Pursuing Excellence in Educational Programs and Services for Eligible Migrant Students

Wisconsin Migrant Education Program
Service Delivery Plan
2015-2019

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

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Introduction

History of Migrant Education

The Office of Migrant Education (OME) and the Migrant Education Program (MEP) were created in 1966, as an amendment to the Elementary and Secondary Education Act (ESEA) of 1965. The MEP resulted from the recognition that the children of migrant workers, in addition to being disproportionately at-risk of living in poverty, face unique challenges.

Migrant workers seek temporary or seasonal work in agriculture, fishing or related industries including food processing. They follow the growing seasons across the country and assume responsibilities for the cultivation, harvest and processing of fruits, vegetables, and other food products. They also work in forestry and fishing. As a result, migrant children face challenges related to their families' migratory way of life, such as disruption of their education, inadequate student record-keeping or record-sharing between schools, cultural and language differences, and isolation.

The law to continue the MEP has been reauthorized several times since the original mandate, with the latest being Title I, Part C of the No Child Left Behind Act of 2001 (NCLB). The intent of the MEP is to provide supplemental education and support services to migrant children and youth that will mediate the effects of the challenges they face, and improve their educational achievement and outcomes.

Overview of Wisconsin Migrant Education

The Wisconsin MEP is federally funded under Title I, Part C of NCLB. Children who qualify for the program are identified and recruited by state and local recruiters, and this information is used to determine the need for projects throughout the state. Local projects assume responsibility for providing services to children enrolled in the program.

While the national migrant population is made up of diverse ethnic groups, 99 percent of the migrant population in Wisconsin is Latino. The other 1 percent is Somali and non-Hispanic white. The migrant worker population coming to Wisconsin is home-based mostly in Texas, Florida, Georgia, North Carolina, California, and Mexico. There are some families that have Wisconsin as their home base and travel to other states to engage in qualifying work. Records indicate that approximately 5,000 migrant workers come to Wisconsin annually for qualifying work, mostly to plant, cultivate, harvest and process fruit and vegetable crops, to work in meat packing, and to work in food processing in canneries. Approximately 1,000 eligible migrant children reside in Wisconsin annually and are served by the MEP.

A thorough needs assessment is necessary at the state and local level to identify the location and needs of the migrant student population, and to enable relevant programming and support services to be provided. There are strict regulations that must be followed in determining the eligibility of migrant children for these services on the basis of the families' and/or the child's work. The approaches employed by the Wisconsin MEP to meet these two major requirements will be discussed in other sections. The qualified population served in Wisconsin programs includes:

- any child, age 3-21, who has not yet graduated from high school or obtained a general education diploma (GED), and who has moved from one school district to another in the past 3 years because the child, or their parent, guardian, or spouse, sought or obtained qualifying agricultural or fishing work. This work must be temporary or seasonal, and it must play an important part in providing a living for the worker and his or her family.
    - **Temporary work** is defined as a time period no longer than 12 months.
    - **Seasonal work** is defined as work dependent on and considered reasonable during the climate patterns existing in the geographic areas during the time period when the work is reported to have been done.

Special federal requirements that are incorporated into the framework of the MEP's statewide and local project administration include:

- ensuring that the special educational needs of migrant children and youth are identified and addressed,
- providing migrant students with the opportunity to meet the same challenging state academic content standards that all children are expected to meet,
- promoting inter- and intrastate coordination of services to improve learning opportunities for migrant children and youth, including providing for educational continuity through the timely transfer of pertinent school records, and planning with home-base states for ensuring the completion of unfinished coursework, the transfer of and granting of credit for work completed, and for accurate academic student placement, and
- engaging parents of migrant students in their learning by providing parents with student progress information, and by soliciting parental input on program effectiveness and perceived improvement needs.

Delivery System - Programs and Services

Summer and regular term programming is provided to address the needs of migrant children and youth. Some migrant students arrive in Wisconsin as early as March and a few arrive in the fall, but the greatest numbers of migrant students arrive in Wisconsin in June and July. The majority of these students reside in the state until migrant labor in the area in which they reside ends, which, depending on the area, ranges from September to December. As a result of the range of dates during which migrant students reside in Wisconsin, the state plans for June summer projects, July and August summer projects, and has a regular term program period beginning shortly after September 1. The projects and programs conclude at different times in each district, depending when the work cycle for migrant labor ends in the area.

About 300 students are typically served during the summer programs. There are also a number of students who reside in Wisconsin during the summer period who are not enrolled in summer programs, because they are working or because they are providing child care to younger relatives. Wisconsin's MEP works to minimize the impact of these situations. For example, there are a number of working students that opt to attend classes in order to accrue credits needed for graduation. Many of the older students not attending summer programs are enrolled and participating in school during the regular term. The number of migrant students served during the regular term ranges from about 780 to about 975.

There are a number of eligible migrant youth that are found to be OSY. Some of these young people opt to work and contribute to their families' economic needs. Regardless of whether they are working or not, the state migrant education staff and recruiters continue to inform eligible OSY of educational programs available to them, or when appropriate, to other support services related to their needs and interests. Through 2015, Wisconsin participated in a federally-funded consortium of states that collaborated to identify ways to better serve OSY, and a substantial number of resources have been developed to assist states with this endeavor.

The educational programs focused on in the MEP projects correspond to priority needs identified in the needs assessment process, including an analysis of available achievement data. The federal goals, state performance indicators, Wisconsin MEP goals, and measurable objectives are listed in this report. The programs collectively seek to ensure that all migrant students complete challenging academic standards and graduate with a high school diploma that prepares them for responsible citizenship, further learning, and productive employment.

There is a need for alignment between state and federal education initiatives and requirements.

Wisconsin's education initiatives include:

- Promoting Excellence for All, which provides local education agencies (LEAs) and schools with strategies to close the achievement gaps,
- Educator effectiveness, which emphasizes the connection between effective teaching and student learning,
- adoption of rigorous college and career-ready standards,
- implementation of the Wisconsin Badger Exam in grades 3 to 8 and the ACT in grades 9 to 11 give direction to local school districts and those operating migrant education funded projects.

The federal MEP emphasizes that outcomes for migrant-funded districts include the demonstration of:

- an increase of migrant students demonstrating proficiency or above in reading and language arts,
- an increase of migrant students demonstrating proficiency or above in mathematics,
- an increase of migrant students reading at grade level or above in grades 1-3,
- an increase in percentage of migrant students who complete high school, and
- a decrease in the number of migrant student who drop out of school after entering grades 7-12.

Also, the federal government includes, as a new dimension in its General Performance Report on Accountability (GPRA) for MEPs, a report on the number and percentage of migrant students that have taken at least one higher-level mathematics course.

Data from the state assessments will be utilized in analyzing and measuring the degree of success in attaining these objectives. Additional measurable objectives will be utilized in the local application and in the end-of-project evaluation, to assess the effectiveness of Wisconsin's MEP projects.

Statewide Comprehensive Needs Assessment

State Level Process

The state education agency (SEA) is required to collect needs assessment information from multiple sources that document the number and location of migrant students within its state, their educational and other related needs, and their achievement on state and local assessments.

The following actions taken by the Wisconsin MEP contributes to the success of the needs assessment:

1. **The state funds a migrant identification and recruitment (ID&R) specialist** that works year round to identify and recruit migrant children, families, and out-of-school youth (OSY). This effort reaches areas of the state where migrant labor is drawing workers, but where there are no formal MEP projects with recruitment staff. This position also contributes significantly to the on-going provision of technical assistance and training to local recruiters, which yields a more accurate account of the eligible migrant students in the state. This position also includes a graduation enhancement component to assist individual migrant students with their high school graduation plans. This includes engaging with and coordinating with both intrastate and interstate LEAs where these students attend school.

2. **The Wisconsin Individual Student Enrollment System (ISES) database** yields data for analysis of testing involvement and achievement levels for subjects and grade levels that are included in state assessments.

3. **Local applications provide needs assessment profiles** in terms of numbers of eligible migrant students and numbers of Priority for Service (PFS) students to be served.

4. **The New Generation Data System (NGS) generates special reports** on eligible students from the certificates of eligibility (COEs) per district which are utilized for important aspects of the needs assessment. Lists of students with eligibility per district assist in identifying those eligible for the free meal consideration.

5. **Consultation with partnership agencies and organizations** providing direct services to migrant families provides a substantial amount of relevant information on the presence of migrant families and students.

6. **Contact with university personnel** who conduct food and agriculture-related studies yields important information.

7. **Contact with representatives of other state agencies**, such as the Department of Work Force Development (DWD), yields timely information needed for planning statewide.

8. **Contact with organizations with a focus on health-related concerns** of migratory laborers and their families, such as the Family Services Center of Waushara County and county nurses, results in valuable needs assessment data.

9. **Input from local project personnel**, such as administrators, teachers, and paraprofessionals, are used to identify strengths and needed improvements for the projects and programs in that district.

10. **Parent input** as to whether the programs are working for children, and their suggestions for making the services more relevant, are considered an important part of the state needs assessment. Parent interviews are conducted during the summer period for this purpose.

The state needs assessment identifies major concerns and priorities to be addressed. The state establishes specific measurable program objectives or a desired outcome that links them to the evaluation plan. Local projects are designed to address these objectives.

The local needs assessment determines: 1) the extent of the needs of migrant students in a respective project area and how those needs relate to the priorities the state has established; 2) how to design local services; and 3) which students should receive services.

Local education agencies identify such critical elements as the specific needs of children by grade levels, the academic areas in which the project should focus, the instructional settings, materials, staffing, and teaching techniques. Students identified with PFS must be served first. After that, other eligible students may be served if funds are sufficient to do so.

Section 1304 (d) of the statute gives PFS criteria for migrant children. Data from NGS and Migrant Student Records Exchange Initiative (MSIX) are utilized to help determine PFS identification, including:

- which students are failing, or most at risk of failing, to meet the state's challenging academic achievement standards, and

- which students have had their education interrupted during the regular school year by a qualifying move, or have missed a significant amount of school time due to the child or family's migratory lifestyle.

An educational interruption is defined as a qualifying move within the last 12 months, or 10 days or more of missed school during the regular school year due to the family's migratory lifestyle. Documentation of at least one of these criteria is required at the school site.

Comprehensive Needs Assessment Process

The needs assessment process included collection of data through multiple approaches. The assessment process included obtaining feedback from active project staff over two years, and data collected from surveys from parents, students, and project staff during 2011-12, 2012-13 and 2013-14 summer programs. Data from in-service discussions, annual applications and end-of-project year evaluations over three years were studied. Work groups, including state staff and external staff, focused on improvement of specific components of the migrant education Portable Assisted Study Sequence (PASS) program, provided guidance to improvement needs, and proposed solutions.

During 2013-14, an electronic survey collected updated feedback on perceptions of migrant student needs and priorities for the state service delivery plan for the years 2015-2019. One hundred four responses were received. The participants were asked to review statements and to rank the responses that they perceived would be most reflective of program needs, or services and program approaches that should be considered in addressing the priority concerns pertaining to the education of migrant children and youth. The responses received for the six major sections of the statewide survey were analyzed and those options selected by at least 40 percent or more of the participants were regarded as reflective of priority areas of concern or need indicators that should be considered when shaping the framework of the updated service delivery plan. An analysis of the results of the survey and other multiple sources of information gave direction to the establishment of specific programmatic strategies that have capacity to address the major concerns and need indicators.

The gallery of 300 invited participants included the following positions, and, of the 104 individuals responding, there was a good representation of the key areas of responsibilities that have potential to impact migrant education in Wisconsin. These respondents included:

CESA Administrator
Classroom Teachers serving migrant students
Curriculum and Instruction Supervisor
District Administrator
Guidance Counselor, Elementary
Guidance Counselor, Middle/Secondary
Health Provider serving migrant families
HEP program coordinator
Job Service Agency personnel
Legal Services Provider serving migrant families
Wisconsin Migrant Coalition Member
Migrant Program Teacher (regular and summer term)
Migrant Program Teacher (regular term only)
Migrant Program Teacher (summer only)
Paraprofessional serving Migrant Students
PASS program Director
PASS Program Teacher
Principal of Elementary school serving Migrant Students
Principal of Secondary school serving migrant students

Migrant Day Care Director
Migrant Head Start Program Director
Migrant Head Start Teacher
State Migrant Program Director
Program Recruiter
Pupil Services Coordinator
School Board Member
Special Education Program Coordinator
State Migrant Education Consultant

Concerns Identified through the Comprehensive Needs Assessment

1. **There are persistent challenges that district staff identified in the education of migrant students.**
    a. There are communication barriers, including a lack of bilingual staffing. Local bilingual staffing is limited in project areas receiving migrant students.
    b. Migrant students lack credits needed to meet graduation expectations.
    c. There continues to be a lack of family involvement in children's education.
    d. Receiving states encounter missing information and have difficulty in connecting with other schools and personnel for records, indicating interstate coordination must be strengthened.
    e. Poor attendance results in migrant students missing needed instruction.
2. **Data continues to indicate that migrant students are performing at levels less than proficient on state and local assessments in reading, mathematics, and language arts and therefore need substantial continuing support in these areas.**
    a. There is too little consideration given to the importance of providing English language learners (ELLs) with support needed to be successful in content areas.
    b. Struggling secondary level students are not receiving sufficient mentoring and academic support during the regular school year to improve student achievement and this leads to frustration and dropping out of school.
    c. The increased number of out-of-school students is a concern. There is a need to prevent dropouts by strengthening support systems, determining the needs of OSY, and promoting connections.

3. **There is a discrepancy between the number of students enrolling in PASS courses during the summer and the number of successful completions.**
    a. A concern is that there has been, in many cases in the past, no planned action beyond the summer program to support the student with completion. There is a need for ensuring that students starting PASS courses during the summer have the opportunity to complete during the fall or through connections with home-base states.
    b. Credit accrual needs must be considered a priority and more effort should be directed toward ensuring students receive credit when work is completed successfully.

4. **When day care opportunities for migrant families are reduced because of funding cuts, there is an increase in the number of migrant children kept home to provide for this need. The economic needs of the family win out and migrant children encounter a loss of instruction that is needed to meet academic standards.**

5. **Family engagement must become routine and strengthened in the state to ensure migrant parents have opportunities to access resources that will keep them informed on their children's progress or to learn effective ways to support the child's learning, and to give input.**

6. **Interstate coordination is vital to the success of the migrant program's effort to improve educational continuity of the student's instruction across multiple states. It is difficult when one cannot contact key people in the home-base state or when the information on student courses or tutoring needs cannot be obtained in a timely manner.**

7. **The ID&R of OSY is inconsistent at migrant-funded projects. There is a lack of connections that offer this population the types of support needed.**

Priorities Identified through the Comprehensive Needs Assessment

1. **Increase program support.**
    a. The state and local projects will renew efforts to educate migrant parents about specific ways they can contribute to their children's success in school, and will work to expand awareness of parents of secondary students about graduation requirements.
    b. The state will increase efforts for collaboration of partnership agencies providing direct services to migrant families to share information and to plan for coordination of efforts that strengthen the delivery of services and avoids duplication.
    c. The state will plan and deliver intensive in-service focused on the unique needs and challenges faced by migrant students.

2. **Increase academic support for migrant students.**
    a. After school programs should be available for migrant students.
    b. Credit accrual programs and technology options should be available during the summer program.
    c. Migrant-funded programs should have bilingual staffing available to support the instructional needs of migrant students and to communicate with parents.
    d. Online coursework should be available during the regular term and/or summer term programs.

3. **Strengthen efforts to meet the needs for Out-of-School Youth.**
    a. District migrant project staff should complete recruitment of OSY, and refer them to agencies providing GED or ESL classes, when appropriate.
    b. District migrant project staff should provide relevant informational materials to OSY, who need supportive services, but are here to work and not interested in attending classes.
    c. The district should complete recruitment for students who want to pursue credit recovery, and offer them a way to do so.
    d. Migrant project staff should determine the needs of resident OSY and plan for academic support and/or access to credit recovery programs.

4. **Increase technical assistance to local programs and project staff.**
    a. Wisconsin MEP staff should facilitate workshops for local project staff, focused on topics identified above as areas of need.
    b. Wisconsin MEP staff should increase regular communication and technical assistance to local programs and project staff through a variety of means, including the website, e-brief, email, telephone consultation and on-site meetings.

Smaller committees analyzed the results and determined the needed state and local project strategies to meet the measurable program objectives emanating from the needs assessment, mapped the action plan of state and local services to be emphasized in the service delivery plan for 2015-19, and determined how progress the priority needs will be measured during Spring 2016. Findings will provide direction to the modification of the remaining two years of the plan for continued improvement of the Wisconsin MEP.

The Wisconsin MEP established seven goal areas with priority strategies to be focused on at the state level and at each migrant-funded project. The goal areas and strategies are delineated on the following pages.

Goal Area 1: Academic Support in Reading/Language Arts

Concern Statement: We are concerned that migrant students' literacy skill development is impeded by their attendance patterns, their lack of proficiency in English and their lack of continuity of instruction.

Need Indicators: Summer and regular term assessments show some improvement in migrant students' academic achievement, but continue to document that migrant students' proficiency rates on curriculum-based assessments and state assessments are lower than those of non-migrant students. Fifty-five percent of migrant students enroll late or withdraw early compared to 20 percent of non-migrant students.

Solutions:

Wisconsin MEP Strategies	Local Migrant Project Strategies
The state MEP has established a goal for districts to increase the rate of attendance from 82 percent to 94 percent.	Districts will be required to outline in their application the initiatives to be used to improve student attendance and to improve migrant student school attendance.
The state MEP will inform migrant program directors and instructional staff about instructional resources on the DPI website, particularly those that support literacy instruction and instruction of second language learners.	District MEP program must state the specific approaches to be used to assist migrant students to develop literacy skills.
	Collaboration between the district Title I A and Title III is to take place for programming.

Goal Area 2: Academic Support in Mathematics

Concern Statement: We are concerned that migrant students' mathematics skill development is impeded by their attendance patterns, their lack of proficiency in English and their lack of continuity of instruction.

Need Indicators: State assessment data over the years indicates that migrant students' proficiency rates in mathematics are significantly lower than non-migrant students. Although the summer math program data indicates continuous progress from pre- to post-assessments, state assessments data show significant gaps.

Solutions:

Wisconsin MEP Strategies	Local Migrant Project Strategies
The state has implemented Common Core State Standards, and the MEP program will assist instructional staff working with migrant students to have intensive professional development opportunities aimed at the standards for mathematical practice	Local MEP instructional staff will develop and implement learning opportunities for migrant students that employ effective strategies for teaching the mathematics curriculum: to strengthen skills and to respond to on demand writing to explain processes employed.
The Wisconsin MEP staff with conduct an all-day in-service for summer staff, with an emphasis on mathematics content. MEP staff will visit project sites during the summer to offer technical assistance and feedback.	Local MEP instructional staff is to implement the Math Matters or regular MEP mathematics program with fidelity, employing best practices after participating in state sponsored in-service.

Goal Area 3: High School Graduation

Concern Statement: We are concerned that the high mobility of migrant families has a negative impact on the timely graduation of secondary students. Compounding this is the difficulty in coordinating with students' home-base districts to develop individualized academic plans. We are concerned that Wisconsin districts are not spending the time necessary to communicate with other states, and do not always know and work toward graduation requirements of migrant students that are determined by that state.

Need Indicators: While overall graduation rates for Latino students are steadily increasing (currently 73 percent), graduation rates for migrant students are persistently low. While it is challenging to determine an exact nationwide dropout rate, all nationwide estimates for the migrant high school dropout rate are exceptionally high, ranging from 49 to over 60 percent. As in the rest of the nation, dropout rates for migrant students who spend at least part of the year in Wisconsin are significantly higher than the state average.

Solutions:

Wisconsin MEP Strategies	Local Migrant Project Strategies
The Wisconsin MEP will promote practices in and provide guidance to local projects that help ensure academic success for secondary students.	Local MEP projects will designate a coordinator to work with secondary migrant students and implement practices that will enhance and improve secondary migrant student graduation rates.
The Wisconsin MEP will establish strong lines of communication with home-base districts in an effort to establish an academic plan for each secondary migrant student that takes into account the time spent in Wisconsin.	Local MEPs will work in collaboration with the Wisconsin MEP and with each student's home-base district to establish a graduation plan for the secondary students enrolled in their program.
The Wisconsin MEP will establish strong summer programs to meet the needs of secondary students for enrichment and credit recovery, securing highly-qualified teachers and utilizing PASS Program courses, or other available and appropriate electronic resources.	Local MEPs, in coordination with students' home-base districts and Wisconsin MEP, will determine a student's precise academic needs and engage them in summer and regular year credit accrual activities, or academic enrichment opportunities.

Goal Area 4: Family Engagement

Concern Statement: We are concerned that parents and guardians of migratory children have very limited involvement in their children's education at all levels.

Need Indicators: Social isolation, partly due to intensive work schedules, creates challenges for many parents to participate in school-sponsored events, and some parents' schedules make it difficult for them to monitor and support their children's attendance at school. This is visible in many ways, including poor attendance rates for many students in both summer and regular year programs, and poor attendance by parents at parent-teacher conferences, open houses, early orientation programs, classroom visits, and other school functions. Other indicators include a lack of parental advocacy for migrant children, whether preschoolers or secondary level students working toward graduation. Language barriers continue to exist between many parents and school personnel. In addition to the language barrier, many district staff lack knowledge of family engagement strategies specifically geared toward migrant parents.

Solutions:

Wisconsin MEP Strategies	Local Migrant Project Strategies
The Wisconsin MEP consultants will work with LEAs to ensure they understand the challenges migrant parents face in terms of being involved in their children's education at all levels.	The LEA will assign bilingual individual(s) to serve as local migrant parent advocate(s), who will ensure attendance at orientations, parent-teacher conferences, and other special events.
The Wisconsin MEP staff will ensure that family engagement practices are thoughtfully developed and implemented each year.	The LEA will partner with community organizations to increase parents' efficacy and skills, (e.g. ESL, computer, citizenship, health, dental, and social media).
The SEA will help local projects to identify barriers to family engagement, and will help the projects overcome these barriers and effectively partner with parents.	The LEA will ensure all schools create a welcoming atmosphere for migrant parents. The LEA will treat migrant parents as valuable resources, and first teachers of their children, along with teaching parents skills to help their children succeed.
The Wisconsin MEP will require all MEP-funded projects to appoint and name a student advocate for migratory students in attendance.	The LEA will utilize the student advocate position to get migrant students involved in extra-curricular activities and more engaged in regular classroom activities.
	The LEA will consult parents regarding their needs and wants, along with the wants and needs of the LEA, including regular attendance, regardless of length of stay in our state.
	The LEA will work with parents to help them advocate for their children, communicate with schools and inform them of their departure plans for home-base schools. They will also ensure that parents have transfer information related to grade placement, courses completed or partially completed, copies of current schedules, and other documents to ensure smooth transitions back to home-base schools.

Goal Area 5: Supportive Services

Concern Statement:
We are concerned that there is a lack of day care and Head Start programming available to migrant families, which results in school-aged migrant students being kept home for babysitting. Due to funding limitations and parameters, the major provider of these services through use of state day care and federal Head Start funding, are unable to cover the extensive needs across the state during the summer period.

Need Indicators:
The Wisconsin MEP witnessed several instances during the past two summers where school-aged migrant students who needed to be in class to complete credit accrual work missed extensive class time and, consequently, did not make progress toward completing sufficient work to receive credit. This contributes to the lack of student progress and can eventually be the impetus for students dropping out of school.

Solutions:

Wisconsin MEP Strategies	Local MEP Project Strategies
The Wisconsin MEP will engage in strategic planning with major providers of day care and Head Start funded programs to determine areas of the state and the period of time that these services will be covered during the peak season.	Local projects will coordinate with UMOS and inform the migrant family of available services, and will work with UMOS to activate the voucher system when needed, and to coordinate services and schedules with operating centers to benefit migrant students.
The Wisconsin MEP will share information with UMOS for educational purposes.	Local MEPs will share information with UMOS to aid planning for coordinated services.
The Wisconsin MEP will request updated information from the family health services agency available to serve migrant families. The state will share this information with local projects planning migrant programs.	Local projects will keep migrant families apprised of the location and services available from the family health services clinic, the voucher system, and other community health support systems.

Goal Area 6: Out-of-School Youth

Concern Statement:
We are concerned that OSY under the age of 22 not attending school and eligible to be counted as migrant, are not properly and consistently identified and recruited. As a result, the needs of OSY are not being properly determined. This results in low counts of OSY and little to no outreach and academic support being provided for them to advance in their career.

Need Indicators:
In a survey conducted by the state's MEP in 2014, 54.7 percent of all school district migrant personnel reported the need for the recruitment of OSY in order to connect them to appropriate support service agencies. Sixty-six percent of all school district migrant personnel reported the need to determine the needs of OSY and plan for needed academic support to them. In addition, the statewide counts reported by the Wisconsin migrant projects and the services provided, per the annual project evaluation, fall short of expectations. Only 18 of 36 migrant youth identified as OSY in Wisconsin received instructional and supportive services in career goal development, and related services and referrals. Only two received reading instruction, tutoring and test preparation support.

Solutions:

Wisconsin MEP strategies	Local MEP Project Strategies
The Wisconsin MEP will work with LEAs to ensure that they understand the eligibility criteria for all migrant children and youth, including out-of school youth.	The LEA MEP project staff will identify and complete profile forms for every OSY residing within its boundaries.
The Wisconsin MEP will continue to conduct professional development opportunities for local MEP project staff to become familiar with the specific needs of OSY and the resources available to them through the SOSOSY/GOSOSY site (osymigrant.com).	Local MEP project staff will attend all Wisconsin MEP- sponsored trainings related to OSY programming, and commit to identifying and serving OSY locally.
The SEA will provide ongoing technical assistance to local MEP projects regarding the identification, recruitment, assessment, and service options for migrant OSY.	LEAs receiving MEP funding will designate a staff person to act as an advocate for all migrant students, including out-of school youth.

Goal Area 7: Improving Attendance Rates

Concern Statement
We are concerned because the highly mobile way of life of migrant families, migrant children miss a substantial number of school days, and that this loss of instructional days negatively impacts their academic achievement and credit accrual. Additionally, even while enrolled in Wisconsin schools, migrant students have lower attendance rates than non-migrant students, and this additional loss of instructional time has an additional negative impact on migrant student achievement.

Need Indicator
A majority of the Wisconsin migrant education projects reported an attendance rate less than the 94 percent required of Wisconsin school districts. There is a need for districts to renew efforts to improve the attendance of migrant students, and to partner with migrant families in this effort.

Solutions

Wisconsin MEP Strategies	Local MEP Project Strategies
The Wisconsin MEP will advise all projects that the goal is to attain an attendance rate of 94 percent or better.	The local MEP project staff will monitor attendance rate of migrant students.
The Wisconsin MEP will provide migrant parents with materials informing them of the impact of extensive non-attendance on their child's educational progress.	The local MEP project staff will develop and employ incentives that engage migrant students in improving their attendance rates.
The Wisconsin MEP will provide local projects with materials for family engagement related to improving attendance.	Local MEP project staff will provide opportunities for parents to be advised about Wisconsin's compulsory attendance requirements and family responsibility.
The Wisconsin MEP will work with other programs and support systems to advocate for increased day care and Head Start programming to address the child care needs of migrant families, so that school-aged children are not kept out-of-school for daycare purposes.	Local MEP project staff will share with parents the amount of instruction being missed by their child and the implications for the child's educational progress.
	The local MEP project staff and Title I A teacher will ensure the Title I parent compact affirms what the district, school, and parent will each do to improve attendance of the migrant student who has unacceptable attendance.

Identification and Recruitment Plan

The No Child Left Behind Act of 2001 (Public Law 107-110, Title 1, Part C) requires that SEAs identify all migrant children within their respective states who are eligible for the MEP. The Wisconsin Department of Public Instruction's (DPI) MEP administers MEP funds to LEAs to implement local programs to serve eligible migrant students.

The Identification and Recruitment Plan is a required component of the Wisconsin MEP Service Delivery Plan 2009-2014 for meeting the state's performance goals as established in the Wisconsin Consolidated State Plan. The state goal of child ID&R is to locate, certify, and enroll all eligible migrant children and youth, ages 0-21, in the state in order to address their needs as identified through the recruitment process and more formally through a comprehensive needs assessment process.

This section provides basic information regarding the MEP and the responsibilities that SEA and LEA MEP staff have relative to the ID&R of migrant children. It is designed to help staff responsible for the ID&R understand the extent to which each of us is responsible in making proper eligibility determinations.

The Wisconsin MEP staff is responsible for establishing guidelines for the ID&R of migrant children and for providing the corresponding adequate training to LEA migrant education staff. MEP regulations, effective as of August 28, 2008, call for particular attention to definitional changes pertaining to migrant child eligibility and require Wisconsin MEP staff to make the necessary accommodations for ensuring that LEA MEP staff understands the new changes required by law. The Wisconsin MEP will provide information to MEP-funded projects regarding current MEP regulations and the state's agricultural sector and migrant population, as available.

The Wisconsin MEP staff is also responsible for maintaining high standards of quality control as well as building relationships between Wisconsin communities, migrant-serving institutions and organizations, and migrant workers and their families. The Wisconsin MEP staff, through the state's child ID&R specialist, will provide coordination of planning and training needs with schools districts and partnering agencies and organizations to ensure that the latest available resources and information are used when determining when and where migrant children will reside in the state and where they may be coming from. The statewide recruiter will be responsible for the ID&R of eligible migrant students in parts of the state where an established formal program does not exist. The statewide recruiter will play an invaluable role in connecting migrant families to needed local services and in offering them information on community events.

MEP-funded project staff is, in turn, responsible for following the requirements established by the state's MEP staff for identifying and recruiting eligible children:

- completing and submitting the appropriate documentation to the SEA,
- maintaining high standards of local quality control, and
- building relationships within and among communities, institutions, and migrant workers and their families within their assigned school district boundaries.

To effectively carry on a plan for the ID&R of migrant children, from 2015 through 2019, the Wisconsin MEP will:

- ensure that the latest available resources and information are being used to determine when and where migrant children will reside in the state and where they may be coming from;
- identify and recruit eligible migrant students in parts of the state where an established formal program does not exist;
- conduct yearly professional development opportunities and ongoing technical assistance, targeting MEP recruiters, directors, and all summer migrant program personnel. The immediate goal is to adopt the changes in the MEP regulations, effective as of August 28, 2008, to our state and ensure local migrant staff understands the new regulations and requirements;
- implement directives coming from the national office to fit ID&R needs in the state;
- conduct follow-up trainings for staff not able to attend scheduled activities or for new staff,
- provide specific training on the basic eligibility factors;
- ensure that recruiters are adequately trained and informed in order to make accurate determinations in certifying migrant children;
- ensure that recruiters understand what constitutes qualifying temporary and seasonal employment in Wisconsin;
- provide specific instructions for completing the certificate of eligibility (COE) and other important MEP data collections forms;
- provide training regarding cultural competency and effective interview techniques with migrant parents;
- conduct site visits at MEP-funded projects;
- participate at regularly scheduled national, state, and local meetings, workshops, conferences and migrant related network opportunities with migrant education partners and encourage local MEP staff to do the same;
- ensure accuracy in the initial interviewing process and in subsequent re-interviewing activities at both the SEA and LEA level;
- design and implement a plan for conducting re-interviewing, including the hiring and training of personnel to do the re-interviewing; and
- ensure that all parties understand the result of its state and local ID&R processes in order to achieve a product with zero percent errors in eligibility determinations

If the results of the re-interviewing yield more than zero percent error, the state will properly address the problem, provide technical assistance, and ensure that all ineligible students are removed from the state count.

By law, the Wisconsin MEP is required to collaborate with other migrant service agencies, governmental and non-governmental. The collaboration between the state and local MEP programs and other migrant service agencies provides important information, particularly for the ID&R of migratory children, and for program planning and implementation. Over the years, the Wisconsin MEP has worked in close collaboration with all Wisconsin migrant service agencies. These include the Wisconsin Migrant Coalition, the Governor's Migrant Labor Council, UMOS Head Start interagency workgroups, Migrant Head Start and day care providers, and the Wisconsin Migrant Education interagency workgroup, which includes high school equivalency and college assistance migrant programs (HEP/CAMP). Together, these groups represent a broad network of more than three dozen agencies from around the state whose resources and referral systems contribute to the ID&R of migratory children. They are an important resource to the MEP.

Continuation of Services

There are three continuation of services provisions under which a student can be served under MEP after his or her migrant eligibility has ended. First, if a student is receiving migrant program services and eligibility ends before the school term does, the LEA may continue to provide services until the end of the term. Second, if there are no comparable services available to a student receiving MEP program services from other program, the LEA can provide MEP services to the student for one year after eligibility ends. Finally, if the student is in secondary school when eligibility ends, the LEA may provide service through credit accrual programs until graduation.

Before the LEA provides services under any of the continuation of services provisions, it should assess whether the child's unmet unique educational needs are addressed by the basic education, local and state programs, other federal programs such as Title I Part A, and Title III. The state anticipates that this number will be low and that it will be used in accordance with one of the three allowable provisions.

Priority for Service Criteria

Under PL 107-110, Title I C of ESEA provides supplementary funding for the education of Wisconsin's eligible migrant students. Programs are funded during the summer and regular term.

Wisconsin LEAs having at least 10 migrant students attending their schools are invited by the state to apply for funds. Funded LEAs must determine priority for PFS migrant children using two main criteria: educational disruption and failing or being at risk of failing academically. PFS students are served first with MEP funds and resources. When there are sufficient resources, other eligible migrant students with needs may be served with MEP funds and resources as well.

The following chart outlines PFS criteria established by Wisconsin. In summary, if the student has moved during the last 12 months during the regular term and is found to have one or more of the risk factors identified on the chart, that student may be identified as having a PFS need.

Criteria for Priority for Service

1) IF the student is failing or at risk of failing in any one of the following ways:

Data for failing or at risk of failing factors within the past 12-months.	
Risk Factor	**How Determined**
State academic achievement (include assessment data from Texas, Florida, and other home-base states) + other local achievement data, if available.	K-12 student is designated below proficient, absent, exempt, not tested, or not scored on any one of the state assessments, or is out of school or ungraded.
Below grade level in reading or math (other than state assessment)	K-12 student is designated below proficient in reading or math during summer programs or in programs from the last attended school
Non English Proficient (NEP) or Limited English Proficient (LEP)	K-12 student is designated as NEP or LEP
Retained	K-8 student was retained in the same grade level as the previous year
Over-age for current grade level	Student is two years or more beyond the minimum age for the grade level. For example, a Kindergarten student 7 or older, a first grade student is 8 or older, or a 3rd grade student is 10 or older.
Course history	A high school student has failed one or more core high school courses or is not on track for graduation
Out-of-school Youth	A youth below age 22 has not graduated from high school, has not achieved a GED/HSED, and is not enrolled in school
Homelessness	Coordinate with homeless liaison to check homeless status

2) AND their education was interrupted this project term in any one of the following ways:

Data for education interrupted factors within the past 12 months.	
Interrupted Schooling	**How Determined**
Enrollment date	Enrollment date between 9/1 and 5/15
Withdrawal date	Withdrawal date between 9/1 and 5/15
Qualifying Arrival Date (QAD)	QAD between 9/1 and 5/15
Residency date	Residency date between 9/1 and 5/15
Multi-enrollment	More than one enrollment between 8/1and 5/30
Significant instructional loss due to missed schooling	10 days or more
Significant number of moves	Multiple disruptions from schooling due to moves - does not have to be a qualifying move

Then the student is recognized as Priority for Service

Transfer of Migrant Student Records

Migrant children are children of the nation, not of an individual state, due to the high mobility lifestyle that results in their residing in multiple states during a single school year. This places a great importance on having serving states and home-base states develop effective systems for exchange of vital information between states related to student achievement, course placement, credit accrual, and other educational history and needs. Congress has placed the responsibility upon each state receiving migrant funds to transfer necessary information for these purposes.

The Wisconsin MEP and local MEP staff in Wisconsin have a shared responsibility to ensure that accurate student data is recorded and is uploaded into NGS and MSIX. Expectations are that local project staff will participate in trainings offered for ensuring the accuracy and quality of data and fully engage in the preparation of the data for NGS and MSIX reports. Trainees in the MSIX workshops must agree to adhere to the rules of behavior and complete the training before access is granted. Every NGS trainee is required to sign an oath agreeing to the confidentiality requirements of FERPA before receiving authorization for an NGS password from the Texas Education Agency (TEA). Projects for which local staff enters data have full access to NGS, and projects for which the state enters the data have "read only" status, so they can access and use reports.

The state of Wisconsin will continue as a member of NGS. As the COE data from small projects is received, the MEP education specialist screens and enters data into NGS. This person also follows up on other requests for data entry and/or generation of reports needed by the MEP staff to ensure a proper transfer of accurate data. This work must be done on a timely basis and be accurate. The state of Wisconsin works closely with the NGS contractor to ensure data is ready for transfer into MSIX. Annually, the state migrant staff and department technology specialists work collaboratively to ensure the state achievement results for migrant students, including the state assessment of English language proficiency (ACCESS), are forwarded to NGS, so that these important data are available on MSIX. The state's expectation is that each funded migrant education project will utilize the NGS and MSIX systems, as appropriate, in its efforts to improve academic placements and plan instruction at appropriate levels for migrant students.

As a member of the NGS consortium, the Wisconsin MEP director, or an authorized representative, will participate in NGS management team meetings which determine the enhancements to be made to the system. When funding levels permit, other state staff will participate in the NGS advisory committee meetings and will give input for improvement of the data base system and identify any problems experienced by the state.

Data Quality Control Practices

The state has established a system with a number of checks and balances pertaining to the quality of data collected for eligibility of migrant students. The state migrant staff will continue to work as a team to strengthen the collection, utilization, and reporting of data at the state and local project level. Annually, the following practices will be employed to ensure the MEPs have quality control processes:

1. The state staff will stay abreast of the new developments related to NGS and MSIX through attendance at scheduled NGS steering committee meetings, and the NGS advisory committee meetings. Active participation will also take place through webinars, and conference calls. The participating team members will utilize this information to engage local project personnel in on-going efforts to ensure data quality. This will assist with the state's responsibility to report accurate data to OME and into the performance reports required for the Education Data Exchange Network (EDEN) and will assist in the preparation for reporting the category 1 and category 2 migrant child counts.

2. State-sponsored meetings for recruiters and project directors will devote substantial time to the August 2008 federal migrant education guidance and other updated policy documents emphasizing the legal requirements for determining eligibility and issues unique to ID&R practices. Program monitoring will assess the degree of effectiveness in the local implementation of the regulations. Training will be modified as needed. The state migrant education team will utilize human and material resources available through the OME.

3. Certificates of eligibility will be obtained for all new families. Districts will maintain local case load records on the local accounting sheet (LAS) and will also submit a continuing enrollment report (CER) for all other enrolled eligible students and others in residence not leaving the state. The statewide recruiter will be actively engaged in providing training to new recruiters hired after the state in-services were held, and for those identified during the re-interviewing process as having problems with eligibility determinations. The state staff's review of these multiple reports and the student reporting forms (SRF) provides an opportunity to check on the accuracy of data reported on migrant students.

4. The state team will continue to assist districts in using data from the many NGS management reports available to improve program planning.

5. Extensive technical assistance will be provided by the state staff by phone, email, and fax related to data quality issues.

6. Periodic runs of NGS data are analyzed to identify any problems with residency data, enrollments and withdrawals. The state staff and local project staff will review these documents to pinpoint any problems prior to the time the run will be made for the category 1 and category 2 counts. Questionable eligibility or other emerging data problems in any aspects of the data will receive additional scrutiny. Data cleanup will take place as needed throughout the summer and regular term service periods.

7. Local and state staff with authorization to input data into the NGS system will participate in special training related to proper reporting. The state will continue to require that there be an assigned supervisor who supports the recruitment staff and reviews the completed COEs prepared by recruiters and records clerks. Authorized Wisconsin MEP staff will review the COEs completed by the state ID&R specialist.

8. New NGS and MSIX users will be trained as needed. Updates, changes, and additional training will be addressed at annual MEP district and state staff meetings. All users must attend training to keep abreast of system changes and new capabilities that can enhance their work. The education specialist will schedule training meetings with new migrant records clerks during in-services or at times this may be scheduled within the district to train multiple people assisting with the data.

9. Wisconsin MEP staff will respond expediently when requests are received from other states for information on migrant students. Local project directors will be informed of the need for this to happen at the district level also. Whenever appropriate and possible, staff will respond to requests electronically. When this is not feasible, staff will transfer records by other means.

10. Wisconsin still supplements the electronic transfer of student information through the hand-carried Red Bag system. The bag is prepared with key informational documents for the family to take with them and use at the next school site where the children are enrolled. During training sessions for local project staff, a list of the key records to be included will be reviewed and a copy placed in each bag. See below for information and guidance provided to local projects on use of the Red Bag system.

Intra and Interstate Exchange of Essential Documents through the Red Bag System

The Wisconsin MEP maintains a Red Bag system to allow families without electronic access to hand carry their children's school records. The Red Bag was originally used as an interim packet for supporting the inter- and intrastate transfer of pupil records when migrant students had no documentation from their home school district. Red Bags continue to be used by some families to carry hard copies of essential documents from one school district to another.

Red Bags should be distributed to families who have not yet received them when the following three conditions exist:

1. A trained recruiter has interviewed the migratory worker and has determined and documented on the COE that a child qualifies to be counted as a migratory child.

2. The child has enrolled for attendance in the school district.

3. The enrolled child is expected to withdraw and depart the school district at the end of the present migratory work season.

Upon withdrawal from school in Wisconsin, the following should be placed in the Red Bag:

- a copy of the completed COE, with the notation "Red Bag issued,"

- each student's education records placed in an envelope, marked "Confidential Pupil Records," (Examples include: NGS SRFs; formal and informal assessment results, classroom writing examples, local school progress reports, report cards and transfer reports, secondary course grades, and health or school supportive program information.)

- other school-related reports and migrant education references that will help the next school staff to make grade placements and begin appropriate instruction for the child, and

- Wisconsin school contacts.

Re-Interviewing Plan

Wisconsin has developed a plan to carry out the requirement for the re-interviewing of a selected sample of migrant families on an ongoing basis to ensure recruiting processes and proper decisions are resulting in accurate determinations of child eligibility. As a small state, it is necessary to design a plan that is cost-effective and one with capacity to meet the requirements outlined in the August 2008 federal regulations. Toward that end, the following plan was implemented to address this requirement and to ensure that a comprehensive approach is used.

2008-2009: Re-interviewing was completed with external interviewers from out of state who were knowledgeable about the requirements for accurate ID&R of eligible migrant students.

2009-2012: Local recruiters worked with the statewide recruiter on an ongoing basis to monitor ID&R quality

2012-2013: Re-interviewing was carried out with external interviewers from out of state who were knowledgeable about the requirements for accurate ID&R of eligible migrant students.

2013-2015: Local recruiters worked with the statewide recruiter on an ongoing basis to monitor and improve the quality of Wisconsin's ID&R system.

2015-2016: The prospective re-interviewing external team will be engaged with statewide sampling of families to be interviewed.

Wisconsin MEP follows the sampling directions contained in the manual on re-interviewing prepared by OME. During the 2015-16 re-interviewing process, 100 names will be drawn for the sample, to ensure successful completions are made for at least 50 students in the interview.

In keeping with the requirement that independent external interviewers engage in the prospective re-interview process within a three-year period, the Wisconsin MEP will continue to engage external personnel, on a limited full-time equivalency basis, and train them to perform the re-interviewing tasks for the drawn sample, using a formal instrument. These personnel will be assigned some re-interviews during the summer and will also be engaged in completing re-interviews during the fall before families leave the state.

The state will analyze the findings of the prospective re-interviewing process to determine whether there are problems indicating that recruitment practices at one or more sites need to be strengthened. The professional development provided for ID&R will be modified and or tailored to address any unique problems that recruiters are experiencing which are resulting in errors regarding eligibility of students.

A report of the findings will be shared with the OME in the annual Consolidated Performance Report. Recommendations will be implemented as the state moves through implementation of the Service Delivery Plan.

Educational Programs and Services

Program Services

Programs designed for migrant students are to be of sufficient size, scope and quality to help students succeed in school. They must be aligned with the following Wisconsin MEP priorities:

- directly benefit a migrant child,
- address a need of a migrant child consistent with the SEA's comprehensive needs assessment and Service Delivery Plan,
- be grounded in scientifically-based research,
- support the delivery of services to migrant students that are supplementary to those provided by the district as a part of the regular program for all children,
- enable the program to meet its measurable outcomes and contribute to the achievement of the state's performance targets.

Required Activities for all MEP-funded Districts

- ID&R
- student data reporting
- parental involvement
- program administration
    - conduct needs assessment
    - application development and submittal
    - program implementation, monitoring, and evaluation
    - evaluation and end-of-project reporting

Service Models

Local education agencies may provide MEP-funded services through a wide variety of delivery designs that target supplemental services to migrant students.

Some examples include:

- extended day programs (before and after school)
- in-class programs
- early childhood information exchange and planning with programs with UMOS
- secondary services
- summer programs
- coordinated Title I A and Title I C programs
- regular term programs
- access to pre-college programs
- support to youth identified as OSY
- mentoring and tutoring programs
- Mini-PASS programs
- PASS programs
- University of Texas program linkages
- Nova Net
- online courses
- computer-assisted instruction
- district-designed supplemental services
- schoolwide programs, with the unique needs of migrant students funded with Title I C dollars on a priority basis.

Migrant students must be able to benefit from all other academic and support services available to all district students at their grade levels. Programs offered to secondary level students must have capacity for fulfilling credit accrual needs of the student. The local districts, the state migrant program staff, and local district personnel share the responsibility for ensuring this is the case.

State Academic Program Priorities

Based on the needs assessment, the following will be the priorities of the academic programs serving migrant students in Wisconsin:

- **Elementary Programs**: Elementary programs are focused on English language arts (ELA) and mathematics instruction, including preparation for taking the Texas Assessment of Knowledge and Skills (TAKS) and/or State of Texas Assessments of Academic Readiness (STAAR) tests for grades 5 and 8, and STAAR end of course exams. The elementary program also includes support for students receiving special education services and for students who are ELLs.

- **Middle School:** Middle school programs are focused on ELA and mathematics instruction, including either mini-PASS courses or other appropriate middle school curriculum. Middle school programs include support for students receiving special education services and for ELLs.

- **Secondary programs (9-12)**: Secondary programs are focused on credit accrual, including the summer PASS programs, other credit accrual options best fitting the students' needs, and testing for the TAKS and STAAR tests, as needed. Secondary programs include support for students receiving special education services and for ELLs.

- **Collaboration with UMOS Day Care and Head Start Programs**: UMOS serves children, toddlers through Head Start; and has daycare for K to 6 migrant students after MEP programs close. Migrant education programs will serve migrant children in grades 1 to 12: MEP programs will also serve migrant Kindergarten students in areas where UMOS does have not a program center serving this age group.

Portable Assisted Study Sequence Program

Wisconsin began including the PASS program in the Wisconsin MEP plan in 1973. PASS, developed in the state of California, has proved to be one avenue to successful credit accrual for migrant students. It is important that the director of any site that is offering the PASS Program option to students ensure all appropriate parties stay consistent with these guidelines:

1. The PASS teacher and/or student meet at least three times weekly. The teacher is responsible for instruction, an ongoing review of student progress, re-teaching as necessary, and clarification of next steps. The student is responsible for self study and completion of assignments. When possible during the summer, classes can be held five days a week to enable progress toward completion.

2. PASS teachers should hold certification for instruction of secondary-level students.

3. The project director and/or PASS teacher must complete and forward required paperwork on each participating student that completes at least one unit of course work. The grade report submitted to CESA 8 and to the Wisconsin MEP by the established time line will indicate if a credit was obtained or units completed, and, when applicable, will include the grade and percentage earned. Partial credit is awarded when appropriate.
4. In the event that a student started a PASS course in the summer project but was unable to finish, the migrant program director or PASS teacher pursues a plan to have the course continued in the fall term, if the student remains in Wisconsin, or connects with the home-base state to seek a plan for completion.
5. Project staff takes great care to communicate with home schools through NGS, email and phone calls to ensure appropriate course placement.
6. The migrant program director keeps students informed about opportunities to apply for national and state scholarships such as the PASS student of the year Award, and the Wisconsin PASS student scholarship.

Supportive Services

During the summer months, there is often a greater need for supportive services because the migrant program may be the only program in operation. Therefore, migrant funds may be used when no other funding source is available and when necessary. During the regular term, services provided by the district are to be available to migrant students also, such as transportation, counseling, nutrition, and connections to health services. Advocacy support and mentoring are high needs for the migrant population and supplemental support in these areas may be supported with migrant program funding.

These services may include:

- transportation
- advocacy Support
- counseling
- nutrition
- connections to Health Services
- mentoring

State Migrant Education Evaluation Plan

A progress report was submitted to OME during the 2013-14 school year, and a waiver was granted for an extension of time for the written evaluation report to be submitted. This enabled planning to be completed for obtaining needed data elements to coincide with the state's approved annual measurable objectives for student achievement in reading, mathematics under a DPI approved ESEA flexibility request. Additionally, the extension allowed for planning to ensure accurate data would be available for reporting on PFS and eligible non-PFS migrant students, for whom the state had not previously been able to capture needed data elements.

Measurable Program Objectives

As part of its program evaluation, the Wisconsin MEP will assess the degree to which the following measurable program objectives are being met.

Program Accountability Areas	Measurable Program Objective
1. Identification & Recruitment	The MEP has a quality control plan ensuring all COEs completed by a recruiter are reviewed by a supervisor for completeness and accuracy.
2. Identification & Recruitment	The project ensures student reporting forms (SRFs) are completed and submitted upon withdrawal of students from the district.
3. Identification & Recruitment	Migrant education projects complete CERs identifying all students enrolled in district schools during September. CERs are submitted to the Wisconsin MEP by September 30 of each year.
4. Parental Involvement	Migrant education projects engage parents and families in the education of their children. A parent involvement plan is developed. The project demonstrates that parents of migrant students are included in school-home contacts, and participate in activities designed to increase migrant family engagement in their children's learning.
5. Reading Language Arts Instruction-Improving Reading Ability	The project will continue efforts to increase the proficiency of reading for eligible migrant students who are enrolled for at least three weeks to at least 49.8 percent proficient level or above status, by the end of the 2016-17 program year.

Program Accountability Areas	Measurable Program Objective
6. Mathematics Instruction-Improvement of Mathematics Skills	The project will continue efforts to increase the proficiency of mathematics for eligible migrant students, who are enrolled for at least three weeks, to at least 65.1 percent proficient level or above status, by the end of the 2016-17 program year.
7. Interstate Coordination-Secondary Level Advocacy to increase the migrant students' graduation rate and decrease the dropout rate.	Projects will utilize data from NGS and Migrant MSIX, and will make contact with appropriate personnel from home-base states. District advocates will assist middle and secondary students struggling with academic skills and will provide guidance to students who are preparing to transition from high school to post-secondary education or to employment. Students needing out of state testing will receive necessary support from district or migrant staff to prepare.
8. Identifying and Increasing Support for Out-of-School Youth	The project will identify all children eligible for migrant program services that are under 22 and that are not enrolled or attending school. The program will assess their needs and clarify with these youth the educational options and types of support available. The project will provide support related to the needs of the students.
9. Credit Accrual Opportunities	Migrant education projects provide opportunities for students who started, but did not complete, a PASS course in the summer the opportunity to complete the course during the fall term during the school day or after school. Program support will be provided as needed. Other credit accrual opportunities are sought as needed and offered to students, as appropriate, to keep students on the path to graduation.
10. Professional Development for Staff	Migrant education projects demonstrate that migrant program and district staff attend professional development opportunities provided by the Wisconsin MEP.
11. Coordinated Services to Support Migrant Students with LEP	Migrant education projects demonstrate that the Title I A, Title I C, and Title III program personnel share information and coordinate planning to address needs of LEP migrant students.
13. Improving Migrant Student Attendance	Migrant education projects will continue to increase efforts to improve the attendance rate of migrant students and will work toward the goal of a 94 percent attendance rate.
14. Improving Migrant Student Graduation Rates.	Migrant education projects will continue efforts to increase the 4-year graduation rate for migrant students by five percentage points. The project will improve the 6-year graduation rate for migrant students by five percentage points.

Sources for Data-Driven Decision Making

Multiple data points will be utilized to inform the state and local projects on migrant student needs and to plan programs based on those needs. Those data points include:

- data from the Texas and Wisconsin state assessments, uploaded annually into NGS,
- graduation rates,
- student progress in reading and mathematics as measured through curriculum-based assessments during the summer projects,
- data from ACCESS testing, including the W-APT screening exam uploaded into NGS,
- end-of-year form from regular term projects, and
- end-of-project form from summer projects.

Intrastate Coordination

The Wisconsin MEP will continue its efforts to ensure a seamless array of educational programs and supportive services is available for the migrant student population and their families. This is dependent upon a strong functioning network of partnership agencies and organization that demonstrate commitment to migrant children and families, with an emphasis on partnering with organizations focused the health, education, and welfare of migrant farm workers and their families. The efforts by the Wisconsin MEP to build and maintain intrastate initiatives include:

- Collaboration, as appropriate, with UMOS, Department of Workforce Development (DWD) Bureau of Migrant Labor, Family Health Services of Waushara County, University of Wisconsin-Milwaukee, Madison College HEP Program, and Legal Action of Wisconsin.
- Periodic joint planning with the Madison College HEP staff to strengthen opportunities for eligible students.
- Collaboration with the UMOS Day Care and Head Start program to provide migrant families with connections to early childhood education resources and avoid duplication of effort by MEP and UMOS.
- Participation in regional meetings which bring together direct providers of programs and services to migrant farm workers, including representatives of health, education, job service, and agencies managing legal issues and social needs.
- Coordination with DPI Title III staff, as appropriate for training and planning purposes.

- Coordination with the DPI McKinney-Vento homeless coordinators to ensure homeless migrant students are identified and have their needs addressed.

- Coordination with the DPI school food and nutrition services unit to ensure information is provided appropriately to LEAs so that migrant children access free meals without having to complete applications.

- Coordination between local MEP projects and agencies that provide health related services for migrant students, including county nurses; school nurses, and family health centers located throughout the state.

Interstate Coordination

Since the inception of the MEP in 1966, interstate coordination has been required in federal legislation governing this grant. This is necessary because the migrant students attend schools in multiple states and therefore, there must be shared communication among the many partners that are involved in addressing their academic and supportive needs. Wisconsin's MEP staff have benefitted greatly over many years from the opportunities afforded through interstate coordination to seek and obtain ideas and extensive educational program support from other migrant administrators and educators from other states with migrant programs, and from OME.

The Wisconsin MEP staff will continue to participate in interstate coordination initiatives that enable the state and local projects to access resources and programmatic materials that ultimately benefit migrant students. Participation in Sec. 1308 consortium incentive grant meetings, and OME-sponsored trainings and meetings will enable collaboration between Wisconsin and other states that face similar challenges providing services and programs to a small and geographically-scattered migrant student populations. Additionally, the interstate coordination efforts will include but not be limited to:

- Wisconsin MEP actively engages as a consortium partner in NGS, and including attendance at NGS management and advisory council meetings to stay abreast of NGS-MSIX related issues, capabilities and expectations

- Wisconsin MEP participates in training sponsored by OME designed for states to prepare for and move forward with the continued implementation of MSIX, and administration of MEP programs within the parameters of the new regulations.

- Wisconsin MEP representatives will attend two PASS interstate committee meetings annually to engage in problem-solving and multi-state collaborative planning and development of projects to improve national PASS program opportunities.

- The Wisconsin MEP will budget for and provide opportunities for its personnel to attend the national conferences and required consortium meetings and to access special trainings provided by the OME.

- The Wisconsin MEP will budget for and support the attendance of ID&R staff personnel at the annual OME sponsored meetings.

- The Wisconsin MEP will budget for and support the participation of its staff at TEA-sponsored meetings for interstate coordination with Texas around services for shared migrant students.

- The Wisconsin MEP will coordinate with other states' PASS and secondary-level programs and OSY support programs that have potential for helping migrant students progress toward high school graduation and preparation for college.

- The Wisconsin MEP staff will pursue connections with operating HEP and CAMP programs that have available opportunities for graduating migrant students, and will assist students in knowing how to access these programs and scholarships.

- The Wisconsin MEP staff will determine the pre-college programs available, the requirements, timelines to be met, and advise local projects and students about the process for taking advantage of these opportunities.

- The Wisconsin MEP staff will guide local project staff on effective strategies for pursuing interstate coordination to exchange relevant migrant student information related to needs, assessments, transfer of records, etc.

- The Wisconsin MEP education staff will participate in the bi-national program activities, including the annual survey, the distribution of Mexican textbooks to Wisconsin districts serving students from Mexico. Efforts will be made to plan for involvement of state and local staff in other bi-national initiatives sponsored by the OME through the San Marcos University.

- The Wisconsin MEP will continue to build on a close working relationship with the TEA, and Texas Migrant Interstate program (TMIP). This will enable the state to effectively carry out the needed out of state testing of migrant students and reporting results for those needing to take the Texas TAAS or TAKS tests. In addition, efforts will continue to improve coordination of the Texas-Wisconsin efforts to identify third and fifth grade students who need tutoring prior to taking the TAKS tests.

Parental Involvement

The Wisconsin MEP regards the involvement of migrant parents in their children's learning as a priority that must be reflected in each local project's application. Documentation must be available to affirm that the specified activities are carried out operationally.

The following strategies will be employed to improve opportunities for migrant parents to be meaningfully involved in the education of their children:

- Local projects will be required to give consideration to work schedules and to provide multiple means of participation through locations in the camp, at the school or project site, through written communications, and during in-home visits.

- Local project recruiters will be important conduits to migrant families, assisting with the building of connections between the district, the school and the family, but other project personnel must be engaged in the delivery of parental involvement opportunities that addresses the parents' needs. Efforts to address the social isolation that migrant families experience will be strengthened.

- Local projects must maintain documentation and be able to demonstrate the various means used to keep migrant parents informed on the academic progress of their children in reading, mathematics, and writing.

- Local projects will demonstrate how the migrant parents have opportunities to provide input on the improvement of the MEP in which their children participate.

- Wisconsin will seek and obtain migrant parents' prior approval for use of their children's photos in any program communication

- Confidentiality of information on migrant children obtained on the COEs will be protected.

- Parameters of FERPA will be followed in the management of information obtained for eligibility of migrant children decisions.

- District projects will encourage the migrant parents to participate in their children's parent/teacher conferences.

- Additional time will be allocated to the state ID&R position to work with the local projects to plan and conduct special informational sessions on topics of interest to migrant parents, including issues for parents of pre-school children and financial aid options for parents of high school graduates

- Local projects are to have one face-to-face meeting with migrant parents during the summer regarding the migrant program and student progress, although more are encouraged. It is recognized that work schedules can interfere with attempts to hold multiple meetings.

- Local projects are to have at least one face-to face meeting with migrant parents during the fall months to provide student progress information and to solicit input from parents on their perceptions of the efficacy of the migrant education services their children are receiving.

- Local projects are to have one face-to-face meeting with migrant parents during the summer regarding the migrant program and student progress, although more are encouraged. Two contacts each term will be required in which parents are kept informed on their child or children's academic progress.

- At the current time, the state does not have migrant projects operating for a full year, and does not have a state parent advisory council. If this situation changes, appropriate action will be taken.

In summary, the state and local districts will need to ensure that parent involvement provides parents with opportunities to provide input to how effective the program is for their children and gives parents the chance to recommend changes to improve the program. Secondly, the parent involvement plan should ensure that parents of migrant students receive information and other support needed to enable them to have meaningful involvement in the education of their children.

Professional Development

Local project personnel with assigned responsibilities for the MEP are required to participate in state-sponsored professional development opportunities. The key focus areas that require relevant professional development training areas and will be extensively focused on through the service delivery plan include elements of an effective recruitment process and expectations for the recruiter. State staff and personnel knowledgeable about recruitment will be selected as providers of training sessions designed to ensure local recruiters are kept abreast of the federal regulations pertaining to student eligibility requirements for MEP services.

Training opportunities will be planned and conducted for local migrant project personnel to ensure that key personnel with assigned responsibilities are fully prepared for their responsibilities. Training topics will include:

- Reporting accurate data to NGS
- Consolidating partial credits
- Implementing research-based best practices for improving learning opportunities for ELL students
- Implementing research-based best practices for teaching at-risk migrant students to improve student achievement in mathematics
- Implementing research-based best practices for improving the reading abilities of at risk migrant students needing academic support to progress toward meeting proficiency standards
- Assessing program and project effectiveness though multiple measures, including diagnostic assessments, and formative summative assessments

Fiscal Stewardship

The state of Wisconsin has developed its plan for fiscal management of its federal grants in accordance with the requirements in EDGAR, Part 80. There will be a system in place that engages program and fiscal staff in reviewing applications, budgets, and budget revisions. This system provides the necessary checks and balances for effective fiduciary management to ensure the use of the funds in an appropriate supplemental manner.

The state migrant education consultant will work with local project program and fiscal staff to ensure migrant students receive all regular district services they are entitled to in accordance to what the district provides to non-migrant students.

The fiscal management system ensures that no expenditures are made on the new fiscal year allocation until July 1. All budget revisions must be submitted by June 30 of the respective fiscal year. Care is taken to ensure that the amount of funds budgeted and utilized for administration programs, and services must be reasonable and necessary to accomplish the objectives of the MEP.

Allocation of Funds to Local Projects

Funds are allocated for migrant programs and projects based on program needs, and on negotiation. This process takes into account:

- the number of migrant children,
- the needs of migrant children,
- the statutory priority to first serve children who are failing, or most at risk of failing to meet the state's challenging state academic content standards and whose education has been interrupted during the regular year,
- the availability of funds from other federal, state and local programs, and
- local MEP program plans and instructional benefit to students.

In determining the extent to which students are at risk of school failure, the following are important to consider:

- below proficiency in reading, language arts, and math on state assessments, local assessments, and assessment data from the home-base state,
- below grade level in reading as determined during summer programs or in reading programs from the last attended school,
- below grade level in mathematics as determined by summer programs or in math programs from last attended school,
- designated NEP or LEP,
- retained one or more times, and
- credit-deficient secondary students who will graduate one or two years behind their class.

Districts must maintain lists of PFS and non-PFS students, and of eligible non-PFS students served. These will be reviewed during monitoring visits. Student academic progress is expected to be reported by category on end-of-project and end-of-year reports.

Beginning July 1, 2016, Wisconsin will only be granting to local projects and programs that serve at least 10 migrant children

Complaint Procedure

The state has a complaint procedure and the requirements under ESEA are incorporated into that document. Due to the fact that the summer programs are of a shorter duration, there is a provision requiring expedient action on any complaint received that is related to the migrant program. This includes a review of the complaint, and conducting investigations, if necessary, with the goal of resolving the issues expediently. A written response will be provided to the district administrator, migrant program director and complainant.

Federal Inventory

Records of any equipment purchase with Title I C funds must be recorded on the district's federal inventory of such purchases. The information to be recorded includes:

- name of item purchased,
- date of purchase,
- cost of the item,
- location where item is assigned, and
- the date when equipment is no longer needed or becomes obsolete (note this on the federal inventory stating the situation and date of disposition).

Districts are to ensure that Title I A purchased equipment is available to the Title I C summer MEPs. Migrant project directors are to ensure the equipment is returned at the end of the summer project.

Appendix A: Sample Table for Determining Reserve Allocation Amount for Migrant Projects

Source: Office of Migrant Education (OME)

Subgrantees	Count of Eligible	Count of Priority for Service	Count of Eligible Non-Priority	Count of LEP/NEP	Count of Below Proficient: Reading	County of Below Proficient: Math	Available Funds Factor	County of Served in Summer	Other Barriers
District 1	125	113	106	14	94	13	100	106	0
District 2	288	57	216	144	216	29	100	216	0
District 3	121	48	79	43	67	12	50	78	0
District 4	100	70	55	40	65	10	100	55	0
District 5	66	90	30	40	50	6	75	29	0
District 6	240	120	108	84	180	24	100	108	0
District 7	43	34	7	4	33	4	25	6	0
District 8	274	127	14	126	239	137	100	13	0
Total (Statewide)	**1257**	**669**	**615**	**495**	**944**	**235**	**650**	**611**	**0**

				Weights						LOA Funding	=	$400,000
Formula	**1.00**	**5.00**	**0.25**	**0.25**	**0.50**	**0.25**	**0.10**	**0.10**	**1.00**	**Subtotal**	**Percent**	
District 1	125.00	565.00	26.50	11.00	47.00	3.25	10.00	106.00	0.00	893.75	14.67%	$58,666.67
District 2	288.00	285.00	54.00	36.00	108.00	7.25	10.00	216.00	0.00	1004.25	16.48%	$65,920.00
District 3	121.00	240.00	19.75	10.75	33.50	3.00	5.00	78.00	0.00	511.00	8.39%	$33,542.56
District 4	100.00	350.00	13.75	10.00	32.50	2.50	10.00	55.00	0.00	573.75	9.42%	$37,661.54
District 5	66.00	450.00	7.50	10.00	25.00	1.50	7.50	29.00	0.00	596.50	9.79%	$39,154.87
District 6	240.00	600.00	27.00	21.00	90.00	6.00	10.00	108.00	0.00	1102.00	18.08%	$72,336.41
District 7	43.00	170.00	1.75	1.00	16.50	1.00	2.50	6.00	0.00	241.75	3.97%	$15,868.72
District 8	274.00	685.00	3.50	31.50	119.50	34.25	10.00	13.00	0.00	1170.75	19.21%	$76,849.23
Total (Statewide)										**6093.75**	**100.00%**	**$400,000.00**

Appendix B: Forms

Certificate of Eligibility (COE)

Wisconsin Department of Public Instruction
CERTIFICATE OF ELIGIBILITY (COE)
PI-1727 (Rev. 02-15)
Requirement of PL 107-110, Title I Migrant Education

Mail to: DEPARTMENT OF PUBLIC INSTRUCTION
ATTN: TENA TORGERSON
TITLE I MIGRANT EDUCATION PROGRAM
PO BOX 7841
MADISON, WI 53707-7841

Current School District Name	Homebase District Name
School District SSID WI ___ ___ ___ ___	Withdrawal Date
Date Classes Started ___/___/___	

I. Family Data

Male Parent/Guardian *Last & First Name*	Current Male Parent/Guardian *Last & First Name*	Current Address	City	State	Zip	Current Home/Cell Phone
Female Parent/Guardian *Last & First Name*	Current Female Parent/Guardian *Last & First Name*	Homebase Address	City	State / Country	Zip	Homebase Telephone

II. Child Data *List all eligible children / youth under age 22.*

	USID	Last Name 1	Last Name 2	Suffix	First Name	Middle Name	Sex	MB	Birth Date	Code	Age	Birth Location *City, State, Country*	H/L	Not H/L	AI/AN	A	B/AM	NH/OPI	W	Residency Date	SSID	Gr	OSY	Enrollment Date
1																								
2																								
3																								
4																								
5																								

III. Qualifying Move and Work

1. The child(ren) listed on this form moved **from** a residence in ___School district___ / ___City___ / ___State___ / ___Country___ **to** a residence in ___School district___ / ___City___ / ___State___.

   Residency Verification Methods ☐ Home visit ☐ Office visit ☐ School records ☐ Other *Specify* _____

2. The child(ren) moved (complete both a. and b.):
   a. ☐ on own as worker, OR ☐ with the worker, OR ☐ to join or precede the worker.
   b. The worker, ___First Name and Last Name of Worker___, is the child or the child's ☐ parent ☐ spouse ☐ guardian.
      i. (Complete if "to join or precede" is checked in 2a.) The worker moved on ___MM/DD/YY___. The child(ren) moved on ___MM/DD/YY___ (provide comment).
3. The **Qualifying Arrival Date** (date both child and worker completed move for qualifying work) was ___MM/DD/YY___.
4. The worker moved due to economic necessity in order to obtain:
   a. ☐ qualifying work, and obtained qualifying work, OR
   b. ☐ any work, and obtained qualifying work soon after the move, OR
   c. ☐ qualifying work specifically, but did not obtain the work. If the worker did not obtain the qualifying work:
      i. ☐ The worker has a prior history of moves to obtain qualifying work (provide comment), OR
      ii. ☐ There is other credible evidence that the worker actively sought qualifying work soon after the move (provide comment).
5. The qualifying work,* ___describe agricultural or fishing work___ was (*make a selection in both a. and b.*):
   a. ☐ seasonal OR ☐ temporary employment
   b. ☐ agricultural OR ☐ fishing work

   *If applicable, check:
   ☐ personal subsistence (provide comment)
6. (Complete if "temporary" is checked in #5a) The work was determined to be temporary employment based on:
   a. ☐ worker's statement (provide comment), OR
   b. ☐ employer's statement (provide comment), OR
   c. ☐ state documentation for ___Employer___.

IV. Comments (Must include 2bi, 4c, 5, 6a, and 6b of the Qualifying Move and Work Section, if applicable.)

V. Parent/Guardian/Spouse/Worker Signature

I understand the purpose of this form is to help the state determine if the child(ren)/youth listed on this form is/are eligible for the Title I, Part C Migrant Education Program. To the best of my knowledge, all of the information I provided to the interviewer is true.

Signature	Relationship to the Child(ren)	Date *Mo./Day/Yr.*
➢		

VI. Eligibility Data & FERPA Certification

☐ **I CERTIFY** that based on the information provided to me, which in all relevant aspects is reflected above, I am satisfied that these are migratory children as defined in 20 U.S.C. 6399(s) and implementing regulations, and thus eligible for MEP services.

☐ **I CERTIFY** that to the best of my knowledge the information is true, reliable and valid, and I understand that any false statement provided that I have made is subject to fine or imprisonment per 18 U.S.C. 1001.

☐ **I CERTIFY** that the interviewee was informed by me about the Family Educational Rights and Privacy Act (FERPA) and the release of school records.

Signature of Interviewer / Recruiter	Date Signed *Mo./Day/Yr.*	Interviewer/Recruiter ID
➢		
Signature of Designated SEA [LEA] Reviewer	Date Signed *Mo./Day/Yr.*	
➢		

DISTRIBUTION: *White—School* *Yellow—DPI* *Pink—Parent*

Student Reporting Form (SRF)

Wisconsin Department of Public Instruction
STUDENT REPORTING FORM
TITLE I MIGRANT EDUCATION
PI-1732 (Rev. 03-13)

INSTRUCTIONS: Submit **within seven (7) days of withdrawal or term ending** for each school-enrolled migratory child this term. A valid COE must exist and the child's name must be listed on this term's CER. Send to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
TITLE I MIGRANT EDUCATION PROGRAM
PO BOX 7841
MADISON, WI 53707-7841

If this student received Section 1304 *Continuation of Services*, check the appropriate number below to identify service authorization.

☐ **1** = Eligibility ended this term
☐ **2** = 1 additional year
☐ **3** = Eligibility ended in secondary school

School Term
☐ Regular
☐ Summer

SCHOOL DISTRICT DATA

School District Name	School Building SSID Code *Enter only one.* Regular Term = WI ☐☐☐☐ Summer = WI ☐☐☐☐	
Name of Records Contact Person Completing This Form	Email Address of Records Contact Person	School Phone *Area/No.* Ext.

STUDENT DATA

Unique Student ID (USID) *Only as listed under NGS*	Date of Birth *Mo./Day/Yr.*	Sex *Check One* ☐Male ☐Female
Student's Last Name	Student's First Name *Formal spelling*	Middle Name
Birth City	State	Country *Only if not USA*
Homebase District	City	State / ZIP Code
Mother's Last Name	Mother's First Name	Father's Last Name / Father's First Name

EDUCATION DATA
Add to or close a child's COE/CER reported enrollment for this term/history ID line.

Enrollment This Term *Mo./Day/Yr.*	Withdrawal This Term *Mo./Day/Yr.*	Education Interrupted ☐	School Grade	Days Enrolled	Days Present	Graduated *Mo./Day/Yr.*

Teacher Observed English Language Oral Proficiency ☐ None ☐ Limited ☐ Fluent	Date Observed *Mo./Day/Yr.*	Medical Alerts ☐ Chronic ☐ Acute ☐ None	Assessment Data Attached ☐ Yes ☐ No	Immunization Records Attached ☐ Yes ☐ No

Supplemental Programs *Check services provided below that were **in part or fully funded** through the migrant education budget this term.*

Instructional Services

☐ Bilingual	☐ Health Education	☐ NovaNet	☐ Preschool	☐ Tutorial Middle/Secondary
☐ Career Exploration	☐ Life Skills	☐ Out of School Youth (OSY)	☐ Reading Instruction	☐ UT Austin
☐ Distance Learning	☐ Literacy	☐ PASS	☐ Science	☐ Other
☐ ESL	☐ Math Instruction	☐ PLATO	☐ Social Studies	
☐ Financial Literacy	☐ MathMATTERS	☐ Post Secondary Prep	☐ Test Prep	
☐ GED / HEP	☐ Mini-PASS	☐ Pre-GED	☐ Tutorial Elementary	

Supportive Services

☐ Clothing	☐ Materials	☐ Precollege Programs	☐ Transfer Packet
☐ Counseling Service	☐ Nutrition	☐ Referred Services	☐ (Pupil) Transportation
☐ Health / Dental / Eye Care	☐ Out of School Youth (OSY)	☐ School Supplies	☐ Other
☐ Homeless Support	☐ Parent Education	☐ Social Work / Outreach / Advocacy	

SECONDARY SCHOOL COURSEWORK
Complete for students in grades 7-12, per semester
An "R" in a column means a required entry for grades 9-12.

Courses Requiring Immediate Attention (for evaluation by school of graduation)—See/use NGS state course list.

Grade Level R	Course Name *(formal name) or add your school's course name to be added under NGS subject area* R	Course Type *See list, NGS, UT, PASS, Smart* R	Course Section A / B *if any*	Course Subject R	Term Type Sem / Qtr R	Term Name — *Fall / Spring / Summer* R	This Calendar Year of Term R	If Partial: Partial Grade in Percentage *Example: 91%*	If Partial: Course Hours Attended	If Final: Final Grade *as a Percentage Example: 89%*	If Final: Credit Granted *as a decimal Example: .5*

Use the second Reporting Form, below, if enrollment continues with uninterrupted attendance and courses in the second semester.

Date NGS Reported *Mo./Day/Yr.*

Comments

For GED Completions, enter date received.

Grade Level R	Course Name *(formal name) or add your school's course name to be added under NGS subject area* R	Course Type *See list, NGS, UT, PASS, Smart* R	Course Section A / B *if any*	Course Subject R	Term Type Sem / Qtr R	Term Name — *Fall / Spring / Summer* R	This Calendar Year of Term R	If Partial: Partial Grade in Percentage *Example: 91%*	If Partial: Course Hours Attended	If Final: Final Grade *as a Percentage Example: 89%*	If Final: Credit Granted *as a decimal Example: .5*

Date NGS Reported *Mo./Day/Yr.*

Comments

Continuing Enrollment Form (CER)

Wisconsin Department of Public Instruction
MIGRANT CONTINUING ENROLLMENT OR RESIDENCY COUNT REPORT (CER)
PI-1717 (Rev. 03-13)

INSTRUCTIONS: Retain original and mail yellow copy, with original signature, **or** email electronic copy, within **30 days** of the date classes start to:
DEPARTMENT OF PUBLIC INSTRUCTION
TITLE I MIGRANT EDUCATION PROGRAM
PO BOX 7841
MADISON, WI 53707-7841

A. School District Name	B. Short School District ID—NGS	C. Project Term of Enrollment *Check*	D. Date Classes Start *This* Term
	WI ___ ___ ___ ___	☐ Regular Term ☐ Summer Term	

Recruiter's/Administrator's Signature	Date Signed *Mo./Day/Yr.*	**Distribution** White—School Yellow—DPI
➢		

The following Title I migrant children have **not** moved out of the school district attendance area since recruited within the past 36 months, and **continue to reside or attend school** in this district for *this* term.

Residence Verification
In the H/S/P column below, indicate whether the residence verification is
H = Home Visit **S** = School Records **P** = Partner Agency

E. TITLE I MIGRANT CHILDREN
To create a new row in the table below, press the tab key from within the last cell of the table.

Child's Formal Name Last	First	M	H S P	Sex	Birthdate	Residence Date on COE	Date Enroll. *This* Term	Gr.	NGS Unique Student Identification	Last Qualifying Arrival Date Information Refer to entries from the last COE			NGS 4-Letter School ID
										Date	**From** Coquillo, JA, MX	**To** Green Bay, WI	**e.g., *ABCD***
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
12.													
13.													
14.													

Local Accounting Sheet

Wisconsin Department of Public Instruction
MIGRANT EDUCATION LOCAL ACCOUNTING SHEET
PI-1729 (Rev. 03-13)

INSTRUCTIONS: Mail this sheet along with the last Student Reporting Form or NGS transactions within 30 days of the project's closure to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
TITLE I MIGRANT EDUCATION PROGRAM
PO BOX 7841
MADISON, WI 53707-7841

List names, etc. of all eligible migratory children (ages birth through 21) who are recruited this term on form PI-1727 or form PI-1717 as residents, whether or not school enrolled for this term.

Sheet No. ____ of ____

GENERAL INFORMATION

School District Name		School Year
District's Beginning Date for This Term *Mo./Day/Yr.*	Last Class Date for this Term *Mo./Day/Yr.*	Recruiting Term ☐ Regular ☐ Summer

SIGNATURE

I CERTIFY that I have listed each migratory child recruited by me on a COE or CER this term.

Signature of Recruiter	Date Signed *Mo./Day/Yr.*
➢	

Continuation of Services to Migratory Children (COS)
(NCLB Title I, Part C, Sec. 1304(e))

1. A child who ceases to be a migrant child in the middle of a project or school term is still eligible to receive MEP services until the end of that school term (Section 1304(e)(1));
2. A child who is no longer a migrant child may continue to be served for an additional year, providing that comparable services are not available through other programs (Section 1304(e)(2)); and
3. Secondary school students who were eligible for MEP services in secondary school may continue to be served through credit accrual programs until they graduate (Section 1304(3)(3)).

ACCOUNTING INFORMATION

A Line No.*	B Date of Interview on COE, **or** Date of CER Signature	C Is a "Date Enrolled in School" on the COE **or** CER **Yes** / **No**	D Formal Last and First Name of Migrant Child *A child must be certified on a COE as eligible before listing here and before providing MEP funded service.*	E Age or School Grade	F Check if Red Bag was Issued	G Date Student Reporting Form was Mailed to DPI **or** Date Entered into NGS	H Check if Child was Served in a **Continuation of Service**** Condition (**COS**) & Mark 1, 2, or 3 **COS** / **1, 2, 3**	I Other Local Notes or Student Needs
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								

* If a child is recruited more than once this term, list the child a second time and circle the new line number.

Out-of-School Youth Profile (English)

Wisconsin Migrant Education Program
Strategies, Opportunities, and Services for Out-of-School Youth (SOSOSY)
Out-of-School Youth (OSY) PROFILE

Date:	MEP Project /District:		COE# or MEP ID:
Last Name:	First Name:	□Male □Female	Age:
Address/Camp:	Phone (home/cell):	Optional: How long is youth planning on being in the area?	
Has access to transportation: □ yes □ no	Last grade attended? (Check)	When?	Where?
English oral language proficiency: □ yes □ no Home language: □ English □ Spanish □ other:	□ 1st grade □ 2nd grade □ 3rd grade □ 4th grade □ 5th grade □ 6th grade	□ 7th grade □ 8th grade □ 9th grade □ 10th grade □ 11th grade □ 12th grade	
Health needs: □ medical □ vision □ dental □ urgent □ other:		Advocacy Needs: □ legal □ childcare □translation/interpretation □ other:	
Youth lives: □ with a crew □ with his/her parents/family □ with kids □ with friends outside of work □ with spouse & kids □ alone		Reason for leaving school: □ lacking credits □ needed to work □ missed state test □ other:	
Expressed interests in: □ learning English □ GED □ not sure □ other: □ job training □ earning a diploma □ no interests		Availability: (Check)	
At interview, youth received: □ educational materials □ OSY welcome bag □ other: □ support services □ referral(s) (list in comments)		Youth is a candidate for: □ HS diploma □ pre GED/GED □ HEP □ Adult Basic Education □ other: □ health education □ job training □ career exploration □ ESL □ life skills □ PASS □ MP3 player □ CAMP	
Comments:			

	Su	M	T	W	Th	F	Sa
Morning							
Afternoon							
Evening							

Name and Signature of Interviewer/Recruiter: _____ Date: _____ Revised 09/15

Out-of-School Youth Profile (Spanish)

Programa de Educación Migrante de Wisconsin
Las Estrategias, Oportunidades y Servicios para los Jóvenes Fuera de la Escuela (SOSOSY)
Perfil del Estudiante Jóvenes Fuera de la Escuela (OSY)

Fecha:	**Región/Distrito del Proyecto MEP:**		**COE# o MEP ID:**
Nombre:	**Apellido:**	□ **Masculino** □ **Femenino**	**Edad:**
Dirección:	**Teléfono (casa/celular):**	**Opcional: ¿Cuánto tiempo está el joven planeando en permanecer en el área?**	

¿Tiene acceso a transportación?: □ Si □ No	**¿El último grado que asistió?** (Indique)	**¿Cuándo?** **¿Dónde?**
Dominio del lenguaje oral en inglés □ Si □ No **El idioma que habla en casa:** □ Inglés □ Español □ otro:	□ 1st grade/*primero de primaria* □ 2nd grade/*segundo de primaria* □ 3rd grade/*tercero de primaria* □ 4th grade/*cuarto de primaria* □ 5th grade/*quinto de primaria* □ 6th grade/*sexto de primaria*	□ 7th grade/*primero de secundaria* □ 8th grade/*segundo de secundaria* □ 9th grade/*tercero de secundaria* □ 10th grade/*primer y segundo semestres de preparatoria (Bachillerato)* □ 11th grade/*tercer y cuarto semestres de preparatoria (Bachillerato)* □ 12th grade/*quinto y sexto semestres de preparatoria (Bachillerato)*
Necesidades de salud: □ medico □ visión □ dental □ urgente □ otro:		**Necesidades de apoyo:** □ legal □ cuidado de los niños □ traducción/interpretación □ otro:
Vivienda – el joven vive con: □ con un "crew" □ con amigos □ con sus padres/familia □ con cónyuge y los niños □ con niños □ solo		**Razón por la cual dejó la escuela**: □ falta de créditos □ necesidad de trabajar □ falta de prueba estatal □ otro:
Interés expresado en: □ aprender inglés □ entrenamiento del trabajo □ GED □ obtener su diploma □ no está seguro □ no tiene intereses □ otro:		**Disponibilidad: (Marque)**

	Do	Lu	Mar	Mier	Juev	Vier	Sa
Mañana							
Tarde							
Noche							

Durante la entrevista el joven recibió: □ materiales educativos □ servicios de apoyo □ bolsa de bienvenida OSY □ referencia(s) (incluir en comentarios) □ otro:	**El joven es un candidato para**: □ diploma de HS □ educación de Salud □ destrezas para la Vida □ pre GED/GED □ entrenamiento del trabajo □ PASS □ HEP □ exploración de carreras □ MP3 □ Educación Básico de Adulto □ clases de inglés □ CAMP □ otro:
Comentarios:	

Name and Signature of Interviewer/Recruiter: _____ Date: _____ Revised 09/15