

# **VIRGINIA MIGRANT EDUCATION PROGRAM SERVICE DELIVERY PLAN**



**VIRGINIA MIGRANT  
EDUCATION PROGRAM**  
MAKING A DIFFERENCE IN THE LIVES OF MIGRANT CHILDREN

**VIRGINIA DEPARTMENT OF EDUCATION**

**DEPARTMENT OF INSTRUCTION**

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## Introduction

Section 1306(a)(1) of the *No Child Left Behind Act of 2001* (NCLB) requires that states deliver and evaluate the quality of services to migrant children based on a state plan that reflects the results of a Comprehensive Needs Assessment (CNA). Virginia conducted the most recent CNA during the 2007-2008 school year. Virginia's Comprehensive State Plan for Service Delivery describes the strategies that Virginia will pursue on a statewide basis to achieve the state's measureable outcomes and meet the state's performance targets.

The Service Delivery Plan (SDP) summarizes the findings from the CNA and provides a framework for implementing strategies to address the needs of Virginia's migratory children. The SDP also outlines measures for monitoring implementation and evaluation outcomes. As required by, NCLB, the Virginia SDP specifically addresses the following:

1. **Performance Targets** adopted for all migrant children in reading, mathematics, and high school graduation. (34 CFR 200.83(a) (1))
2. **Measurable Program Outcomes** that allow the MEP to determine whether and to what degree the program has met the educational needs of migrant children that were identified through the CNA. (Section 1306(a) (1) (D))
3. **Needs Assessment** to include identification and an assessment of: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle; and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a) (2))
4. **Service Delivery** that describes the state's strategies for achieving the performance targets and measurable objectives described above. (34 CFR 200.83(a) (3))
5. **Evaluation** to determine whether and to what degree the program is effective in relation to the performance targets and measurable outcomes. (34 CFR 200.83(a) (4))

### Performance Goal 1: Reading/language arts

**1.1 Performance Target:** The percentage of students, in the aggregate and for each subgroup, which are at, or above, the proficient level in reading on the state's assessment.

**1.1.2 Measurable Program Outcome:** Consistent with Section 1111(b)(2)(G) of the *No Child Left Behind Act of 2001* and final Title I regulations issued November 26, 2002, one set of annual measurable achievement objectives has been established for each school year beginning in 2002-2003 and ending in 2013-2014. Annual measurable achievement objectives are expressed as a percent of students scoring proficient on statewide assessments. As allowable under Title I regulations, annual measurable objectives are reevaluated and adjusted periodically, especially as new tests are introduced.

The following chart provides the annual measurable objectives (AMO) for all students in the aggregate and for each subgroup identified in Section 1111(b)(2)(C) of the *No Child Left Behind Act of 2001* for all schools, all school divisions, and the state expressed as pass rate percents:

**Chart 1: Reading/Language Arts AMO Benchmarks as Expressed as Percent Passing**

2001-2002 Starting Point	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
60.7	61.0	61.0	65	69	73	77	81	85	89	93	97	100%

Consistent with current practice assessment data for reading/language arts will be combined across all tested grade levels and all tested courses at the school and division level. The participation rate and percent of students scoring at proficient will determine whether or not Annual Yearly Progress (AYP) has been made in reading/language arts.

**Performance Goal 2: Mathematics**

**2.1 Performance Target:** The percentage of students, in the aggregate and in each subgroup, who are at, or above, the proficient level in mathematics on the State’s assessment.

**2.1.1 Measurable Program Outcome:** Consistent with Section 1111(b)(2)(G) of the *No Child Left Behind Act of 2001* and final Title I regulations issued November 26, 2002, one set of annual measurable achievement objectives has been established for each school year beginning in 2002-2003 and ending in 2013-2014. Annual measurable achievement objectives are expressed as a percent of students scoring proficient on statewide assessments. As allowable under Title I regulations, annual measurable objectives are reevaluated and adjusted periodically, especially as new tests are introduced.

The following chart provides the annual measurable objectives for all students in the aggregate and for each subgroup identified in Section 1111(b)(2)(C) of the *No Child Left Behind Act of 2001*; for all schools, all divisions, and the state, expressed as pass rate percents.

**Chart 2: Mathematics AMO Benchmarks Expressed as Percent Passing**

2001-2002 Starting Point	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
58.4	59.0	59.0	63	67	71	75	79	83	87	91	95	100%

Consistent with current practice, assessment data for reading/language arts will be combined across all tested grade levels or all tested courses in a school, division, and the state to calculate participation rate and percent of students scoring proficient when determining whether or not AYP has been made in mathematics.

### Performance Goal 3: High School Graduation

3.1 **Performance Target:** The percentage of students who graduate from high school each year with a standard or advanced studies diploma – disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

3.1.2 **Measurable Program Outcome:** The percentage of students who receive a diploma [Standard or Advanced Studies, in compliance with U.S. Department of Education (USED) directives] each year, disaggregated by subgroup and calculated consistent with the National Center for Education Statistics definition, in accordance with the following chart:

**Chart 3: High School Graduation Benchmark Expressed as Percent Graduating**

2002-2003 Starting point	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
68.0	68.0	70.0	70.0	70.0	80.0	80.0	80.0	90.0	90.0	90.0	Goal: 100%

### Needs Assessment

#### Migrant Student Profile for the 2007-2008 School Year

For the 2007-2008 school year for which there were 136 schools in Virginia that enrolled migrant students, 1,423 migrant students were found to be eligible for services. These data included 239 children ages 3 through 5 and 347 out-of-school youth. Out of the 1,423 students found to be eligible for services, 476 migrant students were identified as Priority for Services students. Out of the Priority for Services group, 104 children were ages 3 through 5, and 161 were out-of-school youth. There were 1,228 migrant students served during the regular year through instructional or support services. Out of the 1,423 found eligible for services, 703 were also identified as Limited English Proficient (LEP). Migrant students also identified as LEP made up about 42 percent of the migrant population found eligible for services. The migrant population is predominantly Hispanic, with 1,152 identified as Hispanic during the regular school term, 65 identified as black, and 11 identified as white. There were 707 male migrant students and 521 female migrant students for the regular school year. There were 78 migrant students who were also identified as Children with Disabilities (IDEA) under Part B of Part C, of the IDEA.

Forty (40) percent of migrant families have moved within the past twelve months, 35 percent have moved within the past 13 to 24 months, and 25 percent have moved within the past 25 to 36 months. Within the state, moves between divisions in Virginia account for 12 percent of the mobility for migrant families. Interstate moves account for 88 percent of the mobility.

Virginia’s migrant families predominantly follow the eastern stream migrant pattern starting in Florida and following the crops up the east coast often as far as Maine. Common qualifying work in Virginia includes: setting, plugging, pulling, stripping, and bulking tobacco; processing poultry; staking, pruning, harvesting and replanting tomatoes; roping Christmas trees; picking apples and other fruits; and pruning, weeding, and irrigating berries.

Migrant education services are provided for migratory students around the state through local and regional programs. Priority for services goes to migratory children who are failing or most at risk of failing to meet the Virginia Standards of Learning (SOL), and whose education has been interrupted during the regular school year. Strategies for providing services to meet the needs of the population vary throughout the state depending upon: 1) the availability of other programs and services and 2) the fiscal resources of the Migrant Education Program (MEP). Based on the number of migratory students in a school division, programs are either offered year-round and/or during the summer. Supplemental services may include but are not limited to: English as a second language instruction; computer literacy instruction; family literacy; General Educational Development (GED) certification preparation; and outreach/advocacy work to increase the quality of nutritional, health, and dental care.

### Unique Needs of Virginia Migrant Students

The CNA resulted in the identification of several unique needs of migrant students in Virginia that align with the Seven Areas of Concern identified by OME. These special educational needs of migrant students resulted in the migrant subgroup not performing at the same level as their non-migrant peers. These special needs are described below:

- **Education continuity:** Because migrant students often move during the regular school year, students tend to experience differences in curriculum, homework policies, and classroom routines;
- **Educational support at home:** While many migrant parents value education for their children, they may not always know how to support their children in a manner consistent with school expectations nor do they have the means to offer an educationally rich home environment;
- **English language development:** English is not the primary language for many migrant families. As a result, they must learn English and academic content knowledge simultaneously;
- **Impact of poverty;** and
- **School engagement:** Migrant students may experience difficulties adjusting to new school settings.

**Table 1: Results from the Needs Assessment**

Focus Area	Needs Statement	Areas of Concern
Reading/language arts	Migrant students will meet AYP benchmarks for 2008-2009 and beyond. Scores for migrant students will continue to increase to meet the AYP pass rate of 81% and close the ten point gap between migrant and non-migrant students.	Limited English Educational support in the home Poverty Educational interruptions

<b>Focus Area</b>	<b>Needs Statement</b>	<b>Areas of Concern</b>
Mathematics	Migrant students will meet AYP benchmarks for 2008-2009 and beyond. Scores for migrant students will continue to increase to meet the AYP pass rate of 79% and close the seven points gap between migrant and non-migrant students.	Limited English Educational support in the home Poverty Educational interruptions
Graduation	Migrant students will meet 2008-2009 state graduation target of 61% and close the graduation gap between migrant and non-migrant students.	Over-aged grade placement Retention Limited English At risk of failing to meet graduation requirements, including accrual of high school credits for graduation Poor performance on the necessary Standards of Learning assessments needed for graduation Educational support at home Lack of school engagement

The results of the 2007-2008 CNA provided a framework of the MEP outcomes and service delivery strategies outlined in Virginia's SDP. As a result of the analyzed data for the 2007-2008 school year, the following recommendations were made for the migrant subgroup:

- Meet state benchmarks in reading for 2008-2009 and beyond;
- Meet state benchmarks in mathematics for 2008-2009 and beyond; and
- Meet state benchmarks for graduation for 2008-2009 and beyond.

## Service Delivery

The Virginia Migrant Education Program has developed a set of strategies for the statewide service delivery plan based on the outcomes from the CNA for the 2008-2009 and beyond. The table below summarizes the program goals, service delivery options, and implementation strategies.

**Table 2: Service Delivery Performance Goals, Service Delivery Strategies, and Implementation**

<b>Performance Goals</b>	<b>Service Delivery Strategies</b>	<b>Implementation</b>
<p><b>Reading:</b> Migrant students will meet AYP benchmarks for 2008-2009 and beyond. Scores for migrant students will increase ten points to close the gap between migrant and non-migrant students.</p>	<ol style="list-style-type: none"> <li>1. Provide professional development to divisions on reading strategies for all students.</li> <li>2. Provide training on using reading strategies and parental involvement activities from the Literacy Education And Reading Network (LEARN) Web site.</li> <li>3. Inform School Divisions about reading/language arts accommodations on the Virginia Standards of Learning Assessment that may be appropriate for migrant students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Work with other title programs (Title I, A; Title III, A) to increase collaboration and professional development opportunities. Provide information to MEP staff about professional development offered by the Department.</li> <li>2. Provide training to MEP staff on using the lessons and parental materials from the LEARN Web site.</li> <li>3. Provide technical assistance on accommodations allowed to migrant students on the Standards of Learning assessments.</li> </ol>

Performance Goals	Service Delivery Strategies	Implementation
<p><b>Mathematics:</b> Migrant students will meet AYP benchmarks for 2008-2009 and beyond. Scores for migrant students will increase seven points to close the gap between migrant and non-migrant students.</p>	<ol style="list-style-type: none"> <li>1. Provide professional development to divisions on strategies to teach mathematics.</li> <li>2. Inform MEPs to about the availability of Matematica materials for teaching mathematics to migrant students.</li> <li>3. Inform School Divisions about mathematic accommodations on the Virginia Standards of Learning Assessment that may be appropriate for migrant students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Work with other title programs (Title I, A; Title III, A) to increase collaboration and professional development opportunities. Provide information to MEP staff about professional development offered by the Department.</li> <li>2. Work with MEPs to use Matematica materials to supplement mathematics instruction.</li> <li>3. Provide technical assistance on accommodations allowed to migrant students on the Standards of Learning assessments.</li> </ol>
<p><b>Graduation:</b> Migrant students will meet state graduation targets and close the graduation gap between migrant and non-migrant students. The graduation rate for migrant students will increase seven points to close the gap between migrant and non-migrant students.</p>	<ol style="list-style-type: none"> <li>1. Provide professional development on graduation requirements and how to decrease drop outs.</li> <li>2. Provide training on using the LEARN action plans that leads to high school credit accrual and graduation.</li> <li>3. Provide training on types of services and consolations offered to Out-of-School Youth (OSY) to encourage high school enrollment and accrual of high school credits.</li> </ol>	<ol style="list-style-type: none"> <li>1. Work with other title programs (Title I, A; Title III, A) to increase collaboration and staff development opportunities. Encourage participation of MEP staff in classes offered by the department.</li> <li>2. Provide training to MEP staff on using the lessons and materials from the LEARN Web site, including the action plan.</li> <li>3. Provide technical assistance to MEPs on offering services to OSY. Work with OSY to determine the types of services they require or need.</li> </ol>

## Evaluation

The Virginia Department of Education is responsible for monitoring, evaluating, and improving the local Migrant Education Program sites in the state. The performance goals of the *No Child Left Behind Act of 2001* establish the basis on which the effectiveness of the migrant programs in Virginia will be evaluated.

The following will be measured:

- the achievement levels of all migrant students in reading/language arts and mathematics as compared to the state’s AYP targets and subgroups, including migrant and non-migrant students; and
- the achievement levels of all migrant students in graduating from high school and meeting state targets.

Table 3 below details the data collection process for the Virginia Migrant Education Program. The table also details how the data will be collected and analyzed.

**Table 3: Data Collection**

<b>Performance Goals</b>	<b>Data Elements</b>	<b>How the Data will be Collected and Analyzed</b>
<p><b>Reading:</b> Migrant students will meet AYP benchmarks for 2008-2009 and beyond. Scores for migrant students will increase to the AYP pass rate of 81 percent.</p>	<ol style="list-style-type: none"> <li>1. The number of migrant students that score pass proficient or above on the Virginia SOL assessments.</li> <li>2. Survey divisions and regional migrant education programs for participation in MEP related technical assistance or participation in professional development related to reading.</li> <li>3. Number of participants logged into the LEARN Web site.</li> </ol>	<ol style="list-style-type: none"> <li>1. Collected by the state once SOL testing is completed and scores are verified for migrant students.</li> <li>2. Data collected by the state from MEPS.</li> <li>3. Data collected by the state using the tracking feature in the LEARN Web site.</li> </ol>
<p><b>Mathematics:</b> Migrant students will meet AYP benchmarks for 2008-2009 and beyond. Scores for migrant students will increase to the AYP pass rate of 79 percent.</p>	<ol style="list-style-type: none"> <li>1. The number of migrant students that score pass proficient or above on the Virginia SOL assessments.</li> <li>2. Survey divisions and regional migrant education programs for participation in MEP related technical assistance or participation in professional development related to mathematics.</li> </ol>	<ol style="list-style-type: none"> <li>1. Collected by the state once SOL testing is completed and scores are verified for migrant students.</li> <li>2. Data collected by the state from MEPS.</li> </ol>
<p><b>Graduation:</b> Migrant students will meet state graduation targets and close the graduation gap between migrant and non-migrant students. The graduation rate for migrant students will increase seven points to close the gap between migrant and non-migrant students.</p>	<ol style="list-style-type: none"> <li>1. The number of migrant students that graduate from high school.</li> <li>2. Number of participants logged into the LEARN Web site.</li> <li>3. Number of OSY youth served by MEPS.</li> </ol>	<ol style="list-style-type: none"> <li>1. Collected by the state once graduation rates have been calculated.</li> <li>2. Data collected by the state using the tracking feature in the LEARN Web site.</li> <li>3. Collect data from withdrawal forms on OSY and the types of services they were offered.</li> </ol>

## **Optional Information**

### **Priority for Services**

In Virginia's Migrant Education Program, only migrant children who are at an age to attend school may be classified as Priority for Services (PFS). Migrant students who are enrolled in preschool (ages 3-5) may be identified as PFS if it is demonstrated they meet the requirements for PFS.

Out-of-School youth may also be identified as PFS since they have experienced an interruption of their education and are unlikely to meet state academic standards because they do not attend schools and have not graduated from high school.

In order for migrant students to be considered PFS, they must have one or more of the following at-risk indicators and have had their education interrupted during the regular school year.

### **At-Risk Indicators**

Scoring below the proficient level on the Virginia Standards of Learning Assessments

Scoring below the proficiency level on local academic assessments

Classified as LEP

At risk of failing to meet state graduation requirements

Retained

Overage for grade level

Eligible for free or reduced lunch

Classroom teacher recommendation based on classroom performance

“**Educational Interruption**” means a student, in the preceding 12 months, changed schools or missed a "significant" amount of school time (e.g., ten days or more) during the regular school year due to the child's or family's migrant lifestyle.

### **Identification and Recruitment**

The Department is responsible for the identification and recruitment of all eligible migratory children in the state. Identification and Recruitment (ID&R) training is conducted on an as needed basis. Local migrant coordinators and recruiters implement recruitment based on program needs and are provided with the Virginia Department of Education Migrant Education identification and Recruitment Handbook. This document can be located on the following link:

[http://www.doe.virginia.gov/VDOE/Instruction/OCP/title1c\\_%20identification\\_recruitment\\_handbook.pdf](http://www.doe.virginia.gov/VDOE/Instruction/OCP/title1c_%20identification_recruitment_handbook.pdf).

Further, procedures are provided to personnel on how to collect and report pupil enrollment and attendance data for summer enrollees. ID&R training will continue to be provided across the state based on the needs and goals of the program.

### **Student Information System and Records Transfer**

Statewide migrant data are stored in the MIS 2000 database. The local data manager maintains the state MEP data. The MIS 2000 software is used to maintain the records of all migrant students in the state. Student demographic records are maintained as well as identifying information and qualifying moves. Data are accessible to other states that participate in the MIS 2000 system. Other states may request the data for transfer. Records of students who move across division lines within the state are easily accessible through MIS 2000. Once a year, the data manager provides information on migrant students for the United States Department of Education (USED) Consolidated State Performance Report (CSPR), Parts I and II. The CSPR is used to report the number of migrant children in the state, along with the services that were provided throughout the year. The data from the CSPR is also used to determine funding for the subsequent school year.

The Migrant Student Information Exchange (MSIX) will allow all states to share educational and health information on migrant children who travel from state-to-state and who as a result, have

student records in multiple states' information systems. MSIX will work in concert with the existing migrant student information systems that states use to manage their migrant data. States will continue to use their existing migrant student information system to record migrant data. MSIX will download the migrant data and make it available to other state migrant personnel through a secure log in.

State and local migrant personnel will not be able to enter information into the MSIX database. The MSIX database will pull all migrant student data from the state's migrant databases. Any corrections to data will need to be done at the state level through the statewide database. Information cannot be corrected in MSIX.

### **Student Records: Data Collection and Management Procedures**

The local coordinator for each Migrant Education Program in Virginia is required to send the following data to the regional migrant office located in Accomack County:

- Certificate of Eligibility (COE)
- Withdrawal form

When migratory families are identified, COE forms are completed. The data collected are found on the Certificate of Eligibility (COE). The COE is divided into four sections: 1) parent data; 2) child data; 3) eligibility data; and 4) verification. The parent data include parent or guardian names as well as current and home addresses. The child data include name, birth date, type of documentation used to confirm birth date, gender, grade enrollment date, and service location. The Virginia COE was updated in the spring of 2008 to reflect the new data required for MSIX. Additional data included: suffixes, immunization records, and qualification for other services, such as ESL and special education. The eligibility data for the 2007-2008 school year include the qualifying arrival date (QAD), the last qualifying move (LQM), qualifying activity, the category of the move (with, to join, or on own), and the residency date.

The activities used to collect data were: personal interviews, a review of school records, school record requests from previous schools, discussion and communication with previous and current school personnel, and/or telephone updates. The data were collected by recruiters and/or migrant coordinators. When migratory families are identified, COE forms are completed. Each migrant coordinator reviews the COE for accuracy and verifies the information within five business days. After verification, all COE forms are submitted to the data entry specialist at the regional office for a final verification before being entered into the state database (MIS 2000).

A system of cross checks is also implemented with the student information system in the local school division. After the COE has been verified and eligibility determined, the recruiter and/or migrant coordinator works with the registrar or local student information systems specialist to ensure the child is flagged as migrant in the student database. A Superintendent's Informational Memorandum, Number 193, Accurate Identification of Eligible Migrant Students, was released in the summer of 2008 to remind school divisions that a child may only be identified as migrant if there is a verified Certificate of Eligibility. The importance of accurate migrant student identification in the local student information systems was also emphasized.

At the end of each semester or when a migrant child leaves, the program teacher/recruiter completes a withdrawal form. The withdrawal form collects demographic data on the student as well as program services. The withdrawal form was updated for the 2007-2008 school year to collect additional data. Additional elements added include: 1) ESL services and LEP level; 2) referred

services; and 3) achievement of GED. The teacher/recruiter indicates if and what type of instructional support or referred services the student received. Other data collected includes ESL level and assessment data. The withdrawal form is submitted to the migrant coordinator who reviews it for accuracy before submitting to the migrant data specialist. The information is entered into the master database in MIS 2000 from the withdrawal form. If the student remains in the migrant program and receives services the next semester or school year, a re-enrollment form or a new COE is completed at the start of the new semester. An interview with the family is conducted to check accuracy of the data on the original COE. Changes, if any, on the re-enrollment form or the new COE are entered into the master database.

## **Summary**

The Virginia Migrant Education program will revise and review the service delivery plan as necessary to meet the educational needs of migrant children. Virginia will also revise and refine program priorities, strategies, services, and assessment and evaluation methods as needed.