

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

Goal Area 1.0 – School Readiness	
Strategy	Resources
.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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Collaboration with Family Bi-Literacy Pilot Project participants <u>Districts:</u> 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

Strategy	Resources
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.	<ul style="list-style-type: none"> • 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) • 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.	<ul style="list-style-type: none"> • Parenting for Academic Success: A Curriculum for Families Learning English • Attend State MEP sponsored training • National Center for Families Learning • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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



Goal Area 3.0 – High School Graduation and Services to Out-of-School Youth (OSY)

Strategy	Resources
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 7-12 th grade.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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?



3.4) Provide professional development for all staff working with migrant students (support, administration, and instructional) regarding migrant student needs.

- 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](#)

