5.0: Digital Citizenship. 3. Provide access through mobile technology solutions, devices, and software. 4. Provide the infrastructure and human resources to allow for digital transfer of information and educational materials. 5. Provide projects that connect to migrant student experiences and knowledge and allow them to work toward their goals at their own pace. 6. Build technology integration capacity for teachers and parents. 7. Use a flipped classroom approach with background reading and study done at home and projects done at school. **Key research** • US DOE (2002) The Same High Standards for Migrant Students: Holding Title I Schools Accountable • Center for Summer Learning (2009) Income Affects How Kids Use Technology • National Summer Learning Association (2012) Best Practices for Summer Learning for Middle and High School Youth • Education Week (2014) Spotlight on Enabling the Digital Classroom

Implementation Milestones (key deliverables)	**Implementation Targets** (scope)
By September 1, 2014	
1. Full implementation with the infrastructure 2. Create protocol for individualized professional development, and provide training 3. Build a tech team 4. All devices run through one MDM (mobile device management) system 5. Build innovative lessons including videos, online and offline resources, and networking 6. Create policy manual and guidebook (and translate key pieces for parents)	A. All instructional services include myON B. All students receiving instructional services take myON placement test (grade 2+) C. Measure books completed, books opened, number active students, number of quizzes taken, and average minutes read D. All sites average a 4 on the implementation index by the end of the summer E. All sites have access and educational apps and lessons are pushed to all devices F. Identify platform for on-demand resources
By September 1, 2015	
Build a professional development catalog that includes tips and best practices for technology integration Migrant-specific, program lessons implemented	All Indiana students (preK through OSY) receiving instructional services are using program-developed lessons and assessments Number of book reviews completed on myON Technology integration occurring in classrooms
September 1, 2016 and beyond	
Model rolled out to other states Increase Interstate collaboration	Consortium of 8 states established All 8 states reporting student progress on lessons

Stakeholder	Role	Stakeholder	Role
Region 7 (East Central)	Administers project	Parents	Involved in technology education
Migrant Regional Service Centers	Implement strategies	Indiana DOE	Provides vision, oversight, and direction
Absolute	Tracking software	Schools staff and administration	Integrating best practices

Appendix C

Site Visit Reports and QSI

Region 6 (South Adams) Site Visit Report

July 9, 2014

Ratings based on classroom observations, site visits, records review, and staff interviews. Note that not all strategies are relevant to every site. Strategies that were not implemented are omitted from the site visit report unless unmet needs were observed or identified. Levels 4 and 5 indicate that the site is implementing the strategy as designed. Levels 1, 2 and 3 require improvement.

Reading and Math Strategies

1-1 Provide effective, evidence-based supplemental services in English Language Arts (ELA) and math

1-6 Provide before or after school tutoring, peer tutoring, supplementary ELA and math tutoring and instruction, and/or pull-out support

4-10 Provide tutoring at home and school and with flexible scheduling

Level 1	Level 2	Level 3	Level 4	Level 5
No supplemental services in ELA and math.	Limited effectiveness and evidence-based supplemental services in ELA and math.	Approaching sufficient effectiveness and evidence-based supplemental services in ELA and math.	Sufficient effectiveness and evidence-based supplemental services in ELA and math.	Extensive effectiveness and evidence-based supplemental services in ELA and math.

Rating: Level 4

Region 6 employs 13 tutors (11 of whom are certified teachers) to provide supplemental ELA and math services to 46 students spread across the region. Services are primarily home-based and community-based, meaning tutorial sessions occur in the home or in the community (such as in a public library) close to where the students live. Curriculum components include myON, Math MATTERS, iExcel Math, and STAAR preparation materials. Tutorials are designed to meet the standards and expectations of the states in which students attend school during the regular year—mostly Texas and Florida.

The difference between a Level 4 and a Level 5 in this strategy is the result of program services. This is the first year of implementing this program and results of the summer services were not yet available.

The rating may be revised upward depending on the effectiveness of services demonstrated in assessment results.

1-2 Ensure that sufficient support services are available to facilitate the participation of all migrant students, especially PFS

4-2 Provide appropriate support services to help students participate in their education and extra-curricular activities

Level 1	Level 2	Level 3	Level 4	Level 5
No support services to facilitate participation.	Limited support services to facilitate participation.	Approaching sufficient support services to facilitate participation.	Sufficient support services to facilitate participation.	Extensive support services to facilitate participation.

Rating: Level 5

A highlight of the Region 6 program is the extensive effort to ensure that all students identified are able to participate. This includes sending tutors to where the students live, often in very rural locations, developing a mobile classroom to create appropriate spaces for instructional services, and providing school supplies, books, nutrition, and health and hygiene kits tied specifically to the needs of the migrant student.

1-3 Provide parent activities (two for a regular year program or one in a summer program) in the school and/or in the home, including information about the US & Indiana education system, opportunities for involvement, reading materials, math materials and/or language strategies

1-12 Provide instruction for parents about strategies that can be used in the home to help increase student reading skills

4-6 Encourage parent participation in PACs, parent workshops, and parent academies through flexible scheduling and ensuring that parents are given the opportunity to provide input

4-14 Provide parents with materials to help them support their child's education in the home including information about H.S. graduation, GED, and post-secondary opportunities

Level 1	Level 2	Level 3	Level 4	Level 5
No parent activities provided.	Limited parent activities including strategy components.	Approaching sufficient parent activities including strategy components.	Sufficient parent activities including strategy components.	Extensive parent activities including strategy components.

Rating: Level 4

Parent involvement is encouraged during in-home tutorials. The site has the required parent meeting scheduled for August and will distribute information regarding parent involvement events. At the August meeting, a representative from the Michigan College Assistance Migrant Program (CAMP) will present to parents about post-secondary options for migrant students. A preliminary meeting was held in the fall.

A comprehensive and targeted parent involvement effort that includes intentional planning and lessons surrounding the strategy components is necessary. This intentional effort is documented through sign-in sheets, agendas, and parent surveys that describe the implementation of parent involvement strategies. The site completed and turned in agendas, parent surveys, and sign-in sheets demonstrating implementation of this strategy as described in the SDP.

1-4 Improve instruction in ELA and math by training migrant staff to use evidence-based strategies to use with migrant students

1-13 Provide professional development to staff working with migrant students in strategies for English learners and unique needs of migrant students

3-4 Ensure staff that work with migrant children and families receive professional development on cultural competencies, quality instruction, and how to address the unique needs of migrant children and families

4-5 Conduct professional development about strategies for success for migrant students and youth including but not limited to evidence-based strategies for credit accrual and college and career readiness; class scheduling for migrant students to assist in attaining necessary course credits and instruction time, or strategies found to be successful with ELs in the content areas

Level 1	Level 2	Level 3	Level 4	Level 5
No staff development relevant to migrant students was provided.	Limited staff development relevant to migrant students was provided.	Approaching sufficient staff development relevant to migrant students was provided.	Sufficient staff development relevant to migrant students was provided.	Extensive staff development relevant to migrant students was provided.

Rating: Level 4

Staff meetings were held prior to the tutorial program to build staff knowledge and skills regarding the curriculum components, migrant student needs, and cultural awareness. Specific staff development in reading was provided by the myON trainer, and staff attended the Math MATTERS Training of Trainers and then passed that information on to the staff implementing the Math MATTERS summer curriculum.

Agendas, surveys, and sign-in sheets help describe the implementation of professional development activities, but these were limited. Additional training for staff working with high school migrant students may be necessary as secondary migrant students often have substantial needs and there are opportunities such as the High School Equivalency Program (HEP) and CAMP that staff may steer students toward as appropriate. The rating may be revised upward depending on the documentation provided following summer programs.

1-7 Provide alternative delivery systems for ELA and math instruction for students who cannot attend site-based programs

Level 1	Level 2	Level 3	Level 4	Level 5
No alternate delivery systems for migrant students who cannot attend site-based programs.	Limited alternate delivery systems for migrant students who cannot attend site-based programs.	Approaching sufficient alternate delivery systems for migrant students who cannot attend site-based programs.	Sufficient alternate delivery systems for migrant students who cannot attend site-based programs.	Extensive alternate delivery systems for migrant students who cannot attend site-based programs.

Rating: Level 5

Region 6 provides opportunities through multiple methods to ensure all migrant students are served. Though the region is comparatively small in the population of migrant students, the geographic area served is large. This challenge has allowed the region to develop a model of service delivery that could be emulated by other districts where migrant students are unable to attend a site-based program.

1-8 Ensure that technology tools are available to meet the unique needs of migrant students

4-9 Provide access to remediation software and online courses as appropriate to student educational needs

Level 1	Level 2	Level 3	Level 4	Level 5
No technology tools that meet the unique needs of migrant students.	Limited technology tools that meet the unique needs of migrant students.	Approaching sufficient technology tools that meet the unique needs of migrant students.	Sufficient technology tools that meet the unique needs of migrant students.	Extensive technology tools that meet the unique needs of migrant students.

Rating: Level 5

The site has available for migrant students use iPads, a mobile classroom equipped with technology tools, iExcel Math (a web-based math curriculum), myON, and uses the technology extensions in the Math MATTERS program. These devices and software are designed to be portable and to be used independently when students are at different levels with different skills gaps—a common issue for migrant children. In addition to the devices and software available, the site participates in trainings designed to help instructional staff provide effective and student-based instruction with technology.

1-9 Hire bilingual staff to act as aides, interpreters/translators, parent liaisons or after school tutors as possible and necessary

Level 1	Level 2	Level 3	Level 4	Level 5
No bilingual staff to meet needs of migrant families.	Limited bilingual staff to meet needs of migrant families..	Approaching sufficient bilingual staff to meet needs of migrant families..	Sufficient bilingual staff to meet needs of migrant families.	Extensive bilingual staff to meet needs of migrant families.

Rating: Level 4

Three staff members are bilingual, which region staff indicate is sufficient to the needs of the students in the region.

School Readiness Strategies

3-2 Inform migrant parents of children four and older about availability of early childhood education services

Level 1	Level 2	Level 3	Level 4	Level 5
No information provided to migrant parents about early childhood education services.	Limited information provided to migrant parents about early childhood education services.	Approaching sufficient information provided to migrant parents about early childhood education services.	Sufficient information provided to migrant parents about early childhood education services.	Extensive information provided to migrant parents about early childhood education services.

Rating: Level 4

Region 6 collaborates with Teaching and Mentoring Communities (TMC) to provide school readiness services. Many preschool .migrant students in the region attend TMC classes. However, staff noted that some migrant students (particularly those whose parents work at temporary jobs in dairies) do not qualify for TMC services.

3-5 Provide parent education and materials (e.g., books) that address the use of home language, dialogic reading strategies, other early literacy strategies, parenting skills, parent's role in supporting child's learning in formal education settings, enhancing parent-child communication, and/or other needs identified by parents

Level 1	Level 2	Level 3	Level 4	Level 5
No parent education services and materials aligned to strategy components.	Limited parent education services and materials aligned to strategy components.	Approaching sufficient parent education services and materials aligned to strategy components.	Sufficient parent education services and materials aligned to strategy components.	Extensive parent education services and materials aligned to strategy components.

Rating: Level 4

Staff indicate that this strategy is a particular focus of parent involvement for the in-home tutors. Tutors are using the Stepping Stones materials which include instructional components and materials designed to help parents foster learning in the home.

3-7 Provide or collaborate to provide site- or home-based early childhood education services

Level 1	Level 2	Level 3	Level 4	Level 5
No early childhood education services.	Limited early childhood education services.	Approaching sufficient early childhood education services.	Sufficient early childhood education services.	Extensive early childhood education services.

Rating: Level 4

Staff provide in-home early childhood education with the Stepping Stones materials. Young children (including those who do not qualify for or do not attend TMC classes) receive visits from tutors three to five times per week. The region is working on developing a skills checklist aligned to the materials and specific enough to demonstrate growth within a short period of time.

High School Graduation Strategies

4-1 Provide opportunities for credit accrual through evening classes, flexible scheduling, online classes, and alternative programs

Level 1	Level 2	Level 3	Level 4	Level 5
No opportunities for credit accrual.	Limited opportunities for credit accrual.	Approaching sufficient opportunities for credit accrual.	Sufficient opportunities for credit accrual.	Extensive opportunities for credit accrual.

Rating: Level 4

Region 6 is primarily using PASS courses. There are four students currently enrolled in courses. Staff decide on placement based on interview with the students, MSIX records reviews, and contact with home-based school if staff are available.

Staff indicated that students often take core academic subjects such as English and Math, and often students complete the PASS courses after they leave Indiana. Additional credit accrual options should be explored as students may be able to earn credits while in Indiana using other methods.

4-3 Utilize available records transfer systems to ensure students are placed appropriately and are able to transfer credits and accrue credits for graduation

4-12 Develop partnerships with programs in sending states to ensure continuity of instruction

Level 1	Level 2	Level 3	Level 4	Level 5
No use of records	Limited use of	Approaching	Sufficient	Extensive

transfer system for placement and credit transfer.	records transfer system for placement and credit transfer.	sufficient opportunities for credit accrual.	opportunities for credit accrual.	opportunities for credit accrual.

Rating: Level 4

Staff utilize MSIX records and calls with home base schools to determine appropriate placement for migrant students. In addition staff work with the Texas Migrant Interstate Program and the Florida Interstate Program to determine credit accrual needs, transfer credits, and place students appropriately. All pertinent credit accrual information is recorded in the State database.

4-8 Assist students in setting and meeting graduation and career goals through leadership groups, extracurricular activities, and career oriented activities

Level 1	Level 2	Level 3	Level 4	Level 5
No assistance in setting and meeting graduation and career goals.	Limited assistance in setting and meeting graduation and career goals.	Approaching sufficient assistance in setting and meeting graduation and career goals.	Sufficient assistance in setting and meeting graduation and career goals.	Extensive assistance in setting and meeting graduation and career goals.

Rating: Level 3

There are plans in place for workshops addressing goal setting for migrant students, CAMP representatives will visit with parents, and students are working on credits designed to help them graduate.

Specific goal setting strategies are not yet in place. Staff may consider using short term goal setting (such as how to complete a semi-independent course) in conjunction with long term goal setting exercises.

Recommendations

1. Ensure parent and staff surveys are completed and turned in at the conclusion of summer programs.
2. Ensure all assessment data are collected and turned in at the conclusion of summer programs. Because multiple assessments are being used, it is recommended that the site use the optional Elementary Tracking form (or similar tool that tracks growth).
3. Coordination for ensuring migrant students have access to health care, proper nutrition, adequate housing and clothing, and access to other community services is often a role of the MEP because without necessities students would not be able to achieve academically. It is especially important for a region that is rural with migrant families spread out across the area to coordinate with other service providers. It is recommended that the site undertake a local needs assessment for support services. This would include surveys and interviews to determine support services needs. Based on the results of the needs assessment, the Region should coordinator with other services providers to assist migrant families in accessing the services for which they qualify.

4. During interviews, staff indicated that parents don't always bring IEPs to Indiana during the summer. In addition parents are uncertain about what is needed for their children to graduate from high school and options post-secondary school. It is recommended that the site structure parent involvement activities around information about the school system, especially credit accrual, career and college readiness, and the use of IEPs.

Elwood Site Visit Report
July 9, 2014

Ratings are based on classroom observations, site visits, records review, and staff interviews. Note that not all strategies are relevant to every site. Strategies that were not implemented are omitted from the site visit report unless unmet needs were observed or identified. Levels 4 and 5 indicate that the site is implementing the strategy as designed. Levels 1, 2, and 3 could be improved.

Reading and Math Strategies

1-5 Provide effective, evidence-based supplemental services in English Language Arts (ELA) and math

1-6 Provide before or after school tutoring, peer tutoring, supplementary ELA and math tutoring and instruction, and/or pull-out support

Level 1	Level 2	Level 3	Level 4	Level 5
No supplemental services in ELA and math.	Limited effectiveness and evidence-based supplemental services in ELA and math.	Approaching sufficient effectiveness and evidence-based supplemental services in ELA and math.	Sufficient effectiveness and evidence-based supplemental services in ELA and math.	Extensive effectiveness and evidence-based supplemental services in ELA and math.

Rating: Level 4

Elwood has a full day summer school with 65 students enrolled with extended hours (until 6 pm). The extended hours provide a safe space for kids who would otherwise be dropped off at an empty home. The curriculum includes myON and Success Maker math and other research-based materials. However, one challenge staff mentioned is that many teachers have been part of the program for many years, and there is resistance to using new materials. The exception is myON which has been adopted enthusiastically.

There is project-based learning occurring around field trips where students study about the zoo or a historic location prior to the visit. Projects students complete and post on the walls themed around the field trip.

The difference between a Level 4 and a Level 5 in this strategy is the result of program services. This is the first year of implementing this program and results of the summer services were not yet available.

The rating may be revised upward depending on the effectiveness of services demonstrated in assessment results.

1-6 Ensure that sufficient support services are available to facilitate the participation of all migrant students, especially PFS

4-2 Provide appropriate support services to help students participate in their education and extra-curricular activities

Level 1	Level 2	Level 3	Level 4	Level 5
No support services to facilitate participation.	Limited support services to facilitate participation.	Approaching sufficient support services to facilitate participation.	Sufficient support services to facilitate participation.	Extensive support services to facilitate participation.

Rating: Level 5

By holding extended hours, the Elwood summer program is ensuring that all students can participate. In addition, may other support services are offered: dental screenings, door-to-door transportation, guidance counselor for secondary students, and water safety lessons.

1-3 Ensure that migrant students receive accommodations and remediation as per IEPs, ILPs, and/or other general education intervention

Level 1	Level 2	Level 3	Level 4	Level 5
No appropriate accommodations or remediation as listed in the strategy.	Limited appropriate accommodations or remediation as listed in the strategy.	Approaching sufficient appropriate accommodations or remediation as listed in the strategy.	Sufficient appropriate accommodations or remediation as listed in the strategy.	Extensive appropriate accommodations or remediation as listed in the strategy.

Rating: Level 5

Elwood has special needs students and has provided accommodations for those students. The site employs teachers with special education endorsements who have provided services and trained instructional aides in the extended day program. For example, an instructional aide was observed practicing signing with a special needs student who could not vocalize. This allowed the student to learn to communicate needs.

1-4 Provide parent activities (two for a regular year program or one in a summer program) in the school and/or in the home, including information about the US & Indiana education system, opportunities for involvement, reading materials, math materials and/or language strategies

1-12 Provide instruction for parents about strategies that can be used in the home to help increase student reading skills

4-6 Encourage parent participation in PACs, parent workshops, and parent academies through flexible scheduling and ensuring that parents are given the opportunity to provide input

4-14 Provide parents with materials to help them support their child's education in the home including information about H.S. graduation, GED, and post-secondary opportunities

Level 1	Level 2	Level 3	Level 4	Level 5
No parent activities provided.	Limited parent activities including strategy components.	Approaching sufficient parent activities including strategy components.	Sufficient parent activities including strategy components.	Extensive parent activities including strategy components.

Rating: Level 4

During registration night with PAC meeting the site did some preliminary things with myON, provided program information and literacy activities. Teachers visited harvest camp and reported a lot of good interaction. Families call in but most interaction comes through aides who ride the bus at the end of the day. This opportunity is used to communicate about what is happening at the school and discuss parent concerns for their children. Flyers are sent to parents about meetings. Usually parents who live close and aren't working are the ones who show up.

1-5 Improve instruction in ELA and math by training migrant staff to use evidence-based strategies to use with migrant students

1-13 Provide professional development to staff working with migrant students in strategies for English learners and unique needs of migrant students

3-4 Ensure staff that work with migrant children and families receive professional development on cultural competencies, quality instruction, and how to address the unique needs of migrant children and families

4-5 Conduct professional development about strategies for success for migrant students and youth including but not limited to evidence-based strategies for credit accrual and college and career readiness; class scheduling for migrant students to assist in attaining necessary course credits and instruction time, or strategies found to be successful with ELs in the content areas

Level 1	Level 2	Level 3	Level 4	Level 5
No staff development relevant to migrant students was provided.	Limited staff development relevant to migrant students was provided.	Approaching sufficient staff development relevant to migrant students.	Sufficient staff development relevant to migrant students was provided.	Extensive staff development relevant to migrant students was provided.

Rating: Level 4

Staff participated in myON and digital curriculum training. Staff would like the digital curriculum training to come earlier. Administrators felt doing PD after school starts creates a problem of pulling teachers out of the classroom, and they want to see ongoing and hands-on professional development.

Agendas, surveys, and sign-in sheets help describe the implementation of professional development activities, and Elwood completed this information, and a records review of professional development sessions provided (including sign-in sheets and agendas) shows sufficient implementation of professional development activities.

1-8 Ensure that technology tools are available to meet the unique needs of migrant students

4-9 Provide access to remediation software and online courses as appropriate to student educational needs

Level 1	Level 2	Level 3	Level 4	Level 5
No technology tools that meet the unique needs of migrant students.	Limited technology tools that meet the unique needs of migrant students.	Approaching sufficient technology tools that meet the unique needs of migrant students.	Sufficient technology tools that meet the unique needs of migrant students.	Extensive technology tools that meet the unique needs of migrant students.

Rating: Level 4

The site has iPads available for student use. In addition, there are two computer labs and middle school and secondary students use Chromebooks and graphing calculators. Staff are using the digital curriculum training to provide instruction infused with technology.

1-9 Hire bilingual staff to act as aides, interpreters/translators, parent liaisons or after school tutors as possible and necessary

Level 1	Level 2	Level 3	Level 4	Level 5
No bilingual staff to meet needs of migrant families.	Limited bilingual staff to meet needs of migrant families.	Approaching sufficient bilingual staff to meet needs of migrant families.	Sufficient bilingual staff to meet needs of migrant families.	Extensive bilingual staff to meet needs of migrant families.

Rating: Level 4

Six staff members are bilingual (five aides and one teacher), which Elwood administration indicated is sufficient to the needs of the students.

1-11 Collaborate with other service providers & libraries to send home literacy materials

Level 1	Level 2	Level 3	Level 4	Level 5
No collaboration with other service	Limited collaboration with	Approaching sufficient	Sufficient collaboration with	Extensive collaboration with

providers.	other service providers.	collaboration with other service providers.	other service providers.	other service providers.

Rating: Level 4

The site is collaborating with the YMCA, county health department, and working with police and fire to help students explore potential careers. Staff indicated that a goal is to increase outreach with community leaders so that they understand the purpose and scope of the program.

School Readiness Strategies

3-2 Inform migrant parents of children four and older about availability of early childhood education services

Level 1	Level 2	Level 3	Level 4	Level 5
No information provided to migrant parents about early childhood education services.	Limited information provided to migrant parents about early childhood education services.	Approaching sufficient information provided to migrant parents about early childhood education services.	Sufficient information provided to migrant parents about early childhood education services.	Extensive information provided to migrant parents about early childhood education services.

Rating: Level 4

Elwood collaborates with Teaching and Mentoring Communities (TMC) to provide school readiness services. (See strategies 3-6 and 3-7 for more information about this collaboration.) Parents are aware of the TMC services and students are receiving early childhood education.

3-5 Provide parent education and materials (e.g., books) that address the use of home language, dialogic reading strategies, other early literacy strategies, parenting skills, parent's role in supporting child's learning in formal education settings, enhancing parent-child communication, and/or other needs identified by parents

Level 1	Level 2	Level 3	Level 4	Level 5
No parent education services and materials aligned to strategy components.	Limited parent education services and materials aligned to strategy components.	Approaching sufficient parent education services and materials aligned to strategy components.	Sufficient parent education services and materials aligned to strategy components.	Extensive parent education services and materials aligned to strategy components.

Rating: Level 4

At PAC meetings, the site distributes materials from Born Learning, including bilingual materials, developmental milestones, etc. Extending this service, the site may build in follow-up surrounding the materials to find out if they are used and if parents have found them relevant.

3-6 Ensure flexible scheduling of ECE services to accommodate parent schedules and needs (e.g., provide adequate wrap-around child care funding, transportation, etc.)

3-7 Provide or collaborate to provide site- or home-based early childhood education services

Level 1	Level 2	Level 3	Level 4	Level 5
No early childhood education services.	Limited early childhood education services.	Approaching sufficient early childhood education services.	Sufficient early childhood education services.	Extensive early childhood education services.

Rating: Level 4

Some students attend TMC classes during the day and then return to the summer school for the extended hours. The Elwood school began before TMC and provided services for preschool students during this time. The Elwood program also fills in on days when TMC is doing staff training and has closed programs by providing classes for preschool students who would otherwise stay home (often with an older brother or sister taking care of them).

In addition, any students unable to attend TMC classes are placed with a teacher in the migrant summer school. Teachers report working on readiness skills such as letter identification and counting (see picture above). Students are grouped according to needs.

High School Graduation Strategies

4-1 Provide opportunities for credit accrual through evening classes, flexible scheduling, online classes, and alternative programs

4-9 Provide access to remediation software and online courses as appropriate to student educational needs

Level 1	Level 2	Level 3	Level 4	Level 5
No opportunities for credit accrual.	Limited opportunities for credit accrual.	Approaching sufficient opportunities for credit accrual.	Sufficient opportunities for credit accrual.	Extensive opportunities for credit accrual.

Rating: Level 4

Elwood is using PASS and UT courses. There are 10 students currently enrolled in courses. Staff decide on placement based on interview with the students, contact with home-based school, and transcripts. Staff were aware that providing credits that are easy for students to complete in a short summer program was helping students by knocking out some of the easier credits so that they had more time to work on core academic subjects during the regular term.

Staff were not aware of MSIX or how it could be used for placement and credit accrual. This is an area that could be improved. In addition, this is the first year of implementation so ratings may be revised depending on the number of students completing credits.

4-3 Utilize available records transfer systems to ensure students are placed appropriately and are able to transfer credits and accrue credits for graduation

4-12 Develop partnerships with programs in sending states to ensure continuity of instruction

Level 1	Level 2	Level 3	Level 4	Level 5
No use of records transfer system for placement and credit transfer.	Limited use of records transfer system for placement and credit transfer.	Approaching sufficient opportunities for credit accrual.	Sufficient opportunities for credit accrual.	Extensive opportunities for credit accrual.

Rating: Level 3

Though staff are using contact with home-based schools, this method often delays placement when home-based staff need to be located during the summer. An area for improvement would be the use of records transfer systems such as MSIX to provide initial information for placement. This method does not replace contact with home-based counselors but is an addition that is promoted by the Office of Migrant Education.

4-8 Assist students in setting and meeting graduation and career goals through leadership groups, extracurricular activities, and career oriented activities

Level 1	Level 2	Level 3	Level 4	Level 5
No assistance in setting and meeting graduation and career goals.	Limited assistance in setting and meeting graduation and career goals.	Approaching sufficient assistance in setting and meeting graduation and career goals.	Sufficient assistance in setting and meeting graduation and career goals.	Extensive assistance in setting and meeting graduation and career goals.

Rating: Level 4

Student are completing career planning with a high school counselor. This includes setting goals and career exploration and job shadowing along with credit accrual. High school students also work with younger students as mentors, which is designed to be beneficial for the younger students and the older students.

4-13 Provide health education to students and parents regarding applicable social issues that may interfere with a child's education such as STDs, pregnancy, obesity, gangs, alcohol, and drugs.

Level 1	Level 2	Level 3	Level 4	Level 5
No health education provided as described in the strategy.	Limited health education provided as described in the strategy.	Approaching sufficient health education provided as described in the strategy.	Sufficient health education provided as described in the strategy.	Extensive health education provided as described in the strategy.

Rating: Level 5

The site has a nurse on staff. In previous years, this position was largely used for screenings and day-to-day health needs (illnesses, medication distribution, and minor cuts and scrapes). The duties have been expanded to including lessons every week with each grade level on topics like dental hygiene and nutrition.

In addition, the nurse works with high school students working on Physical Education/Health credits on topics like those listed in the strategy.

Recommendations

1. Ensure parent and staff surveys are completed and turned in at the conclusion of summer programs.
2. Ensure all assessment data are collected and turned in at the conclusion of summer programs. Because multiple assessments are being used, it is recommended that the site use the optional Elementary Tracking form (or similar tool that tracks growth).
3. Teachers indicated wanting ongoing training for issues that come up in the use of technology tools. Issues come up as the technology is used that teachers may need additional help with. Ongoing training could fill this need as could other technical help. Teachers indicated that MEP staff were quick to get back to them when they called about a technology issue.
4. It is recommended that staff received additional training in the use of MSIX. This system is designed to facilitate records transfer and is a good first stop for determining placement and credit accrual needs.

Logansport Site Visit Report
July 10, 2014

Ratings are based on classroom observations, site visits, records review, and staff interviews. Note that not all strategies are relevant to every site. Strategies that were not implemented are omitted from the site visit report unless unmet needs were observed or identified. Levels 4 and 5 indicate that the site is implementing the strategy as designed. Levels 1, 2, and 3 could be improved.

Reading and Math Strategies

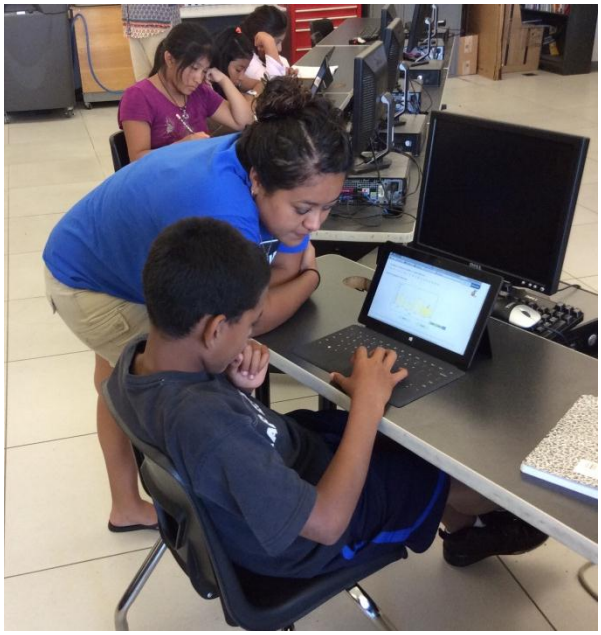
1-7 Provide effective, evidence-based supplemental services in English Language Arts (ELA) and math

1-6 Provide before or after school tutoring, peer tutoring, supplementary ELA and math tutoring and instruction, and/or pull-out support

4-10 Provide tutoring at home and school and with flexible scheduling

Level 1	Level 2	Level 3	Level 4	Level 5
No supplemental services in ELA and math.	Limited effectiveness and evidence-based supplemental services in ELA and math.	Approaching sufficient effectiveness and evidence-based supplemental services in ELA and math.	Sufficient effectiveness and evidence-based supplemental services in ELA and math.	Extensive effectiveness and evidence-based supplemental services in ELA and math.

Rating: Level 4



Logansport has a full day summer school with 27 students enrolled for five weeks 8:00 to 2:00, five days a week. The site is using myON, Achieve 3000 Summer Solutions, ALEKS, and Rosetta Stone. During the site visit, a lot of work in the computer lab was observed.

The regular term program is primarily a mentorship program where migrant students are paired with a certified teacher from the district who takes an interest in the wellbeing of the student. The program is designed to provide an advocate for the child and increase school engagement through a personal connection with staff. Also, instructional assistants provided supplemental instruction during the regular in the high school and elementary school.

Teachers using myON reported seeing larger gains during summer programs than in regular term classes. They attributed this to the students completing more lessons (2 per day as opposed to 2 per

week) during the summer, taking home iPads for reading, and individualized instruction. In addition, teachers found that students were more motivated to read with myON because the book lists were created to match their interests and reading level.

The difference between a Level 4 and a Level 5 in this strategy is the result of program services. This is the first year of implementing this program and results of the summer services were not yet available. The rating may be revised upward depending on the effectiveness of services demonstrated in assessment results. During interviews anecdotal reports of large gains in lexile scores were reported.

1-8 Ensure that sufficient support services are available to facilitate the participation of all migrant students, especially PFS

4-2 Provide appropriate support services to help students participate in their education and extra-curricular activities

Level 1	Level 2	Level 3	Level 4	Level 5
No support services to facilitate participation.	Limited support services to facilitate participation.	Approaching sufficient support services to facilitate participation.	Sufficient support services to facilitate participation.	Extensive support services to facilitate participation.

Rating: Level 4

The site coordinated with dental/medical services as needed, provided donated clothing (example: a student only had one pair of jeans and no coat upon arrival), provided transportation in the summer, issued all students backpacks with school supplies from the list provided by the school, created a checkout system for tablets, created a migrant library, and provided access to the Internet.

Mentors are providing services to high school students in this area. For example, a mentor helped involve a student in 4H and mentors have facilitated participation in basketball camp.

1-3 Ensure that migrant students receive accommodations and remediation as per IEPs, ILPs, and/or other general education intervention

Level 1	Level 2	Level 3	Level 4	Level 5
No appropriate accommodations or remediation as listed in the strategy.	Limited appropriate accommodations or remediation as listed in the strategy.	Approaching sufficient appropriate accommodations or remediation as listed in the strategy.	Sufficient appropriate accommodations or remediation as listed in the strategy.	Extensive appropriate accommodations or remediation as listed in the strategy.

Rating: Level 4

Migrant staff attend ACRs during the regular term for all migrant kids. On example of working toward this level is that migrant staff worked with a family of a deaf child to find appropriate placement. This involved

many discussions with the family and providing them with information about the program and showing them the benefits of sending the child to a school where signing was taught.

1-6 Provide parent activities (two for a regular year program or one in a summer program) in the school and/or in the home, including information about the US & Indiana education system, opportunities for involvement, reading materials, math materials and/or language strategies

1-12 Provide instruction for parents about strategies that can be used in the home to help increase student reading skills

4-6 Encourage parent participation in PACs, parent workshops, and parent academies through flexible scheduling and ensuring that parents are given the opportunity to provide input

4-14 Provide parents with materials to help them support their child's education in the home including information about H.S. graduation, GED, and post-secondary opportunities

Level 1	Level 2	Level 3	Level 4	Level 5
No parent activities provided.	Limited parent activities including strategy components.	Approaching sufficient parent activities including strategy components.	Sufficient parent activities including strategy components.	Extensive parent activities including strategy components.

Rating: Level 4

Monday night parents met at city pool and kids demonstrated what they learned. On the final day of summer school there is a parent night. During the regular term there was a literacy night where staff presented ideas for reading to children at home. A speaker from Reading Railroad came in to work with parents on reading in the home. The site coordinated with Ivy Tech to explain and help parents complete the Federal Application for Student Aid (FAFSA).

Staff ensured that migrant parents would be able to attend meetings by holding two different meetings at different times to accommodate parent work schedules.

Surveys, meeting agendas, and sign-in sheets are important tools for evaluating the implementation of parent involvement. The site turned in parent and staff surveys, meeting agendas, and sign-in sheets. Review of this evidence indicates that the site is providing sufficient services as described in the SDP.

1-7 Improve instruction in ELA and math by training migrant staff to use evidence-based strategies to use with migrant students

1-13 Provide professional development to staff working with migrant students in strategies for English learners and unique needs of migrant students

3-4 Ensure staff that work with migrant children and families receive professional development on cultural competencies, quality instruction, and how to address the unique needs of migrant children and families

4-5 Conduct professional development about strategies for success for migrant students and youth including but not limited to evidence-based strategies for credit accrual and college and career readiness; class scheduling for migrant students to assist in attaining necessary course credits and instruction time, or strategies found to be successful with ELs in the content areas

Level 1	Level 2	Level 3	Level 4	Level 5
No staff development relevant to migrant students was provided.	Limited staff development relevant to migrant students was provided.	Approaching sufficient staff development relevant to migrant students was provided.	Sufficient staff development relevant to migrant students was provided.	Extensive staff development relevant to migrant students was provided.

Rating: Level 4

Staff participated in myON and digital curriculum training. In addition, some staff received a full day of professional development on Achieve 3000.

Agendas, surveys, and sign-in sheets help describe the implementation of professional development activities. The site provided the required evidence describing professional development provided. The records review indicates that services were implemented as described in the SDP.

1-8 Ensure that technology tools are available to meet the unique needs of migrant students

4-9 Provide access to remediation software and online courses as appropriate to student educational needs

Level 1	Level 2	Level 3	Level 4	Level 5
No technology tools that meet the unique needs of migrant students.	Limited technology tools that meet the unique needs of migrant students.	Approaching sufficient technology tools that meet the unique needs of migrant students.	Sufficient technology tools that meet the unique needs of migrant students.	Extensive technology tools that meet the unique needs of migrant students.

Rating: Level 4

The site has iPads available for student use. In addition, the site provides access to the Internet, the opportunity to check out technology tools, and promethean boards in migrant classrooms.

1-9 Hire bilingual staff to act as aides, interpreters/translators, parent liaisons or after school tutors as possible and necessary

Level 1	Level 2	Level 3	Level 4	Level 5
No bilingual staff to meet needs of migrant families.	Limited bilingual staff to meet needs of migrant families.	Approaching sufficient bilingual staff to meet needs of migrant families.	Sufficient bilingual staff to meet needs of migrant families.	Extensive bilingual staff to meet needs of migrant families.

Rating: Level 4

Instructional assistants are bilingual, and staff indicate that this is sufficient to meet the needs of students and families.

1-11 Collaborate with other service providers & libraries to send home literacy materials

Level 1	Level 2	Level 3	Level 4	Level 5
No collaboration with other service providers.	Limited collaboration with other service providers.	Approaching sufficient collaboration with other service providers.	Sufficient collaboration with other service providers.	Extensive collaboration with other service providers.

Rating: Level 4

Staff and mentors help families with paperwork for medical care, and migrant funds only pay for care when no other resources are available. YMCA gives free passes.

School Readiness Strategies

Logansport reported having no preschool students enrolled.

High School Graduation Strategies

4-3 Utilize available records transfer systems to ensure students are placed appropriately and are able to transfer credits and accrue credits for graduation

4-12 Develop partnerships with programs in sending states to ensure continuity of instruction

Level 1	Level 2	Level 3	Level 4	Level 5
No use of records transfer system for placement and credit transfer.	Limited use of records transfer system for placement and credit transfer.	Approaching sufficient opportunities for credit accrual.	Sufficient opportunities for credit accrual.	Extensive opportunities for credit accrual.

Rating: Level 4

Recently, some students arrived who last attended school in the Dominican Republic. The migrant staff worked with the high school counselors to properly place the students. This included contacting previous schools to get transcripts. Most migrant families in the area qualify through work at processing

facilities and are often in the Indiana school system during the period of eligibility. Staff indicated that existing intrastate systems for transferring records were the most effective methods for ensuring students were properly placed.

4-8 Assist students in setting and meeting graduation and career goals through leadership groups, extracurricular activities, and career oriented activities

Level 1	Level 2	Level 3	Level 4	Level 5
No assistance in setting and meeting graduation and career goals.	Limited assistance in setting and meeting graduation and career goals.	Approaching sufficient assistance in setting and meeting graduation and career goals.	Sufficient assistance in setting and meeting graduation and career goals.	Extensive assistance in setting and meeting graduation and career goals.

Rating: Level 4

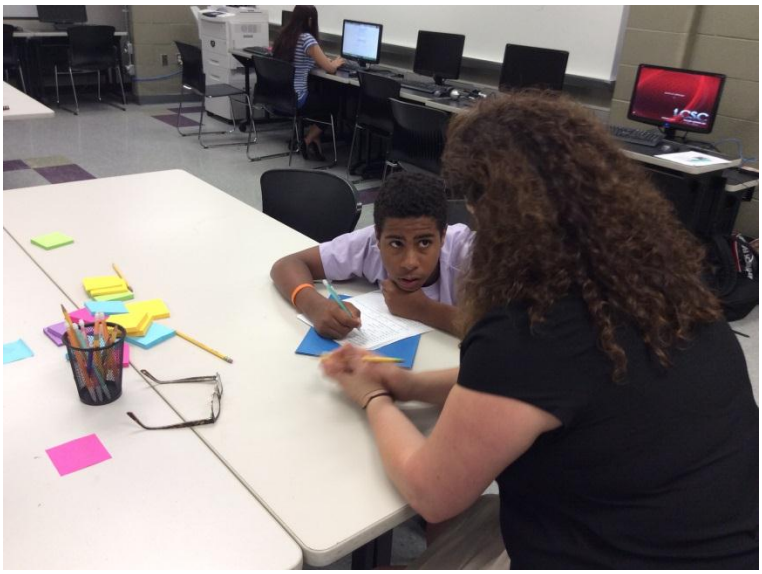
The migrant program coordinates with the career center to ensure the migrant students receive a tour of the center and families are informed of the services available that including career-oriented activities.

4-13 Provide health education to students and parents regarding applicable social issues that may interfere with a child's education such as STDs, pregnancy, obesity, gangs, alcohol, and drugs.

Level 1	Level 2	Level 3	Level 4	Level 5
No health education provided as described in the strategy.	Limited health education provided as described in the strategy.	Approaching sufficient health education provided as described in the strategy.	Sufficient health education provided as described in the strategy.	Extensive health education provided as described in the strategy.

Rating: Level 4

The site provides swimming lessons during the summer. During the regular term mentors provide nutrient information. Examples include going to the store to pick out food and learning to read nutrition labels.



Recommendations

1. Ensure parent and staff surveys are completed and turned in at the conclusion of summer programs.
2. Ensure all assessment data are collected and turned in at the conclusion of summer programs. Because multiple assessments are being used, it is recommended that the site use the optional Elementary Tracking form (or similar tool that tracks growth).
3. The myON software does not include a Lexile test for students who are in Kindergarten (a Lexile test for this level would not be appropriate.) Staff indicated that book lists in the program are generated from the Lexile test, so even though there are kindergarten materials, they are not sorted according to the student's reading level. It is recommended that teachers build a generic pre-reading list for those students for whom a Lexile score is not appropriate. The reading list can then be pared down based on teacher observations as the child uses the program.
4. Preschool students may be attending TMC classes rather than MEP summer school in this area and are not enrolled in the program. Also, Logansport is traditionally a program that operates within the school context. However, preschool students may have unmet needs that the program is not aware of. The summer program should provide additional classes for migrant students who may not qualify for TMC and for those times when TMC is not operating.
5. Staff felt very strongly that the mentor program was beneficial to migrant students and was a good model for providing supplemental services. As part of continuous improvement, staff suggested a coordinated training program that would include topics such as health and nutrition, connecting families with existing services, increasing parent involvement, migrant culture competency, and strategies for building connections with migrant families.
6. During discussions with staff, more information about some students' academic progress came to light. It is recommended that prior to summer programs, the MEP summer school staff meet with student mentors to create a plan for improvement over the summer. This is especially important for high school students. In addition, weekly meetings among summer staff modeled around a Teacher Learning Community would help ensure coordinated efforts for migrant students enrolled in both the regular year and summer programs.

Appendix D

Monitoring Tools

Monitoring Tool I: Desktop Monitoring

Monitoring Tool II: Onsite Monitoring

Monitoring Tool III: Fiscal Monitoring

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Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

2012 - 2013

Title I, Part C: Education of Migratory Children

On-Site Monitoring

No Child Left Behind (NCLB)

The Indiana Department of Education (IDOE) Review Team will complete this document as a record of the review of services provided to Title I, Part C migratory children. It details the findings of the Review Team regarding the key focus areas identified in this protocol. If any areas are found to be in partial compliance or out of compliance, a finding will be listed on the report generated by the team from the IDOE. This report will be completed within 30 business days of the visit to the Local Educational Agency (LEA).

LEA Name:_____

Date:_____

IDOE Reviewer(s):

_____

_____

Superintendent:_____ **Program Administrator:**_____

Other Staff Members:_____

Section I: Desktop Monitoring

Desktop Monitoring Topic 1: Identification and Recruitment *Section 1304(c)(7) of Title I, Part C 34 CFR 200.81*							
	Monitoring Probes	**Evidence**	**Non-compliant**	**Partially compliant**	**Compliant**	**N/A**	**Comments**
1.1	A systematic process is in place for implementing the work survey and possible migrant student list in order to identify new and existing migrant students, including birth to age 3, ages 3-5, grades K-12, and out-of-school youth according to the timeline required by the SEA.	● Written documentation of the process used to administer work surveys to all students upon enrollment and the process for following-up with families that have indicated qualifying work					

Desktop Monitoring Topic 2: Program Implementation *Sections 1304(b)(d) and 1306(a) of Title I, Part C 34 CFR 200.83*							
	Monitoring Probes	**Evidence**	**Non-compliant**	**Partially compliant**	**Compliant**	**N/A**	**Comments**
2.1	Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves.	● Action plan ● Program application					
2.2	Ensure that migratory children receive full and appropriate opportunities to meet the same challenging academic content and student academic achievement standards that all children are expected to meet	● Program application ● Migrant students present and migrant students assessed					
2.3	Ensure that migratory children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year are identified as PFS.	● Roster of all students who have been identified as PFS ● Records of services provided to PFS students					

Desktop Monitoring Topic 2: Program Implementation *Sections 1304(b)(d) and 1306(a) of Title I, Part C 34 CFR 200.83*							
	Monitoring Probes	**Evidence**	**Non-compliant**	**Partially compliant**	**Compliant**	**N/A**	**Comments**
2.4	Ensure that PFS students are given priority for the delivery of services.	● Written documentation of services PFS students are provided					
2.9	Ensure that in planning and carrying out such programs and projects, there has been, and will be, adequate provision for addressing the unmet education needs of preschool migratory children.	● Program application ● Description of preschool services					
2.10	Ensure that to the extent feasible, such programs and projects will provide for – (A) advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such families gain access to, other education, health, nutrition, and social services.	● Description of referral services					
2.11	(B) professional development programs, including mentoring, for teachers and other program personnel.	● Description of professional development provided including dates, venues, and number of staff trained					
2.12	(C) family literacy programs, including such programs that use models developed under Even Start.	● Parent activity sign-in sheets ● Parent activity agendas					
2.13	(D) programs to facilitate the transition of secondary school students to postsecondary education or employment.	● Program application ● Description of secondary activities					
2.14	Ensure that appropriate program staff participate in all required trainings, meetings, and professional development as established by the State Education Agency (SEA) or their authorized representatives	● Training sign in sheets ● Staff surveys					

IMAGINING the possibilities. MAKING THEM HAPPEN.

Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

2012 - 2013

Title I, Part C: Education of Migratory Children

On-Site Monitoring

No Child Left Behind (NCLB)

The Indiana Department of Education (IDOE) Review Team will complete this document as a record of the On-Site Review of services provided to Title I, Part C migratory children. It details the findings of the Review Team regarding the key focus areas identified in this protocol. If any areas are found to be in partial compliance or out of compliance, a finding will be listed on the report generated by the team from the IDOE. This report will be completed within 30 business days of the visit to the Local Educational Agency (LEA).

LEA Name:_____

Date of Visit:_____

IDOE Team Members:

_____

_____

Superintendent:_____ **Program Administrator:**_____

Other Staff Members:_____

Onsite Monitoring

Onsite Monitoring Topic 1: Parent and Community Involvement *Section 1118 of Title I, Part A and Sections 1304(c)(3) and 1306(a)(1)(B)(ii) of Title 1, Part C 34 CFR 200.83(b)*							
	Monitoring Probes	**Evidence**	**Non-compliant**	**Partially compliant**	**Compliant**	**N/A**	**Comments**
1.1	Ensure that in the planning and operation of programs and projects, there is consultation with parent advisory councils (PACs) for programs of one school year in duration.	● PAC Member List **AND** ● Calendar of Meetings **AND** ● Sign-in sheets and agenda					
1.2	Parent involvement is in a format and language understandable to the parents.	● Evidence of translated materials					
1.1	Parent involvement is carried out in a manner that provides for the same parental involvement as required for programs and projects under section 1118, unless extraordinary circumstances make such provisions impractical.	● Site observations					

Onsite Monitoring Topic 2: Recordkeeping *Section 1308(b)(3) of Title 1, Part C 34 CFR 200.83*							
	Monitoring Probes	**Evidence**	**Non-compliant**	**Partially compliant**	**Compliant**	**N/A**	**Comments**
2.1	Provide the process used to request migrant student records or transcripts for newly enrolled students from sending schools. Describe the process used by the LEA to comply with 1308(b)(3) for students that have withdrawn which requires the school corporation to make student records available to another school corporation that requests the records at no cost to the	● Evidence of records sent and received ● Transfer record ● Description of the records transfer process					

Onsite Monitoring Topic 2: Recordkeeping *Section 1308(b)(3) of Title 1, Part C 34 CFR 200.83*							
	Monitoring Probes	**Evidence**	**Non-compliant**	**Partially compliant**	**Compliant**	**N/A**	**Comments**
	requesting agency, if the request is made in order to meet the needs of a migratory child.						
2.2	Provide the process in place to report when migrant students withdraw from the MEP program.	● Description of the process ● Sample student withdrawal forms at each school cluster					
2.3	Ensure that student records (immunization, health information, academic history, etc.) are transferred in a timely manner In accordance with Section 1308 (b) (2).	● Record transfer document					
2.4	Ensure that timely records are submitted to the Migrant Information Data Access System (MIDAS).	● MIDAS records					
2.5	Collect and report to the SEA local evaluation information for the SEA's annual evaluation and use the evaluation information to improve the local migrant education program.	● MPO Report ● Parent and Staff surveys					
2.6	Maintain confidentiality of all student, youth, and migrant family information as required under the Family Educational Rights and Privacy Act (FERPA).	● Properly maintained records on site					

Onsite Monitoring Topic 3: Identification and Recruitment							
	Monitoring Probes	**Evidence**	**Non-compliant**	**Partially compliant**	**Compliant**	**N/A**	**Comments**
3.1	Does the LEA ensure that the Certificate of Eligibility (COE) is used to provide migrant students with access to the federal free and reduced lunch program and textbook fees?	● Narrative on how the information is communicated to school food staff					

Onsite Monitoring Topic 4: Program Implementation							
	Monitoring Probes	**Evidence**	**Non-compliant**	**Partially compliant**	**Compliant**	**N/A**	**Comments**
4.1	Provide supplementary services that go beyond the full range of services that are available for migratory children from other appropriate local, state, and federal programs assuring that migrant services support, not supplant, said services for which the migrant students qualify.	● Budget records ● Program application ● Onsite observations					
4.2	To the extent possible, provide integration of information technology into educational and related programs.	● Program application ● Site observations					
4.3	Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs as identified in the Indiana Comprehensive Needs Assessment in a coordinated and efficient manner.	● Site observation					
4.4	Ensure that services provided to migratory children align with the services described in the Indiana Service Delivery Plan	● Program application ● Site observation					
4.5	Maintain records of instructional staff qualifications.	● Staff certifications on file					

Onsite Monitoring Topic 5: Reading Strategies						
Strategy #	**Selected Strategies***	**Not implemented**	**Partially implemented**	**Fully implemented**	**N/A**	**Comments**
1-1	**Provide effective, evidence-based supplemental services in ELA**					
1-2	**Ensure that sufficient support services are available to facilitate the participation of all migrant students, especially PFS**					
1-3	**Ensure that migrant students receive accommodations and remediation as per IEPs, ILPs, and/or other general education intervention**					
1-4	**Provide parent activities (two for a regular year program or one in a summer program) in the school and/or in the home, including information about the US & Indiana education system, opportunities for involvement, reading materials, and/or language strategies**					
1-5	**Improve instruction in ELA by training migrant staff to use evidence-based strategies with migrant students**					
1-6	Provide before or after school tutoring, peer tutoring, supplementary language tutoring and instruction, and RTI pull-out support					
1-7	Provide alternative delivery systems for ELA instruction for students who cannot attend site-based programs					
1-8	Ensure that technology tools are available to meet the unique needs of migrant students					
1-9	Hire bilingual staff to act as aides, interpreters/translators, parent liaisons or after school tutors as possible and necessary					
1-10	Provide summer/fall programs and instruction using content- and evidence-based reading strategies					

Onsite Monitoring Topic 5: Reading Strategies						
Strategy #	**Selected Strategies***	**Not implemented**	**Partially implemented**	**Fully implemented**	**N/A**	**Comments**
1-11	Collaborate with other service providers & libraries to send home literacy materials					
1-12	Provide instruction for parents about strategies that can be used in the home to help increase student reading skills					
1-13	Provide professional development to staff working with EL migrant students in strategies for ELs					

*Note to the monitoring team: mark N/A for any strategy a project did not select in the MEP sub-allocation application.

Onsite Monitoring Topic 6: Mathematics Strategies						
Strategy #	**Selected Strategies***	**Not implemented**	**Partially implemented**	**Fully implemented**	**N/A**	**Comments**
2-1	**Provide effective, evidence-based supplemental services in math**					
2-2	**Ensure that sufficient support services are available to facilitate the participation of all migrant students, especially PFS**					
2-3	**Ensure that migrant students receive accommodations and remediation as per IEPs, ILPs, and/or other general education intervention**					
2-4	**Provide parent activities (two for a regular year program or one in a summer program) in the school and/or in the home, including information about the US & Indiana education system, opportunities for involvement, math materials, and/or instruction strategies**					
2-5	**Improve instruction in math by training migrant staff to use evidence-based strategies with migrant students**					

Onsite Monitoring Topic 6: Mathematics Strategies						
Strategy #	**Selected Strategies***	**Not implemented**	**Partially implemented**	**Fully implemented**	**N/A**	**Comments**
2-6	Provide before or after school tutoring, peer tutoring, supplementary math tutoring and instruction, and RTI pull-out support					
2-7	Provide alternative delivery systems for math instruction for students who cannot attend site-based programs					
2-8	Ensure that technology tools are available to meet the unique needs of migrant students					
2-9	Hire bilingual staff to act as aides, interpreters/translators, parent liaisons or after school tutors as possible and necessary					
2-10	Provide summer/fall programs and instruction using content- and evidence-based math strategies					
2-11	Provide instruction for parents about strategies that can be used in the home to help increase student math skills					
2-12	Provide professional development to staff working with EL migrant students in strategies for ELs					

*Note to the monitoring team: mark N/A for any strategy a project did not select in the MEP sub-allocation application.

Onsite Monitoring Topic 7: School Readiness Strategies						
Strategy #	**Selected Strategies***	**Not implemented**	**Partially implemented**	**Fully implemented**	**N/A**	**Comments**
3-1	**Ensure migrant children who have an identified issue on a health screening (including immunizations, hearing , vision, etc.) are referred for appropriate services**					
3-2	**Inform migrant parents of children four and older about availability of early childhood education services**					

Onsite Monitoring Topic 7: School Readiness Strategies						
Strategy #	**Selected Strategies***	**Not implemented**	**Partially implemented**	**Fully implemented**	**N/A**	**Comments**
3-3	**Collaborate with community and state agencies and organizations to provide ECE, special education, and comprehensive services such as health, mental health, oral health, family support, nutrition, etc.**					
3-4	**Ensure staff that work with migrant children and families receive professional development on cultural competencies, quality instruction, and how to address the unique needs of migrant children and families**					
3-5	**Provide parent education and materials (e.g., books) that address the use of home language, dialogic reading strategies, other early literacy strategies, parenting skills, parent's role in supporting child's learning in formal education settings, enhancing parent-child communication, and/or other needs identified by parents**					
3-6	Ensure flexible scheduling of ECE services to accommodate parent schedules and needs (e.g., provide adequate wrap-around child care funding, transportation, etc.)					
3-7	Provide or collaborate to provide site- or home-based early childhood education services					
3-8	Provide tuition to existing ECE programs					

*Note to the monitoring team: mark N/A for any strategy a project did not select in the MEP sub-allocation application.

Onsite Monitoring Topic 8: Secondary/OSY Achievement and High School Graduation Strategies						
Strategy #	**Selected Strategies***	**Not implemented**	**Partially implemented**	**Fully implemented**	**N/A**	**Comments**
4-1	**Provide opportunities for credit accrual through evening classes, flexible scheduling, online classes, and alternative programs**					
4-2	**Provide appropriate support services to help students participate in their education and extra-curricular activities**					
4-3	**Utilize available records transfer systems to ensure students are placed appropriately and are able to transfer credits and accrue credits for graduation**					
4-4	**Provide or coordinate with community agencies to assist migrant students in accessing needed support**					
4-5	**Conduct PD about strategies for success for migrant students and youth including but not limited to evidence-based strategies for credit accrual and college and career readiness; class scheduling for migrant students to assist in attaining necessary course credits and instruction time, or strategies found to be successful with ELs in the content areas**					
4-6	**Encourage parent participation in PACs, parent workshops, and parent academies through flexible scheduling and ensuring that parents are given the opportunity to provide input**					
4-7	Ensure that appropriate technology supports/tools are available to meet the unique education and language needs of migrant students					
4-8	Assist students in setting and meeting graduation and career goals through leadership groups, extracurricular activities, and career oriented activities					

Onsite Monitoring Topic 8: Secondary/OSY Achievement and High School Graduation Strategies						
Strategy #	**Selected Strategies***	**Not implemented**	**Partially implemented**	**Fully implemented**	**N/A**	**Comments**
4-9	Provide access to remediation software and online courses as appropriate to student ed. needs					
4-10	Provide tutoring at home and school and with flexible scheduling					
4-11	Collaborate with local health services agencies and corporation nurses to provide health education					
4-12	Develop partnerships with programs in sending states to ensure continuity of instruction					
4-13	Provide health education to students and parents regarding applicable social issues that may interfere with a child's education such as STDs, pregnancy, obesity, gangs, alcohol, and drugs.					
4-14	Provide parents with materials to help them support their child's education in the home including information about H.S. graduation, GED , and post-secondary opportunities					
4-15	Provide opportunities for OSY to meet education and career goals through GED preparation, ESL instruction, life skills courses, and/or adult basic education					
4-16	Monitor recruitment reports about OSY in the area and begin services within 14 days of recruitment					

*Note to the monitoring team: mark N/A for any strategy a project did not select in the MEP sub-allocation application.

IMAGINING the possibilities. MAKING THEM HAPPEN.

Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

2012 - 2013

Title I, Part C: Education of Migratory Children

On-Site Monitoring

No Child Left Behind (NCLB)

The Indiana Department of Education (IDOE) Review Team will complete this document as a record of the review of services provided to Title I, Part C migratory children. It details the findings of the Review Team regarding the key focus areas identified in this protocol. If any areas are found to be in partial compliance or out of compliance, a finding will be listed on the report generated by the team from the IDOE. This report will be completed within 30 business days of the visit to the Local Educational Agency (LEA).

LEA Name:_____

Date of Visit:_____

IDOE or Fiscal Team Members:

_____

_____

Superintendent:_____ **Program Administrator:**_____

Other Staff Members:_____

Section III: Fiscal Monitoring

Fiscal Monitoring *Section 1306 of Title I, Part C*							
	Monitoring Probes	**Evidence**	**Non-compliant**	**Partially compliant**	**Compliant**	**N/A**	**Comments**
1.1	Provide supplementary services that go beyond the full range of services that are available for migratory children from other appropriate local, state, and federal programs assuring that migrant services support, not supplant, said services for which the migrant students qualify.	● Budget records ● Program application ● Onsite observations					
1.2	Ensure that funds received under this part will be used only – (A) for programs and projects including the acquisition of equipment, in accordance with section 1306;	● Fiscal records					
1.3	(B) to promote interstate and intrastate coordination of services for migratory children including educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another.	● Transfer records					
1.4	(C) to coordinate such programs and projects with similar programs and projects within the state and in other states, as well as with other federal programs that can benefit migrant children and their families	● Description of coordination efforts					
1.5	Maintain such records as may be required for program and fiscal audits.	● Auditable fiscal records					

Appendix E

PFS EPPR Supplement

IMAGINING the possibilities. MAKING THEM HAPPEN.

Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

PRIORITY FOR SERVICES FORM (2012-2013 RSY)

Each corporation participating in the Indiana Migrant Education Program (IMEP) is required to maintain a Priority for Services (PFS) form for each eligible migrant student being served by your corporation. The PFS form is intended to assist the corporation's MEP in determining which migrant students should receive services first.

Definition of Priority for Services (Title I, Part C, Section 1304 (d))

1. Migratory children who are failing or most at risk of failing to meet the State's challenging State academic content standards; and
2. Whose education has been interrupted during the regular school year.

Directions for Completing the Priority for Services Form

The PFS form has two sections that will need to be completed for each eligible migrant student. It is important when determining PFS, an explanation is provided for each box that has been checked. The following outline the two sections that will need to be completed:

Student Name _____

Student STN: _____

School Corporation ID: _____

Receiving MEP Services: _____ YES _____ NO

School Year 09/01/2012 – 05/31/2013

School ID: _____

Criterion 1	
Note: All items listed MUST have been performed during the Regular School Year Only (RSY). Please check at least one. **ALL MOVES IN THIS AREA MUST HAVE OCCURRED DUE TO THE MIGRANT LIFESTYLE**	
	QAD Interruption during the regular school year (RSY) 09/01/12 - 05/31/13
	Withdrawl date during the regular school year (RSY) 09/01/12 - 05/31/13
	Moved from district to distrct during RSY between 09/01/12 - 05/31/13
	Absent for two or more weeks and return during RSY between 09/01/2012 - 05/31/13
	Withdrew and returned to school during RSY between 09/01/2012 - 05/31/13

Criterion 2	
Note: A student must have at least one of these items checked off in order to be considered PFS. Without a check mark, they will not be considered PFS. **Items in this section may have occurred within the past TWO YEARS.** You may select all that apply.	
	Classified as limited English proficient (LEP) as determined by the LAS Links Placement or Annual Assessment:
	Student did not pass ISTEP+ or ECA Language Arts or Math from the proceeding school year:
	Student's grade placement is not age appropriate:
	Student failed at least one section of the TAKS Assessment:
	Student is behind on accruing credits towards graduation requirements:
	Student has current Individual Education Plan (IEP) on file:
	Student is below grade level on a locally administered assessment (DIBELS, Acuity, etc.):
	Student has grades indicating below average performance in math, language arts, sciences or social studies:
	Other: _____

** In order for a student to be listed as PFS, one item listed under criteria points 1 and criteria point 2 must have been met and verified by the SEA Coordinator.