

North Carolina Migrant Education Program



Comprehensive Service Delivery State Plan 2006 - 2009



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Overview

Mission

The mission of the North Carolina Migrant Education Program (NC MEP) is to help migrant students and youth meet high academic challenges by overcoming the obstacles created by frequent moves, educational disruption, cultural and language differences, and health-related problems.

NCDPI supports locally-based Migrant Education Programs in:

- Identifying and recruiting migrant students;
- Providing high quality supplemental and support services;
- Fostering coordination among schools, agencies, organizations, and businesses to assist migrant families; and
- Collaborating with other states to enhance the continuity of education for migrant students.

Purpose

The NC MEP is federally funded as part of the Elementary and Secondary Education Act. The purpose of the Migrant Education Program, otherwise known as Title I, Part C, of the Elementary and Secondary Education Act (ESEA), is to assist the states to:

- **Support** high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
- **Ensure** that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards;
- **Ensure** that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
- **Ensure** that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;
- **Design** programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment; and
- **Ensure** that migratory children benefit from State and local systemic reforms.

Comprehensive Needs Assessment

Purpose

A Comprehensive Needs Assessment (CNA) provides the necessary information for ensuring that migrant children have access to and benefit from the public educational programs afforded to all children. The CNA provides an impetus for identifying and prioritizing the unique needs of migrant children in order to enable them to meet challenging academic standards. Additionally, ongoing systematic needs assessment allows Migrant Education Program (MEP) staff a means for identifying programmatic strengths and weaknesses at both the state and local level. Outcomes determined from the CNA are utilized to develop the Service Delivery Plan, which serves as a blueprint for how the North Carolina Migrant Education Program will meet the unique educational needs of migrant children.

Process

In 2005, the North Carolina State Migrant Education Program (NCMEP) convened a Comprehensive Needs Assessment Committee (CNAC) comprised of Local Educational Agencies (LEAs) Migrant program staff, migrant parent representatives, and state MEP staff. Through a facilitated partnership with the Eastern Stream Center on Resources and Training (ESCORT) the committee worked from March, 2005 to March, 2007 to develop and conduct the CNA. The initiative was organized through two sub-committees to include a Data Team to gather, analyze and synthesize data and a Management Team to oversee development and implementation. Data was included from a variety of sources including MIS2000, North Carolina DPI Accountability and Testing; parent, student and OSY surveys; and stakeholder focus groups.

The CNA process systematically continues at the local and state level on an annual basis. While the complete needs assessment is conducted every three years, the data sources are updated through continual collection processes. The LEAs collect and utilize data to effectively assess the needs of the current population of migrant children annually. LEA data collection includes:

- **Surveys:** Each spring a needs assessment survey is administered by each LEA to include input from teachers, paraprofessionals, administrators, parents, recruiters, and multiple service providers.
- **Interviews/Focus Groups:** Interviews and focus groups are conducted annually to determine needs and satisfaction with the LEA's program.
- **Language Proficiency Assessment:** The World-Class Instructional Design and Assessment (WIDA) English language WIDA-ACCESS Placement Test™ is initially given to all ESL students to determine placement in LEP programs. Migrant students identified as Limited English Proficient (LEP) will then receive the WIDA-ACCESS Proficiency Test to evaluate growth in English Language Development. (2008-2009 is the first year of implementation of the WIDA Standards and assessment, so will serve as a baseline year.) LEP determination is one of the criteria for Priority for Services.
- **Content Achievement Assessments:** North Carolina implements the NC Comprehensive Assessment program which includes state-mandated student assessment in grades 3-12. These instruments are administered annually and are valid measures of student achievement in the areas of reading, writing, math, selected end of course high school courses, computer skills, and other content areas. Scoring below the proficient level is one measure to show Migrant Service Need and Priority for Services. In some cases, such as Exceptional Children and English Language Learners, alternate assessments are given. Alternate assessment scores are calculated into the NC accountability system.
- **K-2 Assessments:** K-2 assessments are utilized in each LEA to provide for documentation of students' development and progress in literacy and math as well as documentation of growth over time (formative assessment) and on-demand task performance (summative assessment).

Data collected by local MEPs along with other information at the State agency level is utilized to determine the priorities addressed in the Service Delivery Plan. Information from Monitoring Reports, evaluations from state trainings and workshops, review of LEA applications and evaluations, and reports from Migrant Education Program Meetings and Webinars, and focus groups are incorporated in the development of service delivery strategies.

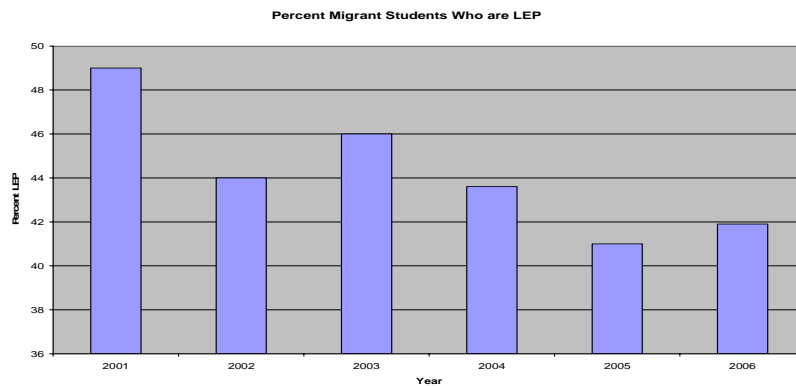
General Demographics

The ethnicity of migrant students in the North Carolina Migrant Education Program is predominantly Hispanic, representing approximately 98% of the migrant student population.

Migrant Students by Ethnicity, North Carolina, 2004-2007						
Ethnicity	2004-05		2005-06		2006-07	
American Indian	3	0.03%	3	0.04%	5	0.08%
Asian	27	0.23%	3	0.04%	4	0.06%
Black	207	1.77%	119	1.46%	88	1.41%
Hispanic	11413	97.32%	8007	97.96%	6124	97.98%
Other	24	0.20%	13	0.16%	12	0.19%
White	53	0.45%	29	0.35%	17	0.27%
Total	11727		8174		6250	

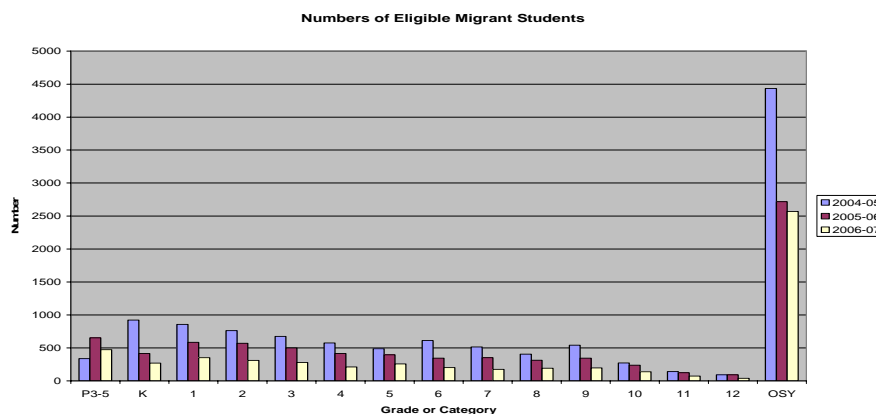
Data Source: CSPR, 2004-2007

There has been some variability in the number of students who are English Language Learners (Limited English Proficient), but the percent of Migrant Students who are LEP has dropped from around 49% in 2001 to around 42% in 2006. The English Language Learner population in North Carolina has increased dramatically during this same time. Nationwide trends show that a majority of English Language Learners in US schools are now native born citizens of the United States.

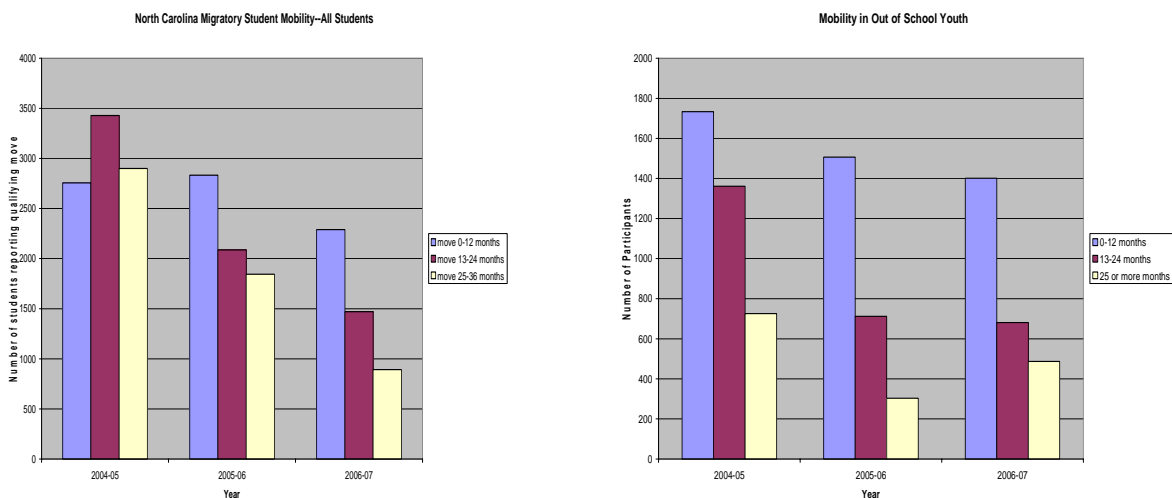


Data Source: CSPR 2004-2007

As shown in the graph below compiled from the 2004-2007 *Comprehensive Student Performance Reports*, the greatest increase in students in NCMEP is among Out of School Youth, who may be students under five years of age not enrolled in school programs, or 16-21 year olds who have either dropped out of school or never attended school in the United States. Their ELL needs are not clearly documented, although interviews and informal assessments indicate that these students are overwhelmingly non-English speakers and have a desire to learn English. When surveyed, the major needs expressed by OSY were language instruction, health care, and transportation.



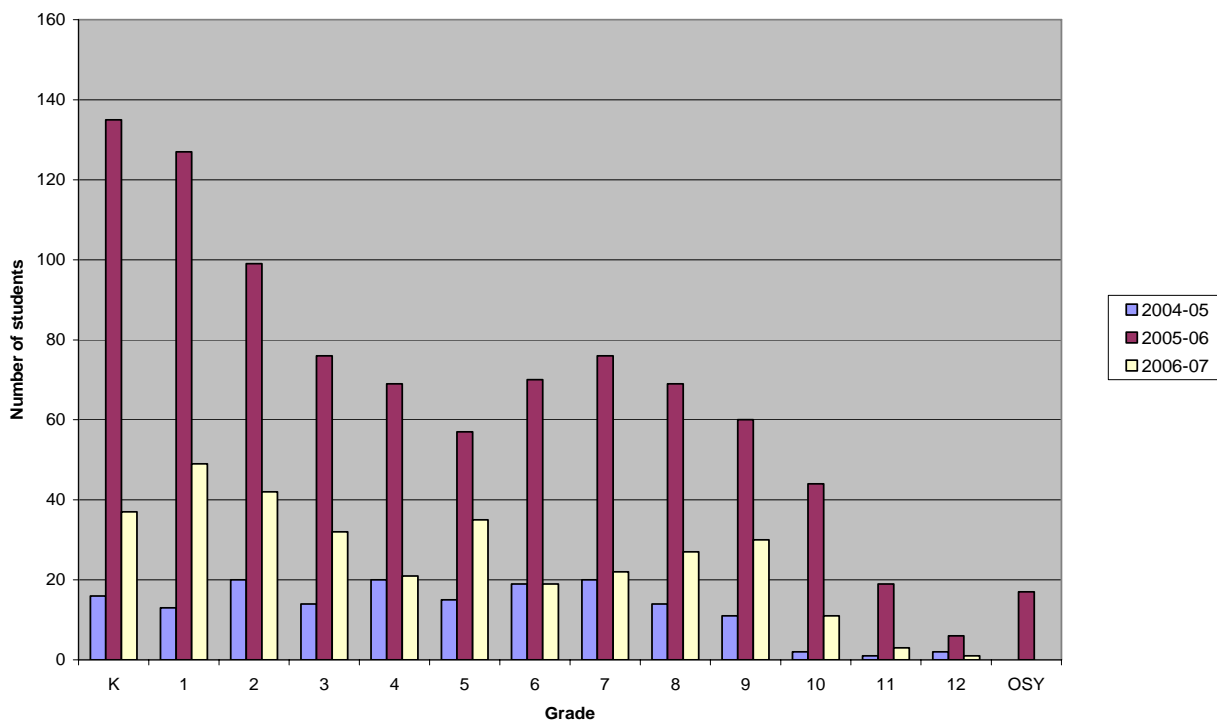
The majority of North Carolina migratory students have had qualifying moves within the last two years, with this high level of mobility especially pronounced among the Out-of-School Youth, as shown in the two graphs below.



Data Source: CSPR 2004-07

The number of Priority for Service (PFS) Students has declined along with program participants. Although the numbers have decreased, it is crucial to analyze the remaining PFS students by grade level in order to determine the nature of services our program should offer. As seen in the graph below, grades 1, 5, and 9 should become focal points for program offerings, based upon these data. This emphasis is supported by numbers, target achievement, and dropout information contained in the next section, Academic Indicators.

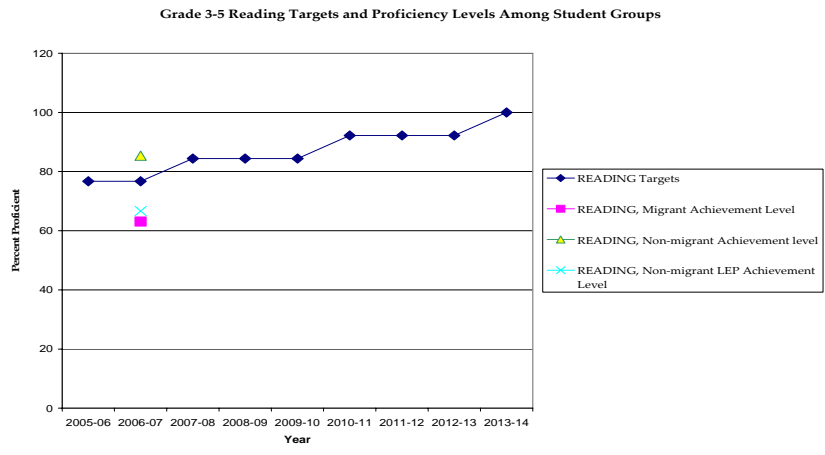
Priority for Service Students



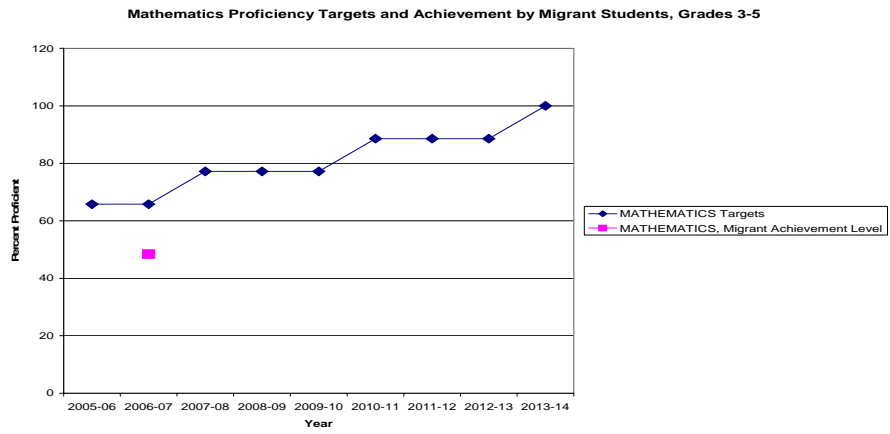
Academic Indicators

Each year, information is gathered to show how NCMEP students are performing relative to NC State Performance Targets. This information is plotted and added to the NCMEP Student Profile. Included in this section are the current North Carolina reading and math targets for composite grades 3-5 and the actual achievement levels of MEP students. Tables reflect achievement outcomes beginning with the 2006-2007 school year. Prior to 2006, the migrant student subgroup was inaccurately identified, resulting in an overestimated number of migrant scores.

The data below indicates a large gap between the achievement levels of migrant and non-migrant students. In North Carolina, the non-migrant Reading composite achievement level for 3rd-5th graders was above the target, while both LEP and Migrant were significantly below the target. Migrant scores included both LEP and non-LEP migrant students.



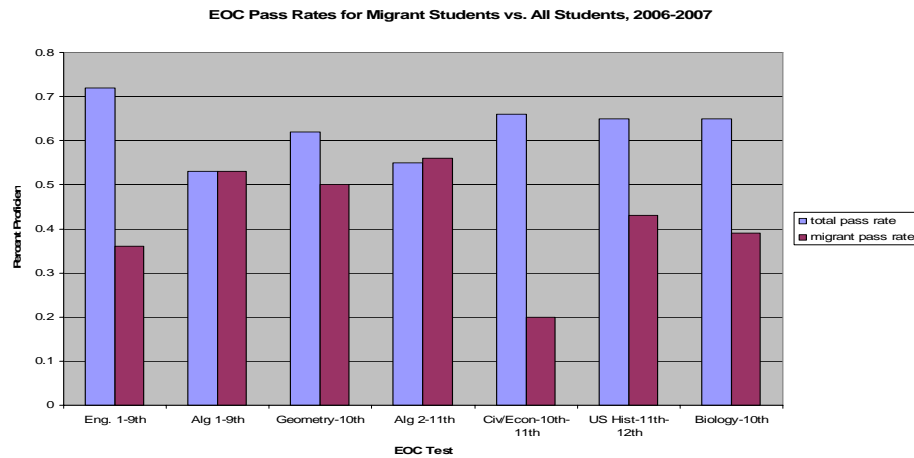
Data Source: NC DPI Division of Accountability Services



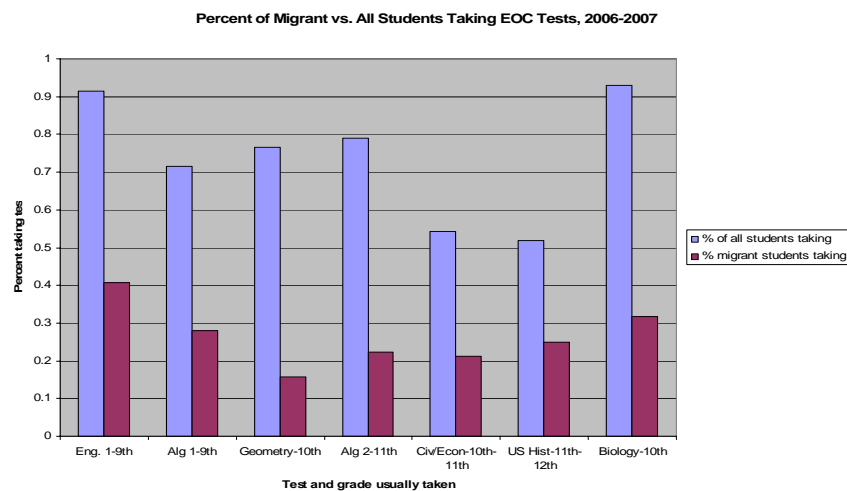
Data Source: NC DPI Division of Accountability Services

While the mathematics scores are not as completely disaggregated at this time, the difference between target levels and the migrant achievement level is on the order of 20%. The target achievement information relative to elementary school students indicates problems encountered due to mislabeling of migrant children during testing.

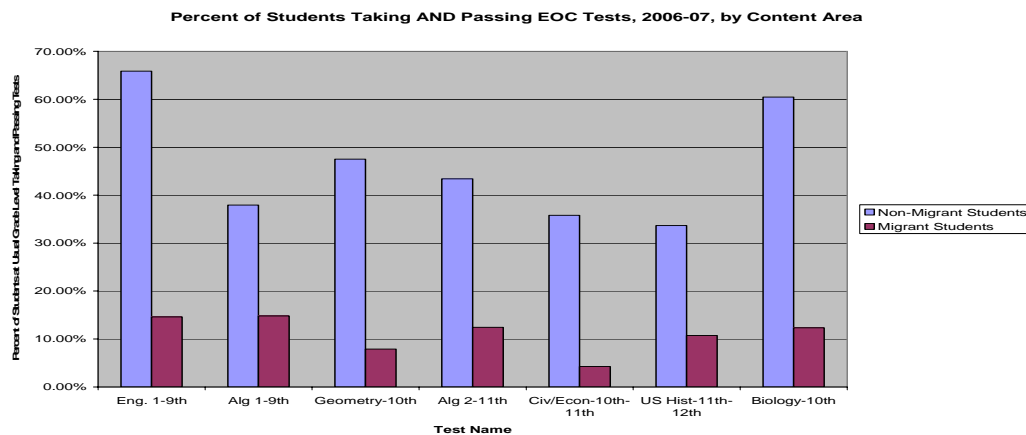
For high school students, gaps exist in test scores between Migrant and Non-migrant students as well as access to the critical courses needed for high school graduation. For example, the following information provided by NCDPI Accountability Services shows that Migrant students taking Algebra classes had pass rates equivalent or higher to the total pass rate.



The actual percentage of the grade level populations taking the test demonstrates that a much lower proportion of Migrant students are taking the tests, either as a result of not being enrolled or not being present during testing.

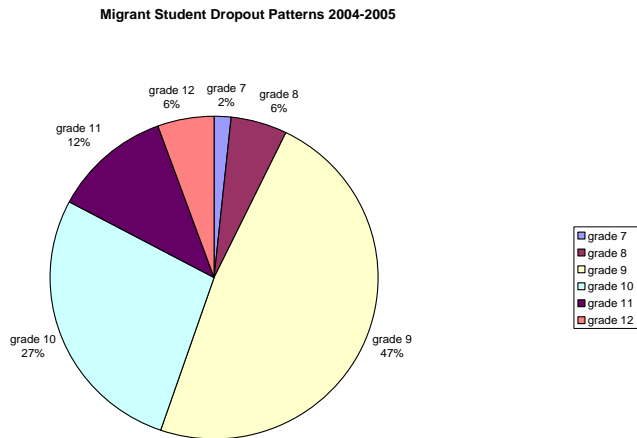


Finally, if we compare the percent of Migrant versus Non-migrants students taking AND passing the high school EOC tests, we see a clearer picture of the challenge Migrant students face in accruing credits to graduate. The gaps reach into the 50% range for these courses essential for high school graduation.



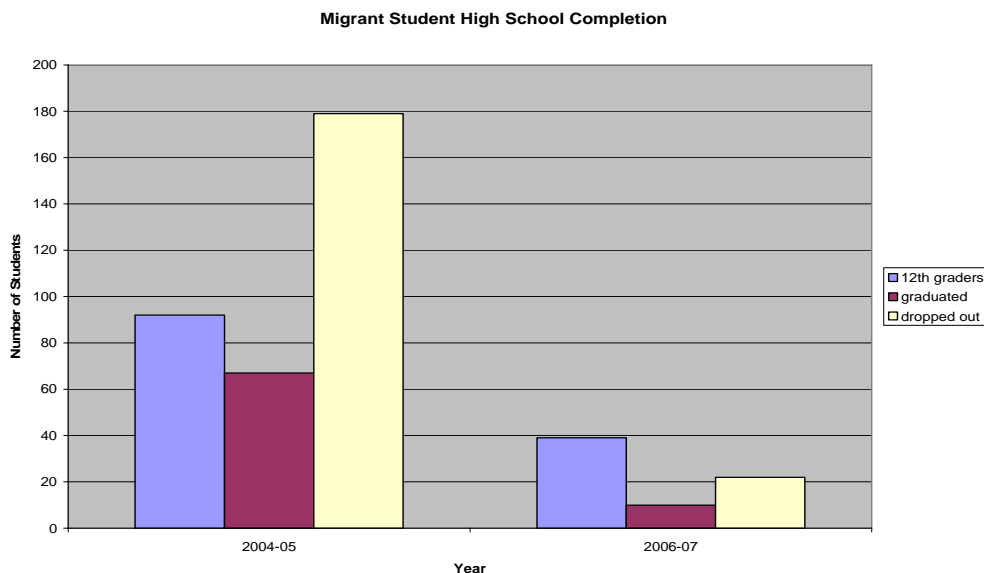
There is also a significant gap in the pass rate on the NC Computer Skills Test, with 45% of Migrants students passing, compared with 79% for all students. The difficulty may be explained, to some extent, by lack of access to technology outside of classes.

Dropout rates in the NC Migrant Education Program continue to be very high. The method for measuring dropouts has changed during the last few years, making inter-year comparisons are difficult, so one year of data is presented below. Viewing grades 9, 10, 11, and 12, a significant school downward can be seen in those levels. Looking at the 2004-2005 data (which had a reasonable sample size of 179 dropout students), one can see the overwhelming percentage of dropouts occurring in 9th grade, with fewer and fewer students left in higher grades.



Data Source: CSPR and Year End Program Evaluation Reports, NCMEP

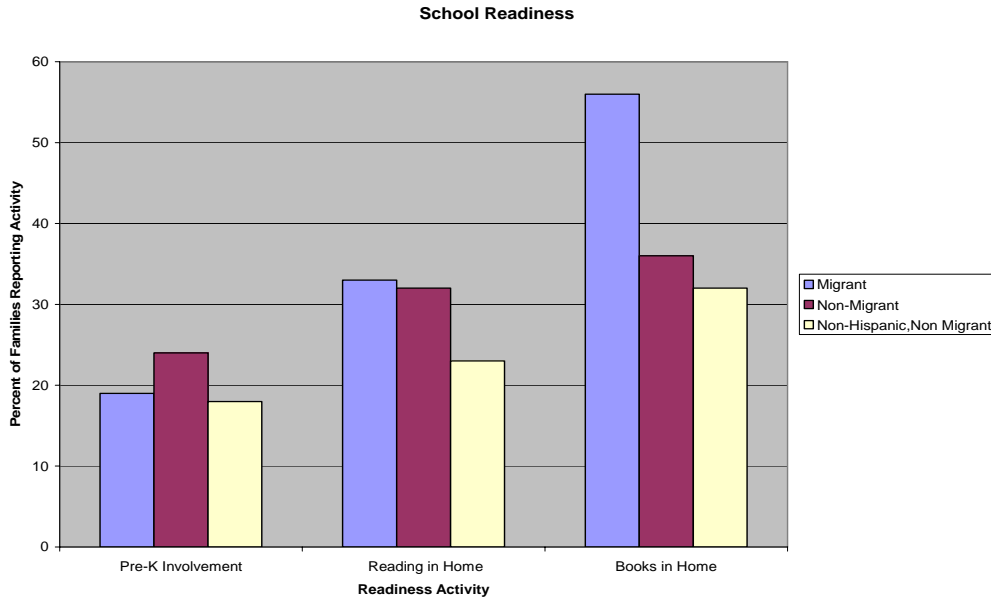
A comparison of dropout rates to graduation rates clearly demonstrate a critical need for strong intervention to keep high school students in school and encourage return to school for those who have dropped out. The following graph indicates number of dropouts as compared to graduation and 12th grade migrant students in the years 2005 and 2007. The percentage of seniors not completing high school is increasing.



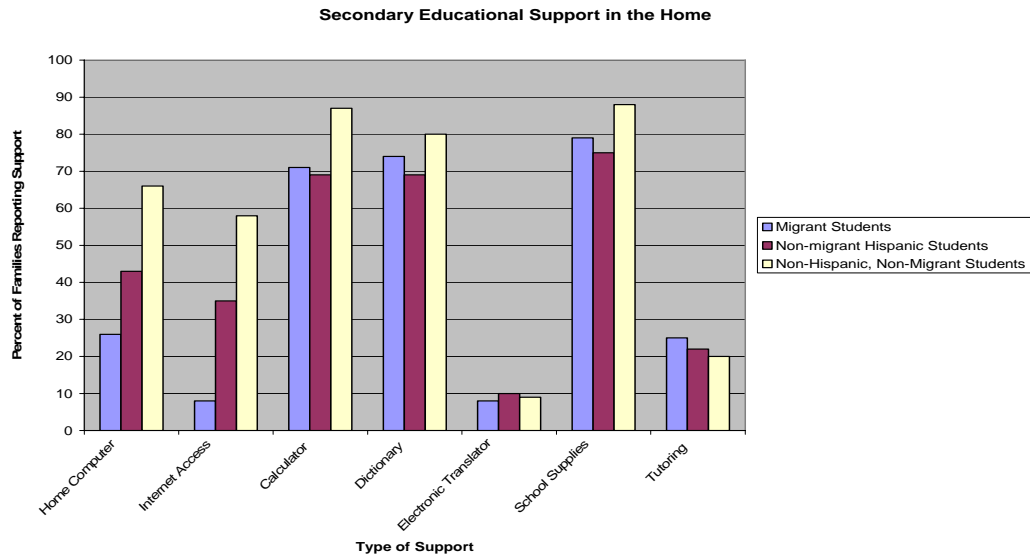
Data Source: CSPR and Year End Program Evaluation Reports, NCMEP

Information from Comprehensive Needs Assessment Surveys

Surveys of parents and students in the NC MEP were conducted over a two-year period in 2005-2006. The following synopsis is based on those surveys. There is clearly a need for more information on pre-school options for Migrant parents, based on the lower number of Migrant students attending pre-K programs. The CNA parent survey showed 23% of migrant students age 3-5 in some type of preschool program vs. 31% non-migrant. *Education Week* (2007) has indicated that NC has 43% of its preschool children in some type of program.



At the secondary level, Migrant students lagged behind Non-Migrant students in all learning resource areas except tutoring, most likely due to the emphasis on tutoring programs in the North Carolina Migrant Education Program. The lack of out-of-school access to technology is most striking, with a gap of 15% for calculators, 40% for home computers, and 50% for internet.



Summary of Major Findings

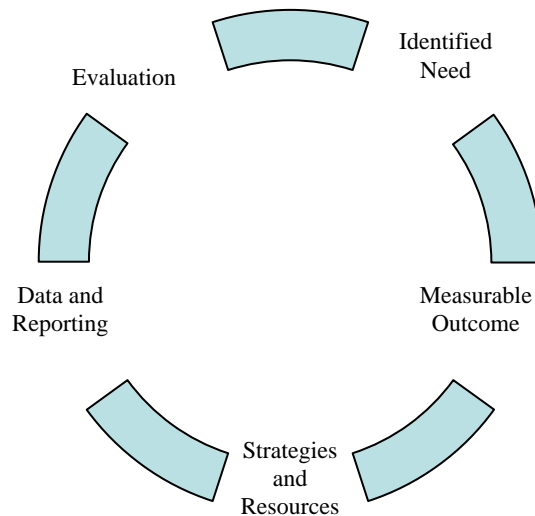
- Significant gaps exist between the educational achievement of elementary migrant students vs. non-migrant students, with the largest gap between upper elementary English Language Learner (ELL)/migrant students and their non-ELL/non-migrant counterparts.
- A significant gap exists between secondary migrant students and non-migrant students in achievement results for Reading and Math, and all EOC Courses, coupled with low enrollments in EOC courses.
- Significant numbers of Out-of-School Youth (OSY) are underserved and demonstrate a need for access to services for English as a Second Language, health care, and transportation.
- Preschool migrant children (while also part of the large out-of-school group) are not receiving comparable preschool education and home support to that of their counterparts.

This information was analyzed in light of the Seven Areas of Concern identified by the Office of Migrant Education (OME). The areas are:

1. Educational Continuity
2. Instructional Time,
3. School Engagement,
4. English Language Development,
5. Educational Support in the Home,
6. Health, and
7. Access to Services.

The analysis of findings and concerns led to the establishment of four working groups in the areas of School Readiness and Pre-K issues, Elementary Reading and Math, Secondary Reading and Math, and High School Graduation and OSY. Experts in the various identified areas were part of working groups. Those groups studied related research and data in order to create concern statements, determine priorities, and develop both short- and long-term solutions. The table that follows demonstrates the relationship of the Seven Areas of Concern to the generalized findings of need determined by the working groups.

The generalized concerns in the table developed into six identified needs, which serve as the basis for service delivery. Each identified need is translated into a Measurable Program Outcome (objective), with each objective dependent on strategies and resources for its achievement. Each objective also has a means of measurement, so that the accomplishment of the objective can be documented, and, in as much as possible, individual strategies can be evaluated for their effectiveness. The first four steps are part of the ***Service Delivery Strategies***, and the final step, ***Service Delivery Evaluation***, is outlined in a separate section of this document.



Seven Areas of Concern and NCMEP Working Groups

Area of Concern	Pre-K Students	Elementary students' Reading and Math	Secondary students' Reading and Math	High School Graduation and needs of OSY
Educational Continuity		Significant retentions due to mobility	Significant retentions due to mobility	Reduced credit accrual due to mobility
Instructional Time	Few Pre-K services accessed	Limited use of research-based interventions (e.g., after-school, tutoring, summer programs)	Limited use of research-based interventions (e.g., after-school, tutoring, summer programs, peer tutoring)	Limited use of interventions in core courses (tutoring); Limited access to distance and online courses to complete credit requirements
School Engagement		Need for parent information and support	Lack of motivational support	Lack of motivational support
English Language Development		Insufficient supplemental ELL interventions for migrant/ELL students	Limited numbers of ELL/Migrant students participating in and passing required content courses (e.g. EOC Courses); Insufficient supplemental ELL interventions for migrant/ELL students	Limited numbers of ELL/Migrant students participating in and passing required content courses (e.g. EOC Courses) Limited options for ESL classes.
Education Support in the Home	Limited resources used by migrant parents with Preschoolers to foster literacy and school readiness	Insufficient or ineffective communication between school and home Limited parent awareness of elementary school requirements	Limited parental awareness of secondary school requirements Limited access to technology	Limited parent awareness of requirements Hours of work for OSY and living conditions limit educational options.
Health	Limited access to health resources for parents of pre-K migrant children	Dental and vision issues	Dental and vision issues	Extremely limited access to health-related support services for OSY
Access to Services	Insufficient parent awareness of local Pre-K programs; Insufficient awareness of migrant program by local pre-K program staff Lack of transportation	Lack of after school transportation	Lack of after school transportation	Insufficient access to ESL classes and support services for OSY Lack of transportation to classes

Service Delivery Strategies
Goal Area for NCLB: School Readiness

NCMEP Goal: #1 Migrant Pre-K children will enter school better prepared for Kindergarten.

Identified need 1A: Migrant children have low participation in preschool programs, primarily due to mobility, transportation, and awareness of program options.

Objective (Measurable Program Outcome)	Strategies	Data Collection and Reporting		Resources Needed
		MIS2000	Other	
Increase percentage of migrant preschool children (ages 4 and 5) who participate in preschool programs by 5% each year in order to meet state average preschool enrollment (43%) by 2013.	<ul style="list-style-type: none"> Compile a list of local preschool programs that might enroll migrant children. Include with this a measure of Spanish language staff, openings, accessibility. 	<ul style="list-style-type: none"> Baseline data in year 2007-2008 Report data for all 3-5 yr. olds Drop-down list of Pre-Ks, based on LEA-generated lists Defined enrollment types for RG & PT (Must be a series of at least 3 sessions and totaling at least 18 hours with child to merit "RG" status Drop-down list will include Traditional and Non-traditional programs. 	<ul style="list-style-type: none"> List of preschool programs available in each LEA. (A program is defined as a series that meets 3 or more times.) 	<ul style="list-style-type: none"> Training for MEP staff on MIS2000 usage for this purpose Clear definition of what constitutes a school-based or home-based preschool program, including guidelines for what a home-based program should be as to instructional practices, frequency of attendance School Readiness "Expert" Group to offer expertise and advice to LEAs regarding pre-school programs Utilization of resources of Parent Information Resource Centers
	<ul style="list-style-type: none"> Develop a local community network to create better connections with early childhood programs and perhaps develop formal agreements for services. 		<ul style="list-style-type: none"> Evidence of formal agreements and collaboration with local agencies. 	
	<ul style="list-style-type: none"> Inform migrant parents of preschool opportunities available through written material and presentations. 		<ul style="list-style-type: none"> Records of parent information sessions and written information sent to parents. 	

Identified need 1B: Migrant parents have not had access to training on how to prepare their children for school.

Objective (Measurable Program Outcome)	Strategies	Data Collection and Reporting		Resources Needed
		MIS2000	Other	
<p>Increase the percentage of migrant parents who read to or with their preschool-aged child(ren) by 10% each year.</p>	<ul style="list-style-type: none"> Identify available parent training modules and train parents. Collaborate with state and local agencies (e.g., Parent Information Resource Centers) to provide training for trainers, parent educators, preschool staff, etc. on the recommended strategies. 		<ul style="list-style-type: none"> Records of parent training sessions 	<ul style="list-style-type: none"> State-level professional development in family literacy
	<ul style="list-style-type: none"> Research and develop list of “best practices” in school readiness to distribute to LEA programs. 		<ul style="list-style-type: none"> Checklist of practices used as part of MEP Annual Local Program Evaluation report 	<ul style="list-style-type: none"> Checklist of practices to be developed by expert group
	<ul style="list-style-type: none"> Encourage reading and print materials in the home through book distribution, computer and hardware lending programs, and home-based family literacy programs. 		<ul style="list-style-type: none"> Records of participation in programs of Mexican Consulate Records of computer/hardware use by families Records of family literacy sessions 	<ul style="list-style-type: none"> Survey to assess the effectiveness of the home-based activities

Goal Area for NCLB: Proficiency in Reading, Proficiency in Math

NCMEP Goal: #2 Grades 3-5 migrant LEP students will succeed in reading and math.

Identified Need 2: Migrant LEP students in grades 3-5 need to receive data-informed supplementary instruction in reading and math aligned to English language acquisition needs.

Objective (Measurable Program Outcome)	Strategies	Data Collection and Reporting		Resources Needed
		MIS2000	Other	
Decrease the reading and math gap between LEP migrant students and non-migrant students by 5% each year by increasing instructional time for academically at-risk migrant students.	<ul style="list-style-type: none"> Provide supplemental extended learning opportunities based on need to make up for loss of instructional time, with priority going to PFS students. Consider use of Personal Education Plans for migrant students. Increase parental awareness of test dates and techniques for preparing their students. Work with parents to promote attendance initiatives in order to increase instructional time for migrant students. Clearly inform parents about the progress of their children. Team with school staff to provide alternatives to retention through student support teams in schools. 	<ul style="list-style-type: none"> Supplemental code for reading and math materials chosen as a result of data on student's developmental level in reading and/or math. (Mandatory for LEP students in grades 3-5, optional but encouraged for all migrant students) 	<ul style="list-style-type: none"> Teacher consultation checklist to determine need and focus of tutoring programs Tutoring records noting PFS students Create standard student intake survey to capture academic needs (e.g. reading & math levels, test scores, grades) Evidence of parent information workshops/sessions Membership of MEP staff on student support teams 	<ul style="list-style-type: none"> List of resources for academic interventions Information on RTI and other interventions systems Template for Personal Education Plan (PEP) for migrant students
	<ul style="list-style-type: none"> Set up community-wide donations of children's books to redistribute to migrant families, and work with other organizations who can donate books. Promote computer and resource lending programs. 		<ul style="list-style-type: none"> Records of donations Records of lending programs 	<ul style="list-style-type: none"> Website links to free teaching, learning resources, and highlight model lending programs
	<ul style="list-style-type: none"> Professional Development for teachers and MEP staff on cultural awareness, second language acquisition, literacy strategies, and content area language development (SIOP). 		<ul style="list-style-type: none"> Records of professional development 	<ul style="list-style-type: none"> Quality professional development topics

Goal Area for NCLB: Proficiency in Reading, Proficiency in Math

NC MEP Goal #3: Grades 6 – 12 MEP will succeed in reading, math, and core high school subjects.

Identified need 3: Due to missed instructional time, there is a need to increase the percentage of grades 6-12 migrant students who receive supplementary instruction that prepares them to succeed on the EOC/EOG/Computer Skills tests.

Objective (Measurable Program Outcomes)	Strategies	Data Collection and Reporting		Resources Needed
		MIS2000	Other	
<p>Decrease the reading, math, computer skills, and End-of-Course (EOC) gap between migrant and non-migrant students in grades 6-12 by 5% each year.</p>	<ul style="list-style-type: none"> Collaborate with counselors and teaching staff and hosting student information sessions to explicitly inform students of specific course expectations. Collaborate with ESL staff and school administrators to ensure consistent application of individualized standard state testing accommodations for ELL migrant students (e.g. classroom, extended time, testing). Provide parent awareness about test dates and importance of student preparation and participation, and the benefits of available extended learning opportunities for students. Provide increased access to the number of calculators, computers and/or the internet, either at home or in the community. Collaborate with community organizations to provide facilities, transportation and/or tutorial services. Implement high-quality tutoring programs to assist students with EOG/Computer Skills/EOC specifically noting services to PFS students. 	<ul style="list-style-type: none"> Supplemental “test-prep” programs. Reported numbers of migrant secondary students who attend these extended day programs provided by MEP or other source 	<ul style="list-style-type: none"> Student survey that identifies knowledge and use of recommended learning strategies Records of parent attendance copies of information given to parents Records of lending programs and/or use of community facilities Bank of resources (both lessons and providers) used in tutoring sessions EOG/EOC and Computer Skills Scores 	<ul style="list-style-type: none"> Researched-based effective learning and test preparation strategies Samples from counties that have existing Test-Prep initiatives CNA student survey data Identified changes in ELL testing accommodations and inform MEP instructional staff Lists of extended day (including summer) programs that help secondary students (grades 6-12) prepare for their EOG/EOC/Computer Skills tests in 2007-08 Research-based best practices training in tutoring adolescent students

Goal Area for NCLB: High School Graduation

NCMEP Goal #4: Increase the number of high school MEP students who graduate and improve the educational opportunities and quality of life for OSY.

Identified need 4A: More MEP high school students need extra time, alternative programs, and motivational support in order to graduate.

Objective (Measurable Program Outcomes)	Strategies	Data Collection and Reporting		Resources Needed
		MIS2000	Other	
<p>Increase the percentage of MEP grades 9-12 students on track to graduate in four or five years by 15% each year.</p> <p>NOTE: Currently, 16% of migrant students are on track to graduate. By 2013, 91% will be on track. Currently, NC graduation rate for all high school students is 69.9% with a 4-year cohort.</p>	<ul style="list-style-type: none"> Assign an MEP staff member to review each HS MEP student's credits and work with school counselors to help student stay on track. Increase opportunities for credit recovery and accrual through online learning, summer school, and distance learning. Tutor students based on needs. Focus especially on English 1 and Algebra 1. Provide professional development to address cultural awareness and to improve content teaching through effective teaching techniques for a diverse classroom. Utilize SIOP instruction. Develop and/or place migrant students in quality mentoring and motivational programs such as AIM. 	<ul style="list-style-type: none"> EOC scores and HS credits 	<ul style="list-style-type: none"> List of locally available programs for credit recovery/accrual, and early college Personal Education Plan for each MEP high school student Staff Development documentation form AIM and other program documentation Drop Out Survey 	<ul style="list-style-type: none"> PASS program CAMP Program planning (East Carolina University) SIOP training for local migrant staff and teachers of migrant students AIM clubs and other motivational activities to heighten school engagement for migrant and COS (Continuation of Services) high school students

Identified Need 4B: OSY are a large underserved population in the NCMEP with stated needs for ESL, civic life, and health support services.

Objective (Measurable Program Outcomes)	Strategies	Data Collection and Reporting		Resources Needed
		MIS2000	Other	
<p>Increase the number of OSY who receive ESL/Civics/Health/Technology classes or supplemental services through MEP efforts by 5% annually. [There are no NCDPI targets for this group of students.]</p>	<ul style="list-style-type: none"> • Network with local community colleges, literacy councils, and other community groups to provide community-based, worksite or camp-based ESL classes. • Network with agricultural employers to compensate workers for time in class or provide sites for classes. • Develop “quick and easy” ESL lessons to deliver at night, on weekends, or by electronic means. • Utilize innovative means to provide learning experiences: e.g., I-Pod ESL classes, Laundromat computer classes, content-based literacy classes in health clinics. 	<ul style="list-style-type: none"> • Number of OSY who have been enrolled at any time in a U.S. (K-12) school • Reasons for dropping out of school • OSY supplemental services 	<ul style="list-style-type: none"> • Surveys of OSY who have been in school in the U.S. to determine educational services of interest • Continued local needs assessment of OSY, using surveys and focus groups • Participation by SEA in OSY Consortium Grant 	<ul style="list-style-type: none"> • Expert group designed checklist of practices/programs • Staff development on adult ESL methodologies and strategies • Products of OSY Consortium

Service Delivery Evaluation

Evaluation

Section 1304(c)(5) of the statute requires SEAs to determine the effectiveness of the MEP programs and projects, where feasible, using the same approaches and standards that are used to assess the performance of students, schools, and local educational agencies under Title I, Part A. In addition, section 200.84 (34 CFR, Subtitle B) of the program regulations require that each SEA determine the effectiveness of its program through a written evaluation that measures the implementation and results achieved by the program against the State's Performance Targets defined in section 200.83, particularly for those students who have Priority for Services (PFS). Section 200.85 of the program regulation further requires that SEAs and local operating agencies receiving MEP funds use the results of this evaluation to improve the services provided to migratory children.

For program improvement purposes, and in accordance with the evaluation requirements, the evaluation data described below will be collected, compiled, analyzed, and summarized each year by the North Carolina Migrant Education Program. These activities will help the State determine the degree to which the Migrant Education Program is effective in relation to the performance targets and measurable outcomes.

Specifically, the evaluation will look at implementation and outcomes (results) with respect to the goals, performance targets, and measurable outcomes of NCMEP programs described in the Service Delivery Plan section of this document.

Implementation data will answer questions such as:

- Are the strategies used by an LEA project in line with the goals stated?
- Was the LEA project implemented as described in the approved project application? If yes, what worked and why? If not, what didn't work and why not?
- What challenges were encountered by the project? What was done to overcome these challenges?
- What adjustments can be made to the project to improve curriculum, instruction, staffing, coordination/collaboration, professional development, and parent involvement?

Outcome data will answer questions such as:

- To what extent did students who received Migrant Education services during regular school year and summer school programs increase their achievement in reading and math?
- Did migrant students who are LEP and receiving supplementary services gain proficiency in English, especially as compared with non-migrant LEP students? This should include measures for both in-school and out of school (OSY) students.
- How did migrant students perform relative to other students on EOC/EOG courses?
- To what extent did the number of students on track to graduate increase?
- Did the percentage of Pre-K students attending a Pre-K program increase?
- Did the dropout rate among migrant students decrease? Did graduation rates increase?

Evaluation Plan for Service Delivery in NCMEP

Objective (Measurable Program Outcome)	Data Collected	Data Analysis	Responsible Parties
Increase percentage of migrant preschool children (ages 4 and 5) who participate in preschool programs by 5% each year in order to meet state average preschool enrollment (43%) by 2013.	Implementation: Records of parent contacts and Pre-K resource lists. Parent surveys to determine if parents used information to enroll children. Outcome: Pre-K program enrollments in MIS2000.	Determine how many (percentage) of parents who were able to enroll students, given program information. Collect data during fall of each year for previous year.	LEA staff will present this information as part of their LEA project evaluation. SEA staff for collection; LEA staff for correct data entry.
Increase the percentage of migrant parents who read to or with their preschool-aged child(ren) by 10% each year.	Implementation: Records of parent training and surveys of parents. Outcome: Pre-K children’s scores on measures of early literacy skills.	Calculate percentage of parents who read to or with their Pre-K migrant students. Calculate scores on pre- and post- tests of children involved in family literacy programs.	LEA staff will conduct and report to SEA as part of annual program evaluation. SEA will compile statewide statistics.
Decrease the reading and math gap between LEP migrant students and non-migrant students by 5% each year by increasing instructional time for academically at-risk migrant students.	Implementation: -Completed plans and records for tutoring. -Increased attendance at parent information workshops/sessions. -Membership of MEP staff on student support teams. Outcome: Scores on EOG reading and math assessments; increase of English Language Proficiency level; student grades.	Tabulation of numbers of students, parents, and staff from records. Calculate increase in number of students achieving proficiency on state assessments. ELL	LEAs submit number of plans completed, attendance at meetings as part of annual evaluation. NCDPI Accountability Services provides NCMEP with testing data in November. Student grades are collected through NCWISE information system, where available.
Decrease the reading, math, computer skills, and End-of-Course (EOC) gap between migrant and non-migrant students in grades 6-12 by 5% each year.	Implementation: Report number of migrant secondary students who attend these extended day programs provided by MEP or other source. MIS2000 already enables LEAs to check supplemental “test-prep” programs. Outcome: Test scores for EOG/EOC and Computer Skills test.	Determine if percentage of students accessing interventions is increasing. Calculate improvement in test scores.	LEA inputs data into MIS2000. SEA analyzes. SEA obtains data from DPI Accountability Services in November.
Increase the percentage of MEP grades 9-12 students on track to graduate in four or five years by 12% each year.	Implementation: Collect information on participation in credit accrual, credit recovery, or tutorial programs. Outcome: Graduation rate calculations and On-track calculations.	Determine if participation has increased as more resources have become available. Calculate number of students on track to graduate by reviewing credits and completion of English I and Algebra I.	LEA collects data and sends to state in annual evaluation. Supplemental services are noted in MIS2000 by LEA. SEA analyzes statewide data. SEA calculates.
Increase the number of OSY who receive ESL/ Civics/ Health/Technology classes or supplemental services through MEP efforts by 5% annually.	Implementation: Number of OSY receiving services reported in MIS2000. Outcome: Survey of value of services to OSY.	Calculation of increase in numbers from one year to next (2007-08 baseline). Tally of survey results.	LEAs will collect data; SEA will analyze.

The Evaluation Plan outlines how service delivery will be evaluated in the program. However, other aspects of the program must also be evaluated in order to continuously improve. Below is listed some of additional information to be collected, analyzed, and used in making informed decisions about program quality and effectiveness.

For all programs and services:

- Number of eligible students recruited
- Documentation of COE accuracy
- Number of students enrolled in preschool, school, and out-of-school programs by age
- Number of students who received services through teachers, liaisons, and tutors
- Number of students served through interstate and intrastate coordination
- Logs and records on interstate and intrastate collaboration activities
- Number of parents involved through attendance at parent meetings, participation in workshops, classes, parent training; and school/classroom visits
- Completed evaluation surveys and questionnaires from staff and parents, with summaries of results
- Effectiveness of parent and staff trainings, as collected through evaluation instruments
- Documentation of home-school communication
- Number of staff attending staff development programs and specifics on the training
- Body of evidence rubrics
- Documentation on Technical Assistance Review and Monitoring Reporting Findings
- Student Achievement Data
- Documentation on the number of students and quality of instruction students receive as supplemental in nature
- Demographic and academic information on students including age, grade, ethnicity, gender and student mobility

For Recruiter/Advocacy Services:

- Documentation on the number of eligible students and families recruited and served as listed on the migrant recruiter/advocate reports from the LEAs
- Documentation on the number of home visits made and the number of services provided by the recruiter/advocate

For Supportive Coordination Services:

- List, number and types of supportive services including the number of students receiving them
- Monthly coordination logs documenting MEP supportive coordination activities and/or services provided by other agencies on behalf of migrant students
- Logs of visits and technical assistance of supportive services provided by LEAs

Information will be gathered from the MIS2000 system, State Consolidated Monitoring visits, MEP monitoring visits, and the State Accountability and Reporting Division of NCDPI. From these sources, a yearly State of NCMEP Report will be produced beginning in 2009 that will include the State Student Profile and State MEP results on Performance Targets and Measurable Outcomes (objectives). This information will be shared with local LEAs, State and Local Parent Advisory Councils, State Leaders, and other stakeholders, as appropriate. Each LEA-based program will also receive its own MEP Profile based on data compiled by the SEA to guide it in its program planning. In addition, an analysis of available data will be presented at the spring application meeting in order to guide local programs in their application process.

Each summer, LEAs or local projects submit a Program Evaluation based on their application goals and outcomes for the previous year. This document includes the following components:

- implementation and evaluation for each service component in the program;
- results for each component; and
- analysis of quantitative indicators that include child count, data collected in the State Performance Report, and student achievement levels.

Finally, qualitative indicators considered for analysis include surveys of parents, students, and staff on program impact, student achievement, and learning. The LEA's Program Evaluation will be reviewed and taken into consideration as the new application is submitted. The program evaluation will serve as a stimulus to change and improve programs.

Through the assistance of Appalachia Regional Comprehensive Center (ARCC), a final Migrant Education evaluation design will be completed and an RFP developed to contract with an outside evaluator or government agency to evaluate the program.

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APPENDIX A:

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APPENDIX B:

North Carolina Performance Targets: AYP, ABCs, and English Proficiency Targets

ADEQUATE YEARLY PROGRESS IN NORTH CAROLINA

Introduction

The major goal of the federal No Child Left Behind (NCLB) Act of 2001 is for all public school children to perform at grade level in reading and mathematics by the end of the 2013-14 school year. NCLB's accountability requirements, designed to tell whether schools, districts, and states are on track to meet that goal, have been incorporated into North Carolina's accountability system, the ABCs of Public Education.

All public schools, in North Carolina and throughout the country, must measure and report Adequate Yearly Progress (AYP) as outlined in NCLB. AYP is the minimum level of improvement that each student group within a school must achieve each year. Improvement is measured by statewide target goals set increasingly higher in three-year increments until 2013-14. North Carolina has defined statewide AYP target goals as a percentage of students in Grades 3-8 and Grade 10 expected to be at grade level in reading and mathematics each year. Reading and mathematics annual test results for Grades 3-8 and the Comprehensive Tests of Reading and Mathematics for Grade 10 results, attendance and dropout/graduation rate indicators, as well as other measures, are used to determine AYP. See the Accountability Web site at <http://www.ncpublicschools.org/accountability/> for more information.

All Student Groups

Adequate Yearly Progress measures the yearly progress toward achieving grade level performance for each student group in reading and mathematics. Student groups are: 1) the School as a Whole; 2) White; 3) Black; 4) Hispanic; 5) Native American; 6) Asian; 7) Multiracial; 8) Economically Disadvantaged Students; 9) Limited English Proficient Students; and 10) Students With Disabilities. Most schools do not have all groups represented in their school. In North Carolina, economically disadvantaged students are defined as those eligible for free or reduced-price lunch. Forty students or more across all tested grades in a school comprise a group. Scores are included in the schoolwide average for each student who meets the full academic year requirement of 140 days attendance, whether or not the student is counted in another group. A student can be in only one group (School as a Whole) if he/she is part of a group represented by less than 40 students across the tested grades in a school or a student can be in as many as five groups. Some of the state's most at-risk students are represented in several student groups. This is the law's intention and represents a challenge to each state.

If just one student group in one subject at a school does not meet the targeted proficiency goal with a confidence interval applied to account for sampling error, then the school does not make Adequate Yearly Progress for that year. Schools must test at least 95 percent of students in each group. For 2003-04, participation rates for the past two or three years will be averaged, depending upon how many years of data are available, whenever a school or group does not meet the 95 percent tested standard. If the school or any of the groups has less than an average of 95 percent participation, then the school doesn't make AYP.

All students are included in the statewide testing program. (Limited English proficient students who score below a certain standard on the reading section of the language proficiency test in their first year may be excluded. A limited English proficient student who has exited limited English proficiency services within the past two years is included in AYP calculations only if the group already meets the minimum number of 40 students for a group.

Testing

Expecting students to be proficient in reading and mathematics simply means expecting students to be on grade level. Students demonstrate proficiency by earning a passing score on state achievement tests. Levels III and IV on our state tests indicate proficiency.

Reading and mathematics End-of-Grade tests for Grades 3-8 and the High School Comprehensive Tests of Reading and Mathematics for Grade 10 are used to assess student progress for AYP purposes. For Grades 3-8, these same test results determine schools' status in the ABCs. At the high school level, student performance on certain mandated End-of-Course tests determine schools' status in the ABCs. Student performance on the High School Comprehensive Tests of Reading and Mathematics for Grade 10 is not used for ABCs' calculations. Science assessments will be added for Grades 5 and 8 in spring 2008, but current U.S. Department of Education guidelines indicate those scores will not be a part of the AYP calculation.

Students, including students with disabilities, are assessed either through standard test administration, standard test administration with accommodations/modifications, or the state-designed alternate assessments [North Carolina Alternate Assessment Academic Inventory (NCAAAI) or the North Carolina Alternate Assessment Portfolio (NCAAP)]. The percentage of students held to alternate achievement standards and deemed proficient through the NCAAP and NCAAI (administered at least three years or more below students' assigned grade levels) may not exceed 1 percent. A district may request an exception to the 1 percent cap from the Superintendent of Public Instruction.

Target Goals

Target goals define the percentage of students expected to meet or exceed the state's proficient level of academic achievement each year. States cannot set separate target goals for different groups of students.

The 2004-05 school year marks the first target goal increase since goals were first set. Target goals change in three-year increments by approximately six percentage points in mathematics and eight percentage points in reading for Grades 3-8. The improvement rate for Grade 10 is a steeper climb to 100 percent proficiency by 2014. Other incremental increases will take effect in 2007-08; 2010-11; and finally in 2013-14.

North Carolina's target goals were set based on starting points derived from 2001-02, 2000-01 and 1999-2000 End-of-Grade test data for Grades 3-8 and from 2000-01, 1999-2000 and 1998-99 NC High School Comprehensive Tests of Reading and Mathematics data for Grade 10. (Note: The North Carolina High School Comprehensive Tests were administered in 2001-02 only in the high schools serving Title I students in Grades 10-12.)

Using these data, schools in the state were ranked from highest to lowest performing. Then, counting up from the bottom, the proficiency of the school at the 20th percentile of the state's student enrollment was used to determine the starting points for reading and mathematics in the respective grade spans.

As of 2004-05, target goals are as follows:

- Grades 3-8 reading: 76.7 percent. This means that 76.7 percent of each student group, including the school as a whole, must be at or above grade level in reading.
- Grades 3-8 mathematics: 81 percent. This means that 81 percent of each student group, including the school as a whole, must be at or above grade level in mathematics.
- Grade 10 reading: 64 percent. This means that 64 percent of each student group, including the school as a whole, must be at or above grade level in reading.
- Grade 10 mathematics: 66.2 percent. This means that 66.2 percent of each student group, including the school as a whole, must be at or above grade level in mathematics.

NC Proficiency Target Goals

YEAR	GRADES 3-8 (%)		GRADE 10 (%)	
	READING	MATHEMATICS	READING/ LANGUAGE ARTS	MATHEMATICS
2005-06	76.7	65.8	35.4	70.8
2006-07	76.7	65.8	35.4	70.8
2007-08	84.4*	77.2	56.9	80.5
2008-09	84.4*	77.2	56.9	80.5
2009-10	84.4*	77.2	56.9	80.5
2010-11	92.2*	88.6	78.4	90.2
2011-12	92.2*	88.6	78.4	90.2
2012-13	92.2*	88.6	78.4	90.2
2013-14	100	100	100	100

Note: Calculations carry full precision until final rounding. *Subject to change due to new test edition to be administered in 2007-08.

AMAO 1. By the 2013-2014 academic year, 100 percent of students identified as limited English proficient shall demonstrate progress (improve at least one proficiency level in at least one of the subtests of reading, writing, speaking, or listening) on the required state identified English language proficiency test.

English Language Proficiency Targets	Percent of Limited English Proficient Students Making Progress in at Least One Subtest (reading, writing, speaking, or listening)
2003-2004	40
2004-2005	45
2005-2006	50
2006-2007	55
2007-2008	60
2008-2009	65
2009-2010	70
2010-2011	75
2011-2012	85
2012-2013	95
2013-2014	100

**APPENDIX C:
NC MEP Priority for Services (PFS) Definition**

The Office of Migrant Education (OME) has established that section 1304(d) of the statute gives priority for services to migrant children: (1) 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** (2) whose education has been interrupted during the regular school year.

North Carolina Migrant Education Program gives priority for services to those migrant children:

1. Who are failing, or most at risk of failing, if they meet one of the following criteria:
 - a) They fail one of more state’s tests (scored level I or II) on K - 2 assessment for K-2 grades, End of Grade (EOG) tests for grades 3 – 8, End of Course (EOC) tests for grades 9-12, Writing test for grades 4th, 7th, and 10th, NC HS Comprehensive test for 10th grade, Computer Skills test for 8th and 9-12 grades, NCCLAS test for 3-12 grades, NCEXTEND1 Test for 3-12 grades, or NCEXTEND2 EOG Test for 3-8 grades, or NCEXTENDE2 OCS for 9-12 grades^{*}; **or**
 - b) They are identified as Limited English Proficient (LEP); **and**
2. Whose education has been interrupted during the regular school year, if they meet one of the following criteria:
 - a) They have a Qualifying Arrival Date (QAD) or Residency Date in the Local Education Agency (LEA) in the preceding 12 months during the regular school year; **or**
 - b) They have missed ten or more days of school during the current regular school year due to child’s or family migrant lifestyle

* NC State’s test list:

MIS2000 Code	Test	Grade / Grade Span
13900	NC – Writing	4 th , 7 th , and 10 th
13901	NCEOG – Reading	3 – 8
13902	NCEOG – Math	3 – 8
13904	NCEOG – Science	3 – 8
13905	NCEOC – Algebra I	9 – 12
13906	NCEOC – English I	9 – 12
13907	NCEOC – Biology	9 – 12
13908	NCEOC – Chemistry	9 – 12
13909	NCEOC – Algebra II	9 – 12
13910	NCEOC – Civics & Economics	9 – 12
13911	NCEOC – Geometry	9 – 12
13912	NCEOC – Physical Science	9 – 12
13913	NC HS Comprehensive Test Reading	10 th
13914	NC HS Comprehensive Test Math	10 th
13917	NC – Computer Skills	8 th and 9 – 12
13918	NCEOC – U.S. History	9 – 12
13919	NCEOC – Physics	9 – 12
14609	K-2 Reading Literacy	K – 2
14610	K-2 Math	K – 2
14611	K-2 Writing Literacy	K – 2
14800	NCCLAS – Reading	3 – 10

14801	NCCLAS – Mathematics	3 – 10
14802	NCCLAS – Writing	4 th , 7 th , and 10 th
14803	NCCLAS – Science	5 th and 8 th
14804	NCCLAS – Algebra I	9 – 12
14805	NCCLAS – Algebra II	9 – 12
14806	NCCLAS – Biology	9 – 12
14807	NCCLAS – Chemistry	9 – 12
14808	NCCLAS – Civics and Economics	9 – 12
14809	NCCLAS – English I	9 – 12
14810	NCCLAS – Geometry	9 – 12
14811	NCCLAS – Physics	9 – 12
14812	NCCLAS – Physical Science	9 – 12
14813	NCCLAS – US History	9 – 12
14900	NC EXTENDED 1 – Reading	3 – 10
14901	NC EXTENDED 1 – Mat	3 – 10
14902	NC EXTENDED 1 – Writing	4 th , 7 th , and 10 th
14903	NC EXTENDED 1 – Science	5 th , 8 th , and 10 th
15000	NC EXTENDED 2 – Reading	3 – 8
15001	NC EXTENDED 2 – OCS English I	9 – 12
15002	NC EXTENDED 2 – Mathematics	3 – 8
15003	NC EXTENDED 2 – OCS Mathematics I	9 – 12
15004	NC EXTENDED 2 – Writing	4 th and 7 th
15005	NC EXTENDED 2 – OCS Writing	10 th
15006	NC EXTENDED 2 – Science	5 th and 8 th
15007	NC EXTENDED 2 – Life Skills Science	9 – 12

APPENDIX D: Parent Involvement

The following Parent Advisory Council (PAC) information is adapted from the approved OME Findings Response by the North Carolina Migrant Education Program State Office. The NC State MEP office has begun an annual process of reviewing and revising the PAC policy and procedures to keep them in alignment with changes in the number of families that are served, the new structure for Service Areas, and the Regional Approach to Migrant Programming being considered.

Additionally, Service Area meetings held across the state during fall 2007 included discussions of both State and Local PAC structure and activities, and a Parent Advisory Council/Parent Involvement item will be added to each of our future statewide meetings. This follows a continuous improvement model, which seeks to use feedback from the field to modify our program based on the outcomes of our activities.

Goal and Purpose

The ultimate goal of parental involvement is to actively engage migrant parents to have a strong voice in the education of their children. We must provide parents a role to play in the design and implementation of the program **and** opportunities to gain the experience and information they will need to perform this role. The NCMEP will develop a partnership that incorporates the viewpoints of migrant families into the goals and objectives of educational service agencies. The result of the plan is that parents will feel welcome and equipped to help develop the pathways to make significant contributions to their children's education.

Mission Statement of the North Carolina MEP Parent Advisory Council

It is the mission of the NCMEP SPAC to lead, serve, and motivate educational agencies in North Carolina to offer high-quality educational programs and to advocate for migrant families at the state agency level, so that migrant students can develop the language, academic, and social skills necessary to participate fully in all aspects of American life.

Role of the North Carolina MEP Parent Advisory Council

The role of the NCMEPSPAC is to advise North Carolina Department of Education (DPI) staff members on matters related to planning, developing, administering, and evaluating the North Carolina Migrant Education Program; and to make recommendations with respect to the content of the State Consolidated Plan as it relates to Migrant Education in North Carolina, project proposal funding, and to present other matters of concern to the committee.

Composition of the North Carolina MEP State Parent Advisory Council

The members of the NC Migrant Education State Parent Advisory Council (SPAC) are selected from the various areas of the state in which there are concentrations of eligible migrant students. In order to assure that more than a majority of the membership is representative of those who participate in Title I-C Migrant Programs, the responsibility for recommending members for the SPAC is delegated to the district or service area from which the member is to be selected.

While the original proposal outlined a council with twelve members, the size and composition of North Carolina's program have changed (fewer than half the students, and a dramatic increase in Out of School Youth). Therefore, the following changes are recommended:

- The committee will be composed of eight members (representing our four service areas), at least five of whom must be parents or guardians of migrant children.
- One member should be an Out of School Youth.
- The other members may come from migrant education or social service related agencies, such as Migrant Health, Head Start, Community Colleges, or be parents of former MEP students.

- All members are appointed by the State Migrant Education Program after recommendations from their local programs.
- Each member is appointed for a period of three years, except appointments made to replace members who cannot complete their term of office. In such instances, new members are appointed to serve until the original appointed term of office has expired.
- No person who is employed in any migrant education program funded through Title I-C Migrant funds will be appointed to the North Carolina Migrant Education State Parent Advisory Council.

Our initial goal is to conduct two SPAC meetings per year. The first meeting will be in conjunction with the NC MEP fall training/conference and will serve as an introduction to the NC program, a definition of the SPAC role, and various informative workshops for parents. The second meeting, to be held in conjunction with our spring statewide meeting, will involve parents in making suggestions and recommendations for future programs.

Local Migrant Education PACs

In addition to a state level PAC, each local Migrant Education Program will have a Migrant Parent Advisory Council. The annual project application contains a section in which the local project must define and articulate the composition and activities of its parent advisory committee. Due to the variety of agricultural activities in North Carolina, our programs vary widely by region, and it is important that each area develop its parent involvement procedure in relation to its unique population and season.

Our current local PACs in North Carolina have from two to ten members, meet from one time per year to four times, and have a variety of activities. We would like to request that our local projects conduct at least two PAC meetings per year: one at the beginning of the school year, and one in the spring to advise the project application process (if parent members are present at that time). Other meetings can be based on locally determined needs. Number of members will still vary, depending on the mobility of the population and the numbers of parents of school age children.

The NC MEP will provide training and guidance to local programs needing assistance in developing their PACs through a combination of on-site consultation, workshops, and collaboration with the NC DPI Parental Involvement Consultant and the Parent Information Resource Center.

Our Migrant Education program monitoring instrument includes the review of parent involvement activities and the role of parents in advising the program. The Federal Programs monitoring process occurs every five years for each of our programs. Items that are not reviewed in the newly developing state Consolidated Monitoring will be reviewed as part of program Quality Control reviews conducted by NCMEP staff.

APPENDIX E:
Identification and Recruitment
State and Local Identification and Recruitment Plans



North Carolina Migrant Education Program Identification and Recruitment Plan

Objective 1: Map Migratory Population

Where in Draft Non Regulatory Guidance (NRG)?	When?	What? State Education Agency (SEA) and Local Education Agency (LEA) responsibilities
Implement a formal process to map all of the areas within the State where migrant families are likely to reside <i>Draft NRG, Ch. III, A4</i>	Spring and Summer 2007	<ul style="list-style-type: none"> • SEA - Gather data for state on agriculture and fishing activities, migrant employment and housing, community agencies, grower, crew leaders and service providers who work with and/or employ potentially qualifying workers, families and their children. Compile and analyze data and disseminate among local programs. • Train recruiters on how to gather this data for local areas. • LEA – Assign as part of the recruiter's responsibilities to map the local area where potentially qualifying workers, families and children may be reached. • Use this information to develop and implement the local ID&R plan to be submitted to the SEA.

Objective 2: Create ID&R Plan

Where in Draft NRG?	When?	What? SEA and LEA Responsibilities
Develop procedures to effectively identify and recruit all eligible migrant children in the state, generally through a statewide recruitment plan. <i>Draft NRG, Ch. III, A4</i>	March to July 2007	<ul style="list-style-type: none"> • SEA - The state ID&R Plan will target the recruitment and services of: <ol style="list-style-type: none"> a) Out-of-school pre-kindergarten children b) Students attending schools c) Out-of-school youth • The ID&R Plan will focus its intervention in three major areas: <ol style="list-style-type: none"> a) Local school systems b) Community agencies and business c) County employment opportunities • The state ID&R plan is composed by the ID&R plans of the 41 LEA MEPs in place across the state. Each LEA is required to submit an ID&R plan as part of the MEP grant application. • The LEA ID&R plan must meet the SEA requirements. The SEA provides clear guidance on what their local ID&R plans must include. A rubric is used to evaluate the plan. For further information refer to the NC ID&R Manual, Chapter VI. A copy is attached to this document. • The SEA conducts site visits to monitor the effectiveness of the local ID&R plan. For further information, refer to the revised Quality Control System, component 5, "Monitoring the ID& R and Data Collection Practices of Recruiters and Data Specialists." See attachment 1.2. • LEA – The LEA MEP staff develops a local ID&R plan. It may be submitted to the SEA as part of the MEP grant application. • The LEA is accountable for the implementation and revision of the local ID&R plan.

Objective 3: Train Recruiters

Where in Draft NRG?	When?	What? SEA and LEA Responsibilities
<p>Train and guide recruiters on how to identify and recruit migrant children and how to make appropriate eligibility determinations.</p> <p style="text-align: center;"><i>Draft NRG, Ch. III, A4</i></p>	<p>Year-round</p>	<ul style="list-style-type: none"> • SEA - A N.C. MEP recruiter or any other assigned person <i>must be trained and authorized</i> by the State Education Agency (SEA) to conduct eligibility interviews, make eligibility determinations, and complete a Certificate of Eligibility (COE). • The Sea provides training at three different levels: <ol style="list-style-type: none"> a) One-on-one to new recruiters. The basic training includes a minimum of 5 hours. It covers the state “Eligibility and Recruitment Basic Core Competencies” for recruiters. The basic training is follow by test and a practical training session. b) By service area. Service area meetings are conducted three times a year during the fall, winter and spring. c) Statewide. For all recruiters. Once a year. <p>For further information on the revised Quality Control System and the training procedure (component 1), please refer to attachment 1.2.</p> • LEA – Assure that the LEA recruiter or any other assigned person is trained by the SEA to conduct eligibility interviews, make eligibility determinations, and complete a Certificate of Eligibility (COE). • Assure that the LEA recruitment staff attends all SEA training activities.

Objective 4: Deploy Recruiters

Where in Draft NRG?	When?	What? SEA and LEA Responsibilities
<p>Deploy recruiters to carry out statewide identification and recruitment efforts and monitor their efforts.</p> <p style="text-align: center;"><i>Draft NRG, Ch. III, A4</i></p>	<p>Beginning of school year - on-going process</p>	<ul style="list-style-type: none"> • SEA - Monitor that all LEAs have a recruiter(s) to conduct eligibility interviews, make eligibility determinations, and complete a Certificate of Eligibility (COE). • Monitor that the LEA is implementing the recruitment annual calendar included in the local ID&R plan. • Provide recruiting in non-project areas and start-up plan for new MEPs. • LEA – Assure that the recruiter(s) is available and follows the local ID&R annual calendar. • The recruiter(s) must submit a monthly ID&R activities evaluation report to the LEA MEP director or to any other assigned LEA MEP staff to asses the effectiveness of recruitment activities. For further information refer to the revised Quality Control System, component 5 “Monitoring the ID& R and Data Collection Practices of Recruiters and Data Specialists.” See attachment 1.2.

Objective 5: Control Quality

Where in Draft NRG?	When?	What? SEA and LEA Responsibilities
<p>Implement quality control procedures designed to ensure the reasonable accuracy of recruiter’s eligibility determinations and written eligibility documentation.</p> <p style="text-align: center;"><i>Draft NRG, Ch. III, A4</i></p>	<p>Beginning 2007-2008 school year</p> <p>Note: The current quality control system will be in place for the remaining of the 2006-2007 school year.</p>	<ul style="list-style-type: none"> • SEA - The N.C. MEP revised ID&R quality control system includes five components: <ul style="list-style-type: none"> a) Training b) Resolving Eligibility and Data Collection Questions c) Determining Accuracy of Eligibility Documentation d) Re-interviewing Workers/Families e) Monitoring the ID&R and Data Collections Practices of Recruiters and Data Specialists. For further information refer to the revised ID&R quality control system. See attachment 1.2 • LEA – Implement the quality control procedure required by the SEA.

Objective 6: Evaluate ID&R

Where in Draft NRG?	When?	What? SEA and LEA Responsibilities
<p>Evaluate periodically the effectiveness of identification and recruitment procedures as needed.</p> <p style="text-align: center;"><i>Draft NRG, Ch. III, A4</i></p>	<p>Through the year.</p>	<ul style="list-style-type: none"> • SEA - Evaluate and revise the state ID&R Plan every year by July. • Review LEAs’ ID&R activities evaluation report and provide input. • Conduct site visit to LEAs to monitor the ID& R and Data Collection Practices of Recruiters and Data Specialists. Five LEAs will be selected based on defined criteria. For further information, refer to the revised Quality Control System, component 5, “Monitoring the ID& R and Data Collection Practices of Recruiters and Data Specialists.” See attachment 1.2. • LEA - The LEA submits an ID&R activities evaluation report to the SEA twice a year. For further information refer to the revised Quality Control System, component 5 “Monitoring the ID& R and Data Collection Practices of Recruiters and Data Specialists.” See attachment 1.2.

Revised April, 2007



NC MIGRANT EDUCATION PROGRAM
IDENTIFICATION AND RECRUITMENT PLAN

LEA: _____

Submitted by: _____

Date: _____

The NC Migrant Education Program (MEP) requires, as part of its Identification and Recruitment Plan (ID&R), that each Local Education Agency (LEA) develops and implements an ID&R plan. The plan must be attached to the MEP application, submitted annually to the State Educational Agency (SEA). Each plan will be evaluated using a rubric instrument, which is attached.

The local ID&R plan should be the primary tool that guides the local MEP toward locating, recruiting, and serving migrant families. The ID&R Plan should be used as a resource and not as a restrictive, definitive document. It should become a flexible instrument that is customized to the specific needs of the LEAs, community resource areas, and the families' migratory life styles.

The ID&R plan should include activities that take place during the regular school year, the summer, and, where applicable, during intersession periods.

To assess the effectiveness of recruitment activities, the LEA recruiter(s) must submit a monthly ID&R activities evaluation report to the LEA MEP director or to any other assigned LEA MEP staff. The LEA must submit a *summary* of the ID&R activities evaluation report once a year in June (along with the MEP application to be submitted to the SEA). The SEA ID&R recruitment coordinator will review the evaluation plan submitted by the LEA and will provide feedback as needed.

In regard to the topic #6: "Enrollment Verification Procedure", the LEA must submit two reports to the SEA every year. The first report will be for K-12 students and the second report for pre-k and out-of-school youth. The reports will be due in accordance to the dates indicated in their ID&R Plan. The reports must include the student's name, student's ID, student's COE ID, and enrollment verification date and outcome. On an ongoing basis and using MIS2000, the SEA will randomly select students to verify their enrollment in the program and to compare it to the information submitted in the reports from the LEAs. LEAs are required to keep a copy of these reports and evidence of the enrollment verification process to be shown to the SEA during monitoring and site visits.

Description of the ID&R plan

When developing your local MEP ID&R Plan, please address the following topics. Include a comprehensive *summary* of each item required. Use as much space as needed.

1. Plan Development: Who participated in developing the plan?

2. Program Overview: Where in the county is migrant labor concentrated? Which qualifying activities bring migrant families to the county? When are the peak employment periods? Who has primary responsibility for the identification and recruitment of migrant children/youth in the LEA?

3. Recruitment Target Audiences: Does the plan target all migrant students?

- | | | |
|--|------------------------------|-----------------------------|
| ▪ Migrant students attending school (K-12) | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| ▪ Migrant out-of - school pre-schoolers | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| ▪ Migrant out-of- school-youth | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

4. Resource Areas: ID&R activities should take place in the three identified resource areas. Other activities that do not fall under one of the three identified resource areas should also be included.

- Local K-12 school system: Describe the procedure in place to identify potentially qualifying migrant students enrolled in school.

- Local service agencies and business frequented by potentially qualifying migrant families: List names of appropriate community agencies, businesses or others organizations and the contact person(s) at each entity. What recruitment activities take place in each setting? When are they conducted? What services are provided?

- Employment, which refers to potentially qualifying workplaces: List names of farms, farmers, crew leaders and any contact person(s). What recruitment activities take place in each setting? When are they conducted? What services are provided?

- Others areas, which refers to any other local resource areas, such as housing (door-to-door recruitment), attending community social events (soccer tournaments), etc.: Describe the event. What recruitment activities are conducted? When are they conducted? What services are provided?

5. Annual Recruitment Calendar: Is it based on local potentially qualifying agricultural activities and peak seasons? Describe how the calendar establishes the recruiter's weekly schedule and activities.

6. Enrollment Verification Procedure: Describe the process used to review and verify the status of migrant students/youth during each reporting period. The procedure must include all migrant students/youth: those in school, as well as out-of-school pre-schoolers and out-of-school youth.

7. Resolving Eligibility Questions: Describe the procedure for resolving eligibility questions.

8. ID&R Training: Describe the procedure used to train the recruiter and any other recruitment staff.

9. Evaluation: Describe the procedure used to review and improve the overall recruitment efforts of the LEA.

Appendix F: Transfer of migrant student records procedures and guidance

Section 1304(b)(3) of the statute requires SEAs to promote interstate and intrastate coordination by providing for educational continuity through the timely transfer of pertinent school records (including health information) when children move from one school to another, whether or not the move occurs during the regular school year.

To comply with this requirement, North Carolina Migrant Education Program (NCMEP) has developed a procedure to promote and ensure the correct and timely transfer of migrant student records (including health information). This is done to coordinate services when a student moves on an intrastate or interstate basis. In North Carolina, schools and school districts are responsible for transferring school records. NCMEP does not have the authority to request school records. However, in an effort to ensure this action is being done, each LEA MEP will contact the school Student Information Management System (SIMS) or North Carolina Window of Information on Student Education (NC WISE) operator to follow up on the request of records. Each LEA MEP is required to implement the following procedure in its district beginning with the 2007-2008 school year:

1. When a student comes to a NC LEA from another state, or NC LEA, the LEA MEP will contact the school SIMS or NC WISE operator to confirm if the student's record was received or when it was requested. If the record has not been requested, the recruiter will inform its MEP director. The director will then contact the school principal to follow up on the transfer of record. Each LEA MEP will develop a process for the SIMS or NC WISE operator to inform the LEA MEP when records have been received. If the student is coming from another state, the LEA MEP will also contact the prior state MEP to request the migrant student's record to get health information and the services provided to the student. Additionally, within two weeks, the LEA MEP will follow up on the request for record.

In addition to the above mentioned, every time a student moves to a NC LEA, the new LEA MEP must verify in its local, state and national database if the student already has a record in MIS2000 before creating a new student record. If the record is found, it will be downloaded to the local database following the steps outlined on the attached sheet. If the student's record was not found in MIS2000, the new LEA must contact the prior school district MEP to request as soon as possible copy of the student's migrant record, including migrant history, services provided, health information, etc.

2. When a student leaves for another state, if the MEP knows that the student is leaving, it will give to the student's family a folder with the student's information, such as student's name, LEA, school, school contact information, last grade attended, MEP local and state contact information, etc. Upon immediate request, the LEA MEP will fax or mail the student's COE, health information and services provided to the next local or state MEP.

Through a **report submitted to the SEA annually in August** and during monitoring and site visits, NCMEP will periodically follow-up and monitor to ensure that local staff request and transfer migrant student records in a timely manner. The report submitted by the LEA will inform the number of records requested, received and sent from and to other school districts in state and out of state. The form is attached. The LEA MEP will keep documentation for 7 years regarding student records transfer. This will be part of document for reviewing during monitoring visit.

These procedures become effective the beginning of the 2007-2008 school year and the first evaluation report is due in August 2008.

**APPENDIX G:
NCMEP State Student Profile Data Gathering Outline**

This profile is updated yearly and includes information based on two areas: Demographics – General and Student Specific and Academics

Demographics:

General:

Any items of a general nature that impact MEP students such as agricultural changes, demographics of farm work

Student Specific:

Age – chart

Grade – chart

Ethnicity – chart

Gender – chart

PFS – chart

English Language Proficiency

Disability

Mobility

Geographic Location

H2A

Academics:

(Every 3 years unless otherwise noted)

School Readiness

Proficiency in reading, math, comprehensive, writing, (N/NM) (MEP/NMEP) snapshot

Longitudinal Proficiency

age/grade dropouts

IPT scores by year (M/NM)

AYP Target vs. MEP Performance

On track to graduate

Longitudinal EOC pass rates/comprehensive

School Attendance rates – M/NM

Educational Support at Home

OSY/LEP

D & F grades (gr. 3 – 12) Retention

Migrant Education Program
Testing Data Request from Accountability

Routing process:

1. First week in November, the MEP Technology Support Analyst (Loreto) generates the form and the list of migrant students (with school ID) and gives it to the DPI Senior Data Manager under Agency Operations and Information Management (Karl).
2. The Senior Data Manager routes the request to the Reporting Section Chief (Gary W).
3. Completed request is returned to the MEP Technology Support Analyst by the end of November.

NCMEP will generate charts and graphs based on the information provided.

1. Test scores grades 3-8 broken down by grade and clustered by grade span 3-5 and 6-8.

3rd Grade		All students	Migrant	Non-Migrant	Migrant – LEP	Non-Migrant – LEP	Migrant – Non-LEP
EOG – Reading	Average Proficiency Level						
	Number Tested						
	Number Proficient						
EOG – Math	Average Proficiency Level						
	Number Tested						
	Number Proficient						

4th Grade		All students	Migrant	Non-Migrant	Migrant – LEP	Non-Migrant – LEP	Migrant – Non-LEP
EOG – Reading	Average Proficiency Level						
	Number Tested						
	Number Proficient						
EOG – Math	Average Proficiency Level						
	Number Tested						
	Number Proficient						
Writing	Average Proficiency Level						
	Number Tested						
	Number Proficient						

5th Grade		All students	Migrant	Non-Migrant	Migrant – LEP	Non-Migrant – LEP	Migrant – Non-LEP
EOG – Reading	Average Proficiency Level						
	Number Tested						
	Number Proficient						
EOG – Math	Average Proficiency Level						
	Number Tested						
	Number Proficient						
EOG- Science	Average Proficiency Level						
	Number Tested						
	Number Proficient						

6 th Grade		All students	Migrant	Non-Migrant	Migrant – LEP	Non-Migrant – LEP	Migrant – Non-LEP
EOG – Reading	Average Proficiency Level						
	Number Tested						
	Number Proficient						
EOG – Math	Average Proficiency Level						
	Number Tested						
	Number Proficient						

7 th Grade		All students	Migrant	Non-Migrant	Migrant – LEP	Non-Migrant – LEP	Migrant – Non-LEP
EOG – Reading	Average Proficiency Level						
	Number Tested						
	Number Proficient						
EOG – Math	Average Proficiency Level						
	Number Tested						
	Number Proficient						
Writing	Average Proficiency Level						
	Number Tested						
	Number Proficient						

8 th Grade		All students	Migrant	Non-Migrant	Migrant – LEP	Non-Migrant – LEP	Migrant – Non-LEP
EOG – Reading	Average Proficiency Level						
	Number Tested						
	Number Proficient						
EOG – Math	Average Proficiency Level						
	Number Tested						
	Number Proficient						
EOG- Science	Average Proficiency Level						
	Number Tested						
	Number Proficient						
Computer Skills	Average Proficiency Level						
	Number Tested						
	Number Proficient						

Clustered 3-5 Grade Span		All students	Migrant	Non-Migrant	Migrant – LEP	Non-Migrant – LEP	Migrant – Non-LEP
EOG – Reading	Average Proficiency Level						
	Number Tested						
	Number Proficient						
EOG – Math	Average Proficiency Level						
	Number Tested						
	Number Proficient						

Clustered 6-8 Grade Span		All students	Migrant	Non-Migrant	Migrant – LEP	Non-Migrant – LEP	Migrant – Non-LEP
EOG – Reading	Average Proficiency Level						
	Number Tested						
	Number Proficient						
EOG – Math	Average Proficiency Level						
	Number Tested						
	Number Proficient						

2. Test scores grades 9-12 broken down by course.

Clustered 9-12 Grade Span		All students	Migrant	Non-Migrant	Migrant – LEP	Non-Migrant – LEP	Migrant – Non-LEP
EOC – English I	Average Proficiency Level						
	Number Tested						
	Number Proficient						
EOC – Algebra I	Average Proficiency Level						
	Number Tested						
	Number Proficient						
EOC – Algebra II	Average Proficiency Level						
	Number Tested						
	Number Proficient						
EOC - Geometry	Average Proficiency Level						
	Number Tested						
	Number Proficient						
EOC – Civics & Economics	Average Proficiency Level						
	Number Tested						
	Number Proficient						
EOC – US History	Average Proficiency Level						
	Number Tested						
	Number Proficient						
EOC – Physical Science	Average Proficiency Level						
	Number Tested						
	Number Proficient						
EOC - Biology	Average Proficiency Level						
	Number Tested						
	Number Proficient						
EOC - Chemistry	Average Proficiency Level						
	Number Tested						
	Number Proficient						
EOC - Physics	Average Proficiency Level						
	Number Tested						
	Number Proficient						
Writing	Average Proficiency Level						
	Number Tested						
	Number Proficient						
Comprehensive Test - Reading	Average Proficiency Level						
	Number Tested						
	Number Proficient						
Comprehensive Test - Math	Average Proficiency Level						
	Number Tested						
	Number Proficient						
Computer Skills	Average Proficiency Level						
	Number Tested						
	Number Proficient						