

>> Dr. Debra Burgess: Hello. My name is Dr. Debra Burgess, Associate Director, Migrant Education, Region 2, Area 4.
I would like to thank you for participating in this segment of CDE's CPM webcast. My co-presenter today is Dr. Manuel Alfaro, Consultant with the California Department of Education.
This presentation will introduce you to the Migrant Education Program requirements. We hope to provide you with important information that will help you prepare for your categorical program monitoring CPM visit.
Manuel, would you share with our viewers what we hope them to gain from this presentation?

>> Dr. Manuel Alfaro: In this presentation, you will gain knowledge and understanding of Migrant Education Program requirements.
While viewing this presentation, you should have a copy of the On-going Program, self-Evaluation Tool referred to as OPSET for the Migrant Education Program.
This tool is specifically designed to assist Local Education Agencies in their monitoring of state and federal programs.

>> Dr. Debra Burgess: Why a program for migrant children?
No Child Left Behind, NCLB, sets out the program purposes for Title I, Part C, Migrant Education, and provides insight regarding migrant students.
Perhaps the most important is the disruption of migrant children's education due to their family's mobility.
Additionally, most migrant children come from impoverished homes and are English learners.
And who are our migrant children?
Under NCLB, a child is considered migrant if the parent or guardian has sought work in the agricultural, dairy, lumber or fishing industry and whose family has moved during the past three years.
A qualifying move can range from moving across school district boundaries or from one state to another for the purpose of finding temporary or seasonal employment.
Young adults may also qualify if they have moved on their own for the same reasons.
The eligibility period is three years on the date of the last move.
Eligibility is established through an interview conducted by a Migrant Education Recruiter.
One of the greatest challenges for migrant students and families is the feeling of being an outsider in their respective schools and communities.
Migrant educators and Local Education Agencies, LEAs, have a responsibility to help ameliorate these obstacles and help migrant students feel included and provide them with the sense of belonging.
In California, the greatest migration for migrant families is between California and Mexico, followed by migration within the state, and finally migration to other U.S. states such as Arizona, Oregon, New Mexico, Texas, and Washington.

>> Dr. Manuel Alfaro: The first dimension of the program for migrant education is involvement.

The most important concept of this dimension is that parents, staff, students, and community members are partners in public education.

Both federal and states statutes require and specify how migrant parents will be involved. In a nutshell, the Migrant Education Program requires that migrant parents participate in the planning and operation and evaluation of the program.

Debra will highlight some of the major items that LEA should consider as they prepare for this part of the review process.

>> Dr. Debra Burgess: State Law requires that the Parent Advisory Council, PAC, participate in the establishment of program goals, objectives and priorities.

The PAC is also required to review Needs Assessments, program activities, and individual student programs.

In California, the legislature increased parental involvement by also requiring the LEAs and regions to seek input from the PAC on the selection, development, and re-assignment of MEPS, Migrant Education Programs Staff.

Additionally, the law also requires that the PAC be actively involved in the planning and negotiation of program applications and service agreements.

State statute requires that the PAC be elected by parents of migrant students at a general meeting to which all parents and pupils enrolled in the Migrant Education Program are invited.

The law further requires that the composition of the PAC be determined by the parents of children enrolled in the Migrant Education Program.

Also, the law stipulates that at least two-thirds of the pack be comprised of parents of migrant children.

The reviewers will examine PAC roster page and the District Service Agreement to verify whether the PAC composition meets the two-thirds requirement.

Migrant parents elected to serve in PAC must meet program eligibility.

If elections were held after the District Service Agreement was completed, the reviewers will examine results of those last elections.

The LEA and the region have a responsibility to provide training to the PAC to enable them to fulfill their responsibilities.

This specialized training will enable the PAC members to better perform their role.

Furthermore, when 15% of students enrolled in a public school speak a single primary language other than English, all notices, reports, statements and records sent to parents of such students must be in English and the primary language.

The regional application and the District Service Agreement are to be written to comply with the language requirement.

Manuel, would you share with our viewers the evidence reviewers will look for as they examine this dimension?

>> Dr. Manuel Alfaró: CPM reviewers will collect evidence through interviews, observation, training, plans, processes that show active parental involvement in the design of the training.

Tangible evidence will also include LEA policies, PAC by-laws, PAC meetings, agendas and minutes, and other correspondence.

The second dimension, Governance and Administration is intended to ensure that statutory requirements have been addressed in the implementation of a district service agreement, inter-agency collaboration, fiscal accountability, and the provision of technical assistance by the region.

As a sub-grantee of CDE, the migrant region has the responsibility of establishing procedures, monitoring and providing technical assistance to ensure LEA compliance with program and fiscal requirements.

The region has the responsibility of providing and or facilitating inter-agency coordination to improve services for migrant students.

The District Service Agreement commits the district to provide essential services to migrant students.

The district provides supplemental instructional services to migrant students as described in the District Service Agreement.

The District Service Agreement describes professional development, parental education and parental involvement and health as support services that will help the LEA meet its measurable outcomes.

The CPM reviewers will examine the District Service Agreement and the regional application, the LEA plan, the LEA and regional fiscal policies and procedures, fiscal monitoring reports and follow-ups, technical assistance meeting, calendars and activities, and agendas, minutes and sign-in sheets of meetings conducted for the purpose of inter-agency coordination.

>> Dr. Debra Burgess: Migrant Education Program funds are solely for the benefit of migrant students and may not be used to support projects that include non-migrant students.

The Migrant Education Program Funds are used to provide services, both regular and summer educational programs to migrant students that are supplemental to the regular services normally provided by local education agencies.

Fiscal requirements for the expenditure of migrant education funds must be met by all fund recipients and operating agencies, Migrant Education Program regions, districts and direct funded regions.

Federal and states statutes and regulations require that operating agencies, A. Provide services to migrant children with state and local funds that are least comparable to services provided to non-migrant children.

Migrant Education Program funds are to supplement, not supplant, regular non-federal funds.

Thus, Migrant Education Program funds are supplementary to the base instructional program and other special program funding.

>> Dr. Manuel Alfaro: The guidelines and procedures for allowable activities are contained in the Migrant Education Program Fiscal Handbook.

To be allowable, a general rule of thumb requires that cost be necessary and reasonable for proper and efficient performance allowable under federal and state cost principles. The LEA should refer to the migrant educational program fiscal handbook for specific instructions.

No child left behind also mandates that for only services be given to migrant children who are failing or most at risk of failing to meet the state content standards and student performance standards and whose education has been interrupted during the regular school year.

Evidence for this com plans item include the district service agreement, schedules and funding records of multi-fund staff, expenditure invoices and the LEAs equipment inventory.

>> Dr. Debra Burgess: To mention for addresses standards, assessment and accountability and program evaluation.

The local education agency is responsible for ensuring that migrant students are assessed on state assessments and other district multiple measures.

Perhaps, the most critical question here is how the LEA and migrant region use academic assessment results and other pertinent migrant student data to improve the academic achievement of students.

The district service agreement, data management section should clearly identify how the LEA uses academic assessment results and other pertinent migrant student data to improve academic achievement of students.

Some important questions to consider in determining compliance of this item may include how evaluation data is used to address issues such as promotion retention, reducing academic failure and risk factors, priority for services students and establishing other program priorities and services.

Finally, the LEA should also closely examine the numbers of students enroll in migrant education versus those for whom assessed results are available.

If large discrepancies exist the LEA will be found as not meeting the legal requirement.

>> Dr. Manuel Alfaro: Dimension 5 addresses staffing and professional development.

This item examines the degree towards the operating agency provides professional development programs and support for teachers and other programs staff.

Evidence of compliance may be derived from multiple sources including a regional application, the district service agreement, orientation plans and schedule for new employees, calendars of staff to eliminate activities and professional development agendas and attendance rosters.

State statutes also requires that migrant programs summer school staff be properly credentialed, received cultural training and have understanding other needs of the migrant students.

In addition to the evidence sources previously cited, the reviewer would also check teacher credentials for clad authorizations.

CPM reviewers will be collected evidence through interviews, observations and documents.

Documents evidence includes staff to element calendars, description of workshops and institutes and attendance records and flyers.

>> Dr. Debra Burgess: Dimension 6 addresses the rights of migrant students to have equal access to all programs provided by the LEA.

School districts must provide migrant students access to the core and other categorical programs available in the district for which they qualify and list of these programs may include but are not limited to pre-school programs, adults education, title one, career and technical education, Gate, Avid, etcetera.

>> Dr. Manuel Alfaro: Two key questions to determine supplement versus supplant in a delivery of services to migrant students are the following: is the district required to provide the services in the absence of migrant funding?

If the answer is yes, there may be an issue of supplanting.

Is the district providing comparable services to all students including migrant students?

If the answer is yes, the migrant education funds may be used to augment services to migrant students.

>> Dr. Debra Burgess: Migrant education regions and school districts have the responsibility for providing supplementary academic instruction to help migrant students meet the state, academic content and performance standards through coordination of services.

Reviewers will inquire about services provided to migrant students.

Are these services described in a service agreement?

Is there evidence that students are making progress?

Are changes in services reflected in the district service agreement?

What coordination exists with other agencies?

What is the process for referring students to other district programs such as Gate, Avid programs, etcetera?

>> Dr. Manuel Alfaro: In addition, to check you for services identified in the district service agreement, Federal Law requires that the operating agency provide educational continuity for migrant students through the timely transfer of education and health records.

The reviewers will examine a sample of student records in the process used to a share this student records follow students when leave they the school.

If the migrant student information exchange system, MSIEXS, is operational, the reviewers will check that the LEA and regions are complying with MSIEXS requirements including the uploading of student data in a timely manner.

>> Dr. Debra Burgess: Checking for student eligibility has taken center stage over last-- the last five years because of several Federal audits, ensuring that the program only enrolls eligible migrant children and youth is critical.

The reviewers will review quality control plans and procedures including training And orientation of recruiters, local, re-interview protocols and monitoring activities.

Additionally, the reviewers will review the sample of certificates of eligibility for completeness and accuracy.

Special attention will be paid to move such short duration and international moves made around extended school breaks.

>> Dr. Manuel Alfaro: This dimension addressed teaching and learning, core and categorical programs as described in the LEA plan and the single plan for student achievement.

Furthermore, regional application and district service agreements described in detail the supplementary academic and health services provided to migrant students.

The LEA provides a comprehensive supplementary program designed to meet the educational, health and related needs of participating students as described in a district service agreement.

The school district should have available, a list of all priority for service students, PFS students, for the CPM reviewers.

No Child Left Behind requires that the LEAs serve PFS students before providing services to other students.

>> Dr. Debra Burgess: NCLB provides a general definition for PFS students.

However, California has operationalized the definition as follows: NAK12 migrant student with the interrupted school year occurring during the last 12 months as identified by new qualifying arrival dates and withdrawal dates occurring during the regular year.

And who scored at/or below basic in English language, arts or mathematics on the California standards test.

Or at/or below the intermediate level on the California English language development test or failed one or both sections of the California High School exit exam.

The CPM reviewer will examine a variety of data sources including the following: regional application and district service agreement, lesson plans, individual learning plans, student work, records of tutoring, counseling, health and social services, list of priority for services student served, evaluation data, program coordination, meeting schedules and agendas.

This concludes our presentation.

We will be happy to answer any questions during the question and answer session later today.

If you need assistance related to the Migrant Education Program, CPM, you may contact Dr. Manuel Alfaro.