

**Blackfoot School District
Title I-C
Migrant Education**



The Blackfoot Migrant Education Program (Title I-C) is funded with a federal grant from the Idaho Department of Education. The Migrant Education Program (MEP) serves migrant families with children ages 3 to their 22nd birthday (without high school diploma or GED). Approximately 115 migrant students were identified in 2008-2009.

The GOAL for the Migrant Education Program is:

"Success in school"= All migrant students achieve challenging academic standards and graduate with a high school diploma that prepares them for responsible citizenship, further learning, and productive employment.

La META del Programa de Educacion Migrante es:

"Éxito en la escuela"= Todos los estudiantes migrantes alcancen las normas académicas difíciles y se gradúen con un diploma de secundaria que los prepara para ser ciudadanos responsables, aumenten su aprendizaje, y encuentren empleo productivo.

Contact Us

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I. Introduction

Blackfoot School District #55 Migrant Program Services

The Blackfoot Board of Trustees desires to provide a comprehensive education program for migrant students that will mitigate the impact of disruptions on their education and provide them the opportunity to meet the Blackfoot district's academic standards. The district will make use of available Title I-C funds to provide supplementary instructional and support services for migrant students.

The Superintendent (or designee) will plan for late enrollments of migrant students and ensure that all migrant students are correctly identified and placed at the appropriate grade level. Migrant personnel will acquire records from students' previous school districts, as appropriate, and will consult these records when identifying students' comprehensive needs and in preparing for any supplemental instruction or support. When a migrant student transfers to another district, his/her records will be provided to the receiving district upon request to assist the new district in meeting the needs of the student.

The district will convene a district Migrant parent/guardian advisory council (PAC) to actively involve parents/guardians in planning, operating and evaluating the migrant education program. The district's family liaison will coordinate the district's migrant program services with other public agencies that serve migrant workers and their families.

Linguistically and culturally appropriate instructional and support services will be provided through the following components for qualified migrant students:

- Recruiting and identifying eligible migrant students;
- Ensuring that the instructional needs of migrant children are identified and addressed;
- Providing migrant students with the opportunity to meet the same challenging state academic content standards that all children are expected to meet;
- Promoting interstate and intrastate coordination of services for migrant children, including providing for educational continuity through the timely transfer of pertinent school records.

- Providing for advocacy and outreach for migratory children and their families on such topics as education, health, nutrition, and social services;
- Providing professional development programs for teachers and migrant program personnel;
- Providing programs that ensure that migratory children benefit from State and local systemic reforms; and,
- Providing programs to help migratory children overcome academic, cultural, and language barriers, social isolation health-related problems, and other factors that hinder academic achievement.

The four major goals for the Blackfoot School District Migrant Program are as follows:

- School Readiness
- Math Proficiency
- Reading Proficiency
- High School Graduation

Who Qualifies for the Migrant Education Program?

To qualify for the migrant education program, a migrant child (age 3 to 21 who has not yet graduated from high school nor obtained a GED) must have moved within the past thirty-six months across school district lines with a parent, guardian, spouse, or a member of the child's immediate family in order to obtain temporary or seasonal employment in qualifying agricultural or fishing work as a principal means of livelihood.

A "migrant child" remains eligible for three years after his/her family's last qualifying arrival date.

Why do migrant children need special services?

Migrant students have many risk factors in common with other disadvantaged students (e.g., poverty, poor health, learning disabilities), but they also face additional challenges unique to their situations (e.g., disruption of education, poor record-keeping between schools, cultural).

Most school programs (including those supported by Title 1, Part C) are set up on a nine-month academic year. When migrant children move with their families, their education is interrupted, often many times a year. Some may come with

large families. Their standard of living is often inadequate. Migrant farm worker families have an average annual income below the poverty level. Poor nutrition, housing, and sanitary conditions may cause a high incidence of health problems. Migrant children may have limited English skills and /or little experience with success at school. These facts, combined with irregular attendance, often lead to frustration and low academic performance, causing many migrant children to drop out in their early teens.

However, migrant children can be helped to enjoy school and overcome these difficulties through the Migrant Education Program. Migrant children can achieve a quality education and develop skills and options for the future, increase self confidence and self esteem, and contribute to the well being of communities in which they live.

Research Base: Seven Areas of Concern of Migrant Children

Migrant students are thought to be at high risk of school failure due to:

- **Educational Continuity**

High mobility rates often mean that migrant students are forced to make non-promotional school changes during the school year. Such moves result in a lack of educational continuity for migrant students (e.g., migrant students experience differences in curricula, academic standards, homework policies, classroom routines, course placements, etc). Over a period of six years, students who have moved more than three times can fall a full academic year behind stable students.

- **Instructional Time**

To the extent that migrant children are missing days of school (and/or extended time opportunities) due to their family's mobility and/or delays in school enrollment procedures, the less migrant students will achieve academically.

- **School Engagement**

Mobile migrant students also experience difficulties adjusting to new school settings, making new friends, and fitting in socially in a new school situation. Researchers Fredricks, Blumenfeld, and Paris (2004) define three types of school engagement: behavioral (idea of participation), emotional (idea of appeal), and cognitive (idea of investment). Research indicates if a student does not remain engaged in class and in school, (s)he may be at risk for school failure.

- **English Language Development**

For many migrant children, gaining “academic” English language proficiency is necessary for school success.

- **Education Support in the Home**

While low socio-economic status, limited English proficiency and limited educational attainment often limited migrant parents’ ability to help their children prepare and participate in school, efforts must be made to increase, improve, and where necessary, supplement effective educational support in the home.

- **Health**

Migrant children are at a greater risk than other children of developing health problems due to (1) occupation-related issues like pesticide poisoning, farm injuries, and heat-related illnesses, and (2) poverty-related issues like malnutrition, parasitic infestations, respiratory diseases, and acute dental problems (Huang, 1993). Migrant families are more likely to be uninsured and experience difficulties in accessing health care because of the expense, language barriers, and lack of awareness of services, and cultural barriers (Ruducha, 1994). Healthy children miss fewer days of school, are more attentive, and are better able to take advantage of educational opportunities.

- **Access to Services**

The delivery and receipt of all educational and educationally-related services to which migrant children are entitled will be required to successfully address the needs of migrant children. Newcomer status, limited English proficiency, and acculturation issues may work to inhibit the assertiveness often needed to request or demand services.

(Office of Migrant Education: 2006)

II. Blackfoot Needs Assessment Process:

Blackfoot conducts an annual needs assessment for the Migrant Education Program to: (1) determine the needs of migrant students and how those needs relate to the priorities established by the district; (2) design local services; and (3) select students for the receipt of those services. This enables Blackfoot to identify such critical elements as the specific needs of children by grade levels, academic areas in which the project should focus, and staffing.

The following is the process for assessing the needs of migrant students in the Blackfoot School district:

1. Annually in March, the district's MEP director will provide two surveys—one survey for migrant families and one survey for Blackfoot staff members-- regarding migrant student needs and whether current services are meeting the identified needs.
2. The family liaison will distribute the family survey (English and Spanish) to all migrant families. The family liaison will follow up to see that surveys are returned.
3. The district will publish the staff survey on the district's website. The MEP director will alert staff to the survey and follow-up to see that it is completed by staff members.
4. Each school will compile a local profile of migrant students to include priority for services by grade level.
5. The family liaison will hold a meeting of the Migrant PAC to discuss the district's migrant profile and survey results in May.
6. In June, a budget for the MEP will be developed according to the needs identified through the surveys, recommendations from the Migrant PAC and the district profile.

III. Migrant Program Services:

"Services" are the instructional or supplemental support activities provided to migrant children to enable them to succeed in school.

1. What are supplemental *instructional services*?

Instructional services provide *academic* support to supplement the core educational program. These services align with and support the migrant students' achievement of the MEP and state academic goals (e.g., educational activities for preschool-age children and instruction in elementary and secondary schools, such as tutoring before and after school).

2. What are supplemental *support services*?

Support services are *non-academic* and enhance the migrant students' ability to be more actively engaged in their learning. These services support (supplement) the basic educational program (e.g., support activities include advocacy for migrant children, health, nutrition, social services for migrant students and families, or transportation).

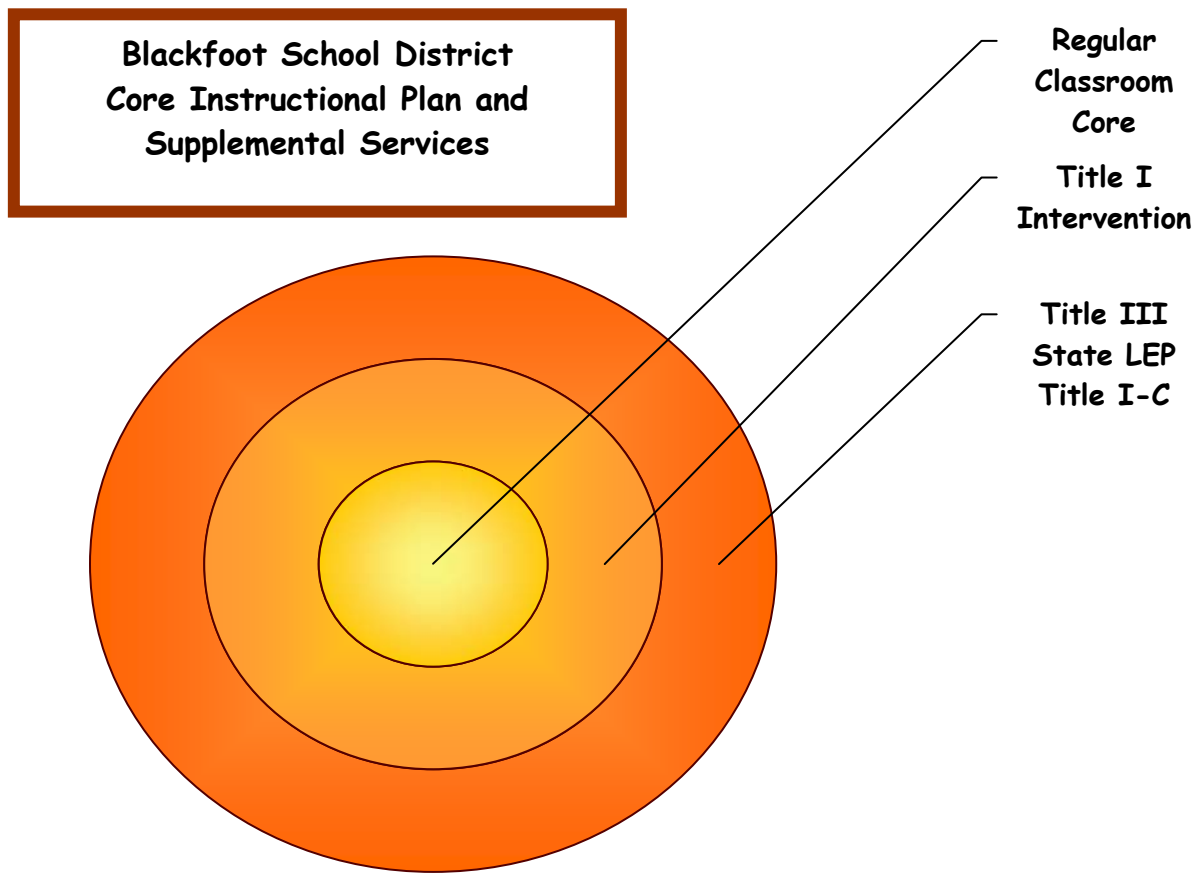
These instructional and supplemental support services:

- Directly benefit migrant students.
- Address a need of a migrant child consistent with the comprehensive needs assessment and service delivery plan.
- Are grounded in scientifically based research. Or, in the case of support services, are a generally accepted practice.
- Are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the state's performance targets.

3. What is the educational context in which the Migrant Education Program exists:

Certificated classroom teachers deliver the primary, direct instruction for all students in the Blackfoot system. All elementary schools K-5 are Title I schoolwide programs. Blackfoot Sixth Grade School and Independence High School are targeted assisted Title I programs. In Title I Schoolwide programs, *supplemental* instructional services are provided by migrant personnel, Title III, State LEP or Title I personnel. In targeted assisted Title I schools, supplementary instructional services are provided by Title I or migrant personnel. Migrant students in non-title schools, Blackfoot High School and Mountain View Middle School, are served by ESL teachers.

Migrant personnel are certificated teachers or highly qualified paraprofessionals. MEP paraprofessionals must be under the direct supervision of certificated staff person in the school. The principal of each school is responsible for designating the certificated staff person who will be supervising the migrant paraprofessional in their respective schools. The following diagram illustrates the district's core instructional plan and supplemental services:



IV. Blackfoot Priority for Services:

Because student success is the overarching goal of the MEP, *instructional services* are a vital aspect of the program. Priority is given to migratory students who are failing, to meet stated academic achievement standards (State Assessments) and whose education has been interrupted during the regular school year. The following describes the criteria that must be addressed by the schools to determine priority of instructional services for a migrant student:

1. If a migrant student is Limited English Proficient (LEP), he/she will be tested annually by the Idaho English Language Assessment (IELA).
 - Migrant students whose English proficiency is at the following levels on the IELA) are at risk of failing to meet the State's academic content standards: Level 1-Beginning; Level 2-Advanced Beginning; and, Level 3-Intermediate.
2. Migrant students receiving the indicated scores on at least one of the State content assessments below are failing or "at-risk" of failing to meet the State's academic content standards:

- Idaho Reading Indicator/IRI: (Grades K, 1, 2, 3) 1—Intensive or 2—Strategic
- Idaho Standard Achievement Test/ISAT(Grades 3 - 10) Basic or Below Basic in Reading, Math, or Language Usage
- Direct Writing Assessment/DWA (Grades 5, 7, 9) Below Basic (1)—significantly below standards or Basic (2)—below standards
- Direct Math Assessment/DMA (Grades 4, 6, 8) Below Basic (1)—significantly below standards or Basic (2)—below standards

3. Migrant students who had the following interruption in education should receive Migrant services FIRST:

- A move during the regular school year defined as the period from the first day of the academic calendar to the last day of the academic calendar of a specified academic year
- A move during the last 12 months
- Excessive absence from school due to a migratory lifestyle

A priority for service migrant student in the Blackfoot School District will have deficiencies in instructional areas in #1 or #2 above. The student must **ALSO** meet one of the priorities in #3 to be qualified as most in need of services.

Blackfoot has established and implemented appropriate procedures to identify and target services to migrant children who meet the Priority for Services requirement. At the beginning of each school year, and at intervals throughout the school year, principals will provide documentation to the MEP director as to which migrant students are a priority for service and what programs are meeting the needs of the migrant students. (See Appendix, Form xx, Selection for Priority of Services)

Blackfoot Recruiter/ Family Liaison Roles and Responsibilities

The role of the Blackfoot recruiter/ family liaison in the success of the Migrant Education Program cannot be overstated. A recruiter's work allows eligible children to access supplemental educational and supportive services. The recruiters' proper eligibility determinations ensure that eligible children receive needed services and prevents resources from being depleted among ineligible students. In addition, recruiters act as representatives of the Blackfoot school district and the MEP in their interactions with families. In many cases, this contact with recruiters sets the tone for the home-school relationship and

thereby contributes to children's educational success. Recruiters provide a link between families and the broader community by referring families to local resources and creating opportunities for interaction between the migrant community and permanent residents.

The Blackfoot recruiter/ family liaison's primary responsibilities are to:

- locate potentially MEP-eligible children and self-eligible youth;
- gather and analyze information concerning the child(ren)'s eligibility from parents, guardians and self-eligible youth in a personal interview;
- clarify such information with additional sources when necessary;
- accurately and completely document on a Certificate of Eligibility (COE) information that establishes eligibility; and
- collect data that is required to enroll eligible children in the Idaho Migrant Student Information Database - the database that enables students' health and educational records to be transferred among school districts and participating states; and
- Participate in all necessary Idaho MEP quality control efforts.
- Maintain auditable records; records should be current, complete and correct

In order to achieve these responsibilities, the Blackfoot recruiter/ family liaison shall:

- attend annual identification and recruitment certification training as well as other training sessions/opportunities as they occur;
- maintain auditable and current records relating to identification and recruitment; and
- serve as a link between schools, parents/guardians, growers, and community agencies.
- dedicate and document the appropriate amount of time when reporting time and effort records.

Blackfoot Recruiter Qualifications

Blackfoot School District considers the following qualities when making hiring decisions for a recruiter/ family liaison:

Educational

- Must, at a minimum, be a high school graduate or possess a GED.
- Must be able to read, write and speak fluently in English and the language

spoken by migrant parents, spouses, and/or students in their homes (typically Spanish).

Personal

- Must be sensitive to the strengths and challenges of the migrant population.
- Must be able to work with people by being patient and willing to answer parents' and students' questions and by providing them with information about local resources.
- Must be willing to work evening and weekend hours when necessary to recruit all MEP-eligible children.
- Must be able to travel and work independently.

Professional

- Must attend local, regional and state in-service trainings.
- Must be able to complete accurate and timely reports.
- Must have the ability to develop a role as a liaison between the child's home, school and community.
- Must be willing and able to work collaboratively with "sister" programs (e.g. Migrant and Seasonal Head Start, Migrant Education Even Start).
- Permitted and able to have a flexible work schedule

Recruiter Job Description

The following recruiter duties are included in the Blackfoot recruiter/ family liaison job description. The recruiter shall be able to:

- Identify the presence and location of migrant children.
- Recruit those identified MEP-eligible migrant children within the area, and encourage children and their parents/guardians to participate in program services.
- Accurately document facts establishing a child's eligibility on a Certificate of Eligibility (COE).
- Become knowledgeable about all Federal and State regulations pertinent to identification and recruitment by studying the ID & R Manual, attending training sessions and participating in other opportunities for professional development.
- Participate in Quality Control measures as they relate to training, eligibility determinations, and documentation.

- Effectively collaborate with "sister" programs.

Additional duties include the following:

- Assist in parents' involvement in the Migrant Parent Advisory Council (PAC) at local and/or State level or other Parent involvement activities.
- Serve as a home/school Coordinator or community liaison
- Assist in referring parents to community agencies for needed resources.
- Bilingual in Spanish

V. Basic Identification and Recruitment including Quality Control:

The Blackfoot recruiter/ family liaison's basic identification and recruitment duties include:

- Recruiters are responsible for locating potentially eligible migrant children and gathering information from their families that will determine whether the children are MEP-eligible. If a recruiter believes, after conducting a thorough interview, that a child is eligible, the reasons for eligibility are documented on a properly completed COE.
- Using the COE Review Checklist, the recruiter assesses the COE for completeness, accuracy and MEP eligibility. If upon review, the recruiter determines that a COE is not complete and/or accurate, he/she must correct the mistake(s).
- Some mistakes will require that the recruiter return to the family to gather new information that will either establish or preclude eligibility.
- Other mistakes can be corrected without further consultation with the family. Examples include misspellings, omission of a necessary comment, or lack of sufficient detail.
- The recruiter must sign the COE to indicate belief that the information received in the interview is accurate and that the recruiter is qualified to determine eligibility.
- The recruiter submits all COEs immediately upon completion to the project's designated COE reviewer (Regional Migrant Education Coordinator).

Regional ID&R Recruiter

Blackfoot School District houses the SDE's regional ID&R recruiter at Irving Kindergarten Center. The recruiter completes Blackfoot's recruiting as well as working with other districts in the region.

1. Regional Coordinators reviews all COE copies (100%) using the COE Review Checklist to verify completeness, accuracy and MEP eligibility.
2. Idaho Office of Migrant Education accepts the eligibility determination made by the recruiter;
 - signs the COE copy; and
 - files the COE copy;

OR

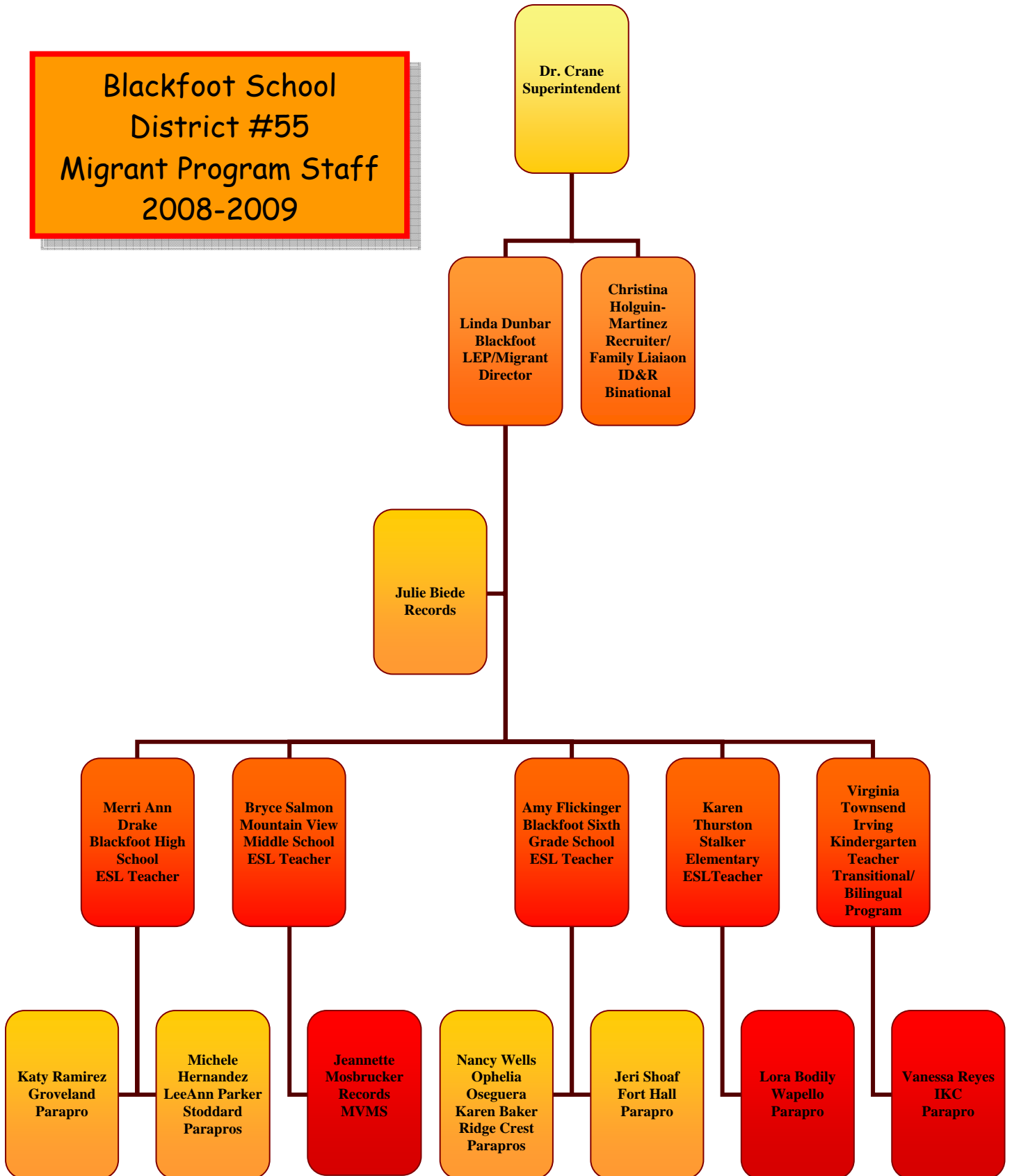
1. Regional Coordinator rejects the eligibility determination made by the recruiter, and informs the local project AND
2. Idaho Migrant Education Office decides that additional steps must be taken to determine and/or document eligibility, and
 - indicates a lack of completeness and/or accuracy on the document and returns it to the project director within 3 business days of submission for correction;
 - requests that the recruiter return to the family to gather additional information; **or**
 - decides that even though the recruiter has gathered sufficient information from the family, the determination remains in dispute and will make an eligibility determination within 10 working days.

VI. The Quality Control Process for the COE

The director of the Blackfoot Migrant program will ensure that a quality controlled process is provided for certificates of eligibility. The following is the process for submitting a COE.

- Migrant family is identified and COE is completed by migrant recruiter.
- COE is reviewed by migrant recruiter for accuracy and completeness.
- COE is mailed to Regional Coordinator.
- COE is reviewed by Regional Coordinator for accuracy and completeness.
- COE is mailed to IMEP staff at Idaho State Dept. of Education.
- COE is reviewed by IMEP staff for accuracy and completeness.
- COE enrollment is processed by Migrant Data Clerk into MSIS.
- COE is filed at SEA and COE information is available for LEA staff in MSIS.

VII. Organizational Structure and Staffing



VIII. Migrant Summer School Program

Blackfoot's summer migrant program will serve approximately 160 migrant students (ages 4-111) during the summer of 2009. Those students to be targeted are:

- Priority for Service students
- Most recently arrived in their communities;
- Students whose education has been interrupted during the regular school year;
- Students with low literacy skills;
- Students not meeting the standards.

By state law, if a student qualifies for the IRI summer reading program, the student must be in the reading program in the morning and the afternoon will be in the migrant education program. Based on the above identified criteria, students are referred by migrant personnel to summer school.

IX. Parent Involvement

Parental involvement is an integral part of all Title I programs, including the migrant education program. Research shows that parents play a significant role in the academic achievement of their children (Henderson and Mapp, 2002). Therefore, it is important for parents and schools to develop partnerships and build ongoing dialogues to improve student achievement.

Studies have found that students with involved parents, no matter what their income or background, are more likely to -

- Earn high grades and test scores, and enroll in higher-level programs;
- Pass their classes, earn credits, and be promoted;
- Attend school regularly; and
- Graduate and go on to postsecondary education

The Blackfoot Migrant Parent Advisory Council (PAC) advises on concerns of migrant parents that relate to the planning, operation, and evaluation of migrant education

programs and projects in which their children participate. The district's family liaison is in charge of the PAC meetings. Parents on the PAC are volunteers. The PAC meets at least four times per year. Agendas, minutes, and sign in sheets are kept. The meeting, agenda, and minutes are all done in a language understandable to all parents. Meeting minutes are available in English and Spanish to all parents regardless of attendance at meetings.

In particular, the Blackfoot PAC advises on the following:

- The comprehensive assessment of the needs of migratory children to be served; and
- The design of the comprehensive service delivery plan.

Each Blackfoot school provides for parent involvement and the migrant program supports those efforts with refreshments and staff members. Migrant parents are included in schoolwide councils when feasible. Parents are invited to districtwide LEP/Migrant Parent Advisory Committee (PAC) meetings held at Ridge Crest Elementary School. Parents are invited to a districtwide summer school meeting in May and a program in July at the end of summer school. A discussion of the upcoming migrant budget will be on the summer meeting agenda.

APPENDIX

Policy Title: Parental Involvement in Title Programs

Policy No. 691.10

The board of trustees of this district has set high expectations for parental involvement in Title Programs, including but not limited to Title I-A, Title I-C and Title III., through an organized and systematic approach that encourages parental participation in the education process. The expectations include having the district and schools conduct at least an annual meeting with parents of students in Title programs. In addition, this district will direct its schools to create partnerships and compacts between parents, students and teachers.

Parents will be involved in the development of this district's Title I-A, Title I-C and Title III plans and the process of school review and improvement, and in providing coordination, technical assistance, and other support necessary to assist the schools in planning and implementing parental involvement. Steps to ensure such involvement include: 1) scheduling and conducting meetings reasonably calculated to be attended by parents for the purpose of receiving input, 2) sharing drafts of proposal and seeking parental input, 3) engaging in informal discussions with individual parents or focus groups of parent, and 4) other strategies for gathering input.

The school district and its schools will make a reasonable effort to provide opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children. Information about this district and school reports will be provided in an understandable and uniform format and, to the extent practicable, in a language parents understand.

To integrate and coordinate parental involvement with Head Start, Migrant Head Start, Even Start, Parents as Teachers or similar programs found in this district, Title program directors will regularly communicate with these programs and share parental input and recommendations for their considerations.

A collection of objective data will be gathered through annual parent, staff, and student surveys on the district's website. Analysis of the issues and concerns raised will be used to modify Title programs in schools and this district. Results of the annual surveys will be published on the district's website. Written comments to the district's Title plans will be submitted, with the plans, to the State Department of Education as required.

An evaluation of the parental involvement policy, Policy 691.10, focusing on its effectiveness in increasing parental involvement and identifying barriers to greater parental involvement, will be accomplished at the annual meeting. Based upon the evaluation results, the district and schools will revise this policy as determined to be necessary.