### Idaho Migrant Education Program
#### List of Idaho’s Strategies 2015-16 School Year

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<th>Goal Area 1.0 – School Readiness</th>
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| .1) Provide migrant-funded pre-school during the regular term and/or summer term (for a minimum of three weeks), staffed by qualified and trained staff that use evidenced-based curriculum. | - National Summer Learning Association (website)  
- Summer Success: Reading  
- Summer Success: Math  
- Project G.L.A.D  
- Idaho Migrant & Seasonal Head Start  
- WIDA Training geared toward PK learners  
- National Geographic Learning |
| .2) Provide support and resources to migrant preschool students and parents in collaboration with existing district and community services. | - Memorandum of Agreement with MSHS  
- Develop Family needs checklist—(see OSY Profile Sheet as guide)  
- Vallivue Individual Family Plan  
- Migrant & Seasonal Head Start  
- Developing list of community services  
- Pre-K student “Welcome Packet” (what would this include?) |
| .3) Provide home-based or site-based migrant parent/child school readiness programs through a Family Bi-literacy model during the regular and/or summer term with a minimum of six contacts per family/child. | - Collaboration with Family Bi-Literacy Pilot Project participants  
  **Districts:** Shelley, Idaho Falls, Jerome, Wendell, Twin Falls, Nampa, Vallivue, Caldwell, Homedale, Weiser, Kuna, and Middleton/Parma  
- List of bilingual/bicultural literature  
- National Center for Family Learning  
- First Book (books in home)  
- Scholastic FACE  
- Backpacks with literature (ENG/SP)  
- School supply kit for Pre-K students to keep at home |
### Goal Area 2.0 – Academics of Reading and Mathematics

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| 2.1) Provide supplemental services in reading and math through a minimum of 40 hours of evidence-based instruction during extended day and/or summer school programs using staff trained in the unique needs of migrant students. | • Pre-Post assessment aligned to Idaho Core Standards  
• Examples of pre/post – goal setting: Read Naturally, Scholastic Reading Inventory, Imagine Learning, ESL Reading SMART, CORE Phonics Survey, Accelerated Reading, STAR Reading/Math, Plato, Think Through Math, Big Brains, Summer Success in Reading/Math  
• [Summer Starts in September (book)](http://example.com)  
• Use end of year post assessment as summer term pre assessment  
• Professional development (migrant specific) for summer school staff (IDR Curriculum) |
| 2.2) Provide a site-based migrant Family Literacy program during the regular and/or summer term with a minimum of six contacts per family/child. | • [Parenting for Academic Success: A Curriculum for Families Learning English](http://example.com)  
• Attend State MEP sponsored training  
• [National Center for Families Learning](http://example.com)  
• Collaborate with universities or community colleges |
| 2.3) Provide and/or collaborate to provide information, resources, or referrals aligned with individual needs to help increase access to education. | • Migrant Family Plan  
• Resources/referrals Tracking sheet/documentation |
| 2.4) Provide at least two parent meetings/activities/one-on-one contacts designed in collaboration with parents to increase parent understanding of school requirements, attendance and school subjects. | • Parent Survey  
• What basic school requirements, attendance requirements, and school subject information do migrant parents need to know?  
• Work with secondary guidance counselors or MEP graduation specialist |
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| 3.1) Provide parent and student activities to increase involvement in and understanding of high school graduation and grade promotion at a minimum of twice per year for students in 7-12th grade. | • Sample powerpoint ( Vallivue)  
• Checklist (Sarah in Vallivue)  
• **Module 6: Understanding the Differences Between the US and Mexican School Systems (InET consortium)** |
| 3.2) Provide activities for career and college readiness to students in grades 7-12 and families at a minimum of twice per year. | • Professional development on Student Learning Plans  
• **Career Information System -- Idaho Dept of Labor**  
• Graduation requirements  
• **Advanced Opportunities**  
• Mentors or guest speakers  
• MEP Scholarship opportunities  
• TRIO  
• Service Learning Opportunities for scholarships and college applications  
• Financial Aid training  
• College visitations  
• Career site visits (HP, doctor, engineer, etc)  
• Idaho Hispanic Youth Symposium  
• Participation in events sponsored by Idaho Commission on Hispanic Affairs |
| 3.3) Provide year round academic support for supplemental credit accrual for high school migrant students beyond the school day/year. | • **Portable Assisted Study Sequence (PASS)**  
• Possible MEP staff person to provide support (graduation specialist)  
• **APEX Learning—credit recovery**  
• **Idaho Digital Learning**  
• MEP night school  
• Secondary summer school opportunities  
• What type of MEP support is provided to migrant students enrolled in district credit recovery programs? |
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<th>3.4) Provide professional development for all staff working with migrant students (support, administration, and instructional) regarding migrant student needs.</th>
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| • IDR Curriculum Module  
• 7 Areas of Concern  
• Link to the MEP website  
• Basic Eligibility Factors  
• Contact State MEP Coordinator to conduct training for staff  
• Attendance at National Conferences  
Examples: National Conference on Summer Learning - October 12-14, 2015 Baltimore, Maryland  
Families Learning Summit - Date/Location TBD  
National Migrant Education Conference - April 2016 San Diego, CA  
National IDR Forum - October 6-8, 2015 Louisville, KY |