



**Special School District  
Migratory Services  
Program Evaluation**

**Mary Lee Burlemann, Chair**

**May 20, 2008**



# Migratory Services Standard Program Evaluation

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## Program Evaluation Question(s)

How many SSD students/families have been identified as migratory during the '06-'07 school year?

What programs or services are available to students identified as migratory?

## I. Program/Service Information

1. Name of Program or Services: Migratory Services
2. Personnel Responsible for Evaluation: Mary Lee Burlemann, Area Coordinator
3. Demographic Description of Program

Migratory services are provided through an administrator at SSD Central Office, supported by other staff as needed. Students are identified through an enrollment questionnaire (Appendix A) and home language survey (Appendix B) filled out both in the Partner District and upon enrollment in an SSD building or Technical School. Students are reported to DESE via an annual self-monitoring report (Appendix C).

4. Date of Evaluation (Year/Duration): April 2008
5. Goal/Objective of Program/Services:

The goal of migratory services is to identify migratory students who may be temporarily residing within the district boundaries in order to guarantee that they have access to all programs ordinarily provided to all resident students to meet their needs, including Title I, special education, gifted education, vocational education, English for Speakers of Other Languages, counseling programs, etc.

6. Brief description of relationship between program goals, CSIP and MSIP Standards:

Program goals are related to CSIP and MSIP standards. Information gathered about the number of migratory students would assist in ensuring that migratory students are afforded the full range of educational programs in the district (MSIP Standards 6.2.3, 6.3.4, 7.7, 8.1.1 and 8.3.1).



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## II. Evaluation Criteria for Programs/Services Offered

Federal and State Requirements  
Census Information/Services

## III. Description of Stakeholders Engagement in Program Evaluation:

The Migratory Services Program Evaluation Committee consisted of SSD staff, community members and a parent. The committee members were contacted to obtain agreement to serve. All but one had served last year and did not feel the need for a formal meeting. Information was distributed and reviewed. Feedback was solicited from all committee members.

Table 1. Migratory Services Program Evaluation Committee

Member	Role
Mary Lee Burlemann	Area Coordinator, SSD
Marsha Myers	Principal, SSD
Bob Molitor	Area Coordinator, SSD
Richard Weinstein	Parent
Shalonda Haynes	Salvation Army Community in Partnership Program

## IV. Results

### Federal and State Requirements

The Title I-C program of the No Child Left Behind Act of 2001 outlines a variety of educational mandates related to migratory students. Of primary importance is the assurance that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner.

The Missouri Department of Elementary and Secondary Education (DESE) notes that students can be classified as Migrant and receive services through their district if they meet all the following criteria:

- Has not received a GED or high school diploma in any country,
- Is between the ages of 3 and 21 inclusive,
- Has moved across school district boundaries (alone or with a parent, spouse, or guardian) within the last three years.
- The purpose of the move was for the individual (parent, spouse, or guardian) to seek or accept temporary or seasonal employment in agricultural or fishing work as a principal means of livelihood.
- This employment is not permanent and usually lasts no longer than 12 months.
- The activity has a clearly defined beginning and end (e.g., picking fruit, building fences).
- Qualifying work done in a processing plant must have a turnover rate that meets or exceeds 50% in a 12 month period.



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In addition, the Missouri School Improvement Program (MSIP) ensures all districts are in compliance with regulations and that all students are receiving services appropriate to their needs as required by state and federal law. See Appendix C for MSIP Self-Monitoring Compliance Report for Migrant Children.

## SSD Identification Process and Services

Recognizing that migrant children are among the most educationally disadvantaged groups in our society, the Special School District actively seeks to identify those who may be temporarily residing within its boundaries. The district gives them full access to all educational and related programs ordinarily provided all other children. Identification begins with a question on a school enrollment form (Appendix A) and also the Home Language Survey (Appendix B) which asks if the family has moved from one school district to another within the past three years to seek or obtain temporary or seasonal work in an agriculture or related food processing business.

When positive responses are entered on the form, the building principal notifies the appointed SSD contact person of the student's migratory status. The SSD contact person will notify the director of the regional Migrant Education Center or the state director. A recruiter will talk with the district's contact person and the parents of the newly enrolled student.

Through personal contact or home visits, a family interview will provide information for completing the Certificate of Eligibility (COE). After the COE is completed, information from it is entered into a state database maintained at the regional Migrant Education Center. Educational and health records are then generated, and the students listed on the form become eligible for federally funded supplementary services.

SSD assesses the educational and related health and social needs of migrant students residing within its boundaries, and gives full access to all programs ordinarily provided to all other children to meet their needs, including Title I, special education, gifted education, vocational education, English for Speakers of Other Languages (ESOL), counseling programs etc.

Where needs exist that cannot be fully met by district personnel, or through state and federal sources, contact will be made with the director of the regional Migrant Education Center. Personnel from the Migrant Education Center attempt to provide needed services and/or assist district personnel in developing a project application for a local Migrant Education program through the Department of Elementary and Secondary Education.

Although SSD has an identification process in place for migratory students, no student in the district has ever been identified.



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## V. Discussion

Based on the review of data, the following strengths, concerns and recommendations were identified.

### **Strengths of program/service:**

SSD has a two-fold process through which students can be identified as migratory. The question of migratory status is asked upon enrollment in the Partner District and again when a student enters an SSD building program or Technical School. The school enrollment form (Appendix A) and the Home Language Survey (Appendix B) will identify any student who may qualify for migratory services. Any qualifying student will receive the services to which he/she is entitled.

### **Concerns regarding program/service:**

Since there has never been a migratory student identified in need of SSD building program services, we are currently uncertain how effective available services may be.

### **Recommendations regarding program/service:**

Building principals need to be reminded annually of their obligation to identify those students who may be migratory and notify the SSD contact person who will make the referral to the regional director of the Migrant Education Center to secure the appropriate services.

## **VI. Action Plan for Recommendations as A Result of Program Evaluation**

Building principals will be notified annually of their obligation to identify migratory students upon their enrollment into an SSD building. They will know the process for notification of the SSD contact person who will then make the referral to the state Migrant Education Center.

Person responsible to champion action plan: Mary Lee Burlemann

Timeframe for reporting updates to Board of Education: Annually

\_\_\_\_\_ Date: \_\_\_\_\_  
**Signature of Administrator Responsible for Chairing Evaluation**



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## **APPENDIX A**

### **Enrollment Questionnaire – Migratory Services**



12110 Clayton Road  
Town & Country, MO 63131  
*phone:* 314.989.8100  
*TDD:* 314.989.8552

*Special School District*

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Special School District is required to identify students who may qualify for migratory services. Please complete this form and return it with your child's packet to assist us in determining whether your child is eligible.

**YES**                      **NO**                      Have you moved from one school district to another to seek or obtain temporary or seasonal employment within the last three years?

**YES**                      **NO**                      Are you or is the student employed in agricultural or agricultural related work?

Student's Name \_\_\_\_\_ D.O.B. \_\_\_\_\_

Parent's Name \_\_\_\_\_



# **Migratory Services Standard Program Evaluation**

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## **APPENDIX B**

### **Home Language Survey**







# **Migratory Services Standard Program Evaluation**

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## **APPENDIX C**

### **MSIP Self-Monitoring Report: Migrant, ELL, and Homeless Children**



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
 DIVISION OF SCHOOL IMPROVEMENT – FEDERAL PROGRAMS  
**SELF-MONITORING REPORT – COMPLIANCE FOR MIGRANT, ELL, & HOMELESS CHILDREN**

School District Name	County-District Code	Form Due Date <b>SEPTEMBER 15, 2007</b>
District Migrant Contact	District Migrant Contact Phone	
District English Language Learner Contact	District English Language Learner Phone	
District Homeless Children and Youth Contact	District Homeless Children and Youth Phone	

**Directions**

- Respond to each of the following monitoring requirements by placing an appropriate code (*see below*) on the line to the left of the corresponding item. **Responses are required on each lettered item**, and documentation proving compliance must be kept on file at the district.  
  
**CODE KEY**  
**DC** = District Compliant: An internal review indicates compliance. When using this code, the district must have the documentation readily available for review by federal/discretionary grants, if requested.  
**DR** = District Resolving: An internal review indicates a compliance discrepancy. When using this code, use the comment section to explain how the district intends to resolve the discrepancy and its intended time frame for completion.  
**DA** = District Assistance: The district requests assistance. A supervisor from Federal Discretionary Grants will contact the district to arrange for assistance.  
**NA** = Not Applicable to this district.
- Place a checkmark in all appropriate boxes under Evidence Sources to indicate the type of supporting documentation you have available. The documentation of evidence sources must be on file at the district for possible review during the MSIP Review. Do not send copies of evidence sources.
- MAIL the completed form by the due date above to: Federal Discretionary Grants, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102 or fax to (573) 526-6698.
- QUESTIONS: Contact Migrant: (573) 526-5658  
 Homeless: (573) 522-8763  
 ELL: (573) 522-1567

**Assurances**

The authorized representative assures the Department of Elementary and Secondary Education that the district shall:

- Keep records for these programs for a period of three years and provide such information as may be necessary for the program evaluation; provide the Department of Elementary and Secondary Education any information it may need to carry out its responsibilities under the programs.
- Adhere to the requirements of the applicable federal statutes and regulations, the state rules governing the programs, and all other applicable statutes, including: Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Title IX of the Education Amendment of 1972; Certifications Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters; and Gun-Free Schools Certification.

The board-authorized representative understands the assurances and the responsibility for compliance placed upon the applicant.

Authorized Representative	Date
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The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department employment practices may be directed to the Jefferson State Office Building, Human Resources Director, 2nd Floor, 205 Jefferson Street, Jefferson City, Missouri 65102-0480; telephone number 573-751-9619. Inquiries related to Department programs may be directed to the Jefferson State Office Building, Title IX Coordinator, 5th floor, 205 Jefferson Street, Jefferson City, Missouri 65102-0480; telephone number 573-751-4212.

**KEY:**  
**DC = District Compliant**  
**DR = District Resolving**

**DA = District Assistance**  
**NA = Not Applicable to this district**

**General Provisions – Migrant Education – Standards 7.7 & 8.3.1**

\_\_\_\_ **1. Student Identification** (Applies to all districts, whether or not migrant students are enrolled).  
Documentation is available showing a procedure is used by the district to survey the enrolled student body and identify those students who have family members who have been or are engaged in temporary or seasonal agricultural-related work.

**Evidence Sources:**

- separate survey form
- question on the student enrollment form

\_\_\_\_ **2. Number of Migrant Students Enrolled** (Applies to all districts, whether or not migrant students are enrolled).  
Documentation is available showing district had migrant students enrolled in prior school year.

\_\_\_\_\_ Number of migrant students enrolled in prior school year.

**Evidence Sources:**

- enrollment records

\_\_\_\_ **3. Written Procedures** (Applies to all districts, whether or not migrant students are enrolled).  
This document (board adoption is optional) must address: screening and identification of migrant students, notification to regional migrant center or state director of presence of potentially eligible students, completion of family interview form and certificate of eligibility needs assessment of migrant students' placement in all programs for which migrant students are eligible, and if needed, request for assistance from regional migrant center.

**Evidence Sources:**

- written migrant procedures

\_\_\_\_ **4. Implementation**  
Evidence that the district uses the identification process. If migrant students are identified, evidence that the district follows its written procedures.

**Evidence Sources:**

- student files
- completed family interview form

**Comments for items indicated DR – Please include plan and time frame for resolution**

**KEY:****DC = District Compliant****DR = District Resolving****DA = District Assistance****NA = Not Applicable to this district****General Provisions – English Language Learners (ELL) - Standards 7.7 & 8.3.1****\_\_\_\_\_ 1. Student Identification** (Applies to all districts, whether or not ELL students are identified)

The district has adopted and uses a procedure to survey the enrolled student body and identify students whose first language, or home language, or both, is other than English.

**Evidence Sources:**

- written ELL identification procedures  
 number of ELL students submitted to the DESE

**\_\_\_\_\_ 2. Number of ELL Students Enrolled** (Applies to all districts, whether or not ELL students are enrolled).

Documentation is available showing district had ELL students enrolled in prior school year.

\_\_\_\_\_ Number of ELL students enrolled in prior school year.

**Evidence Sources:**

- enrollment records

**\_\_\_\_\_ 3. Language Assessment** (Applies to all districts, whether or not ELL students are identified)

The district appropriately identifies what needs, if any, exist among screened students for language support services enabling them to achieve the challenging performance standards set for all students. The assessment may be district developed or commercially purchased. The assessment must use appropriate measure(s) to assess students' abilities in the reading, writing, listening and speaking modalities.

**Evidence Sources:**

Written ELL assessment which includes all of the following modalities:

- reading  
 writing  
 listening  
 speaking

**\_\_\_\_\_ 4. Written Policy** (Applies to all districts, whether or not ELL students are identified)

A board-adopted policy is available concerning the education of ELL students which addresses:

- student identification  
 language assessment  
 district ELL coordinator  
 services

**Evidence Sources:**

- Name of board-adopted district ELL coordinator \_\_\_\_\_  
 The ELL policy was board-adopted on \_\_\_\_\_ (mm/dd/yyyy)

**Comments for items indicated DR – Please include plan and time frame for resolution**

**KEY:****DC = District Compliant****DR = District Resolving****DA = District Assistance****NA = Not Applicable to this district****General Provisions – English Language Learners (ELL) - Standards 7.7 & 8.3.1****5. Parental Notification** (Applies to all districts that have at least one ELL student enrolled)

A parent or guardian must be notified when his or her child is identified and recommended for placement in a program for English language instruction. The school must notify the parents within 30 days if the student is identified at the start of school, or two weeks if the student is identified at any other time during the school year.

Notification occurs in an understandable uniform format, and, **must** include:

- the reason for placement,
- the method of instruction,
- what is required for the child to exit the program,
- to the extent practicable, it must be in a language or manner that the parents understand.

**Evidence Sources:**

- Copies of parent notification forms sent to parents of ELL students
- District documentation of parents notified

**6. Services Provided** (Applies to all districts that have at least one ELL student enrolled)

Documentation is available describing the types of services provided to ELL students by the district:

a) If 20 or fewer ELL students are served, services must consist of at least **one** of the following:

- bilingual or ELL paraprofessional help
- before- or after-school tutoring
- ELL instruction
- Title I services
- other \_\_\_\_\_

**Evidence Sources:**

- written ELL description of services

b) If more than 20 ELL students are served, a full-time, qualified ESOL or bilingual education teacher has been hired to teach in a push-in or pull-out model, or for a self-contained classroom.

**Evidence Sources:**

- written ELL description of services
- class schedules of qualified ELL or bilingual education teacher(s)

**7. Statewide English Language Proficiency Assessment** (Applies to all districts that have at least one ELL student enrolled)

The district annually assesses, using the MACII in the spring of the year, all ELL students for English language proficiency.

**Evidence Sources:**

- MACII results from the previous assessment.

**Comments for items indicated DR – Please include plan and time frame for resolution**

**KEY:**  
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**General Provisions – Homeless – Standards 7.7 & 8.3.1**

\_\_\_ **1. Student Identification** (Applies to all districts, whether or not homeless students are identified)  
Documentation is available showing a procedure is used by the district to survey the enrolled student body and identify those students who are homeless. These efforts should be coordinated with school personnel and community agencies.

**Evidence Sources:**

- question on the student enrollment form
- agendas or minutes of meetings or other forms of communication with community social and welfare service agencies, shelters, churches, etc.

\_\_\_ **2. Number of Homeless Children and Youth Enrolled** (Applies to all districts, whether or not homeless students are enrolled).  
Documentation is available showing district had homeless students enrolled in prior school year.

\_\_\_\_\_ Number of homeless students enrolled in prior school year.

**Evidence Sources:**

- enrollment records

\_\_\_ **3. Written Policy** (Applies to all districts, whether or not homeless students are identified)  
A board-adopted policy that includes policies and procedures that could act as barriers to the enrollment, attendance, and success of homeless children and youth.

**Evidence Sources:**

- The homeless policy was board-adopted on \_\_\_\_\_ (mm/dd/yyyy)
- Copy of board policy

\_\_\_ **4. District Homeless Coordinator** (Applies to all districts, whether or not homeless students are identified)  
The district has identified a homeless coordinator.

**Evidence Sources:**

- name of board-adopted district homeless coordinator \_\_\_\_\_
- copy of board minutes
- job description specifying the duties of homeless coordinator
- Homeless coordinator is aware of his/her responsibilities as defined in the No Child Left Behind Act.

\_\_\_ **5. District Homeless Coordinator Duties** (Applies to all districts, whether or not homeless students are identified)  
The local coordinator is familiar with the definition of a homeless child and with his/her duties related to the homeless federal statute and other school personnel have been notified that he/she is responsible for these duties.

**Evidence Sources:**

- agendas or minutes of meetings or other forms of communication with school staff to notify them of the responsibilities of the district homeless coordinator
- list of staff trainings and attendance
- job description specifying the duties of homeless coordinator
- professional development is provided for school personnel informing them of the needs and rights of homeless students.

**KEY:**

**DC = District Compliant**

**DR = District Resolving**

**DA = District Assistance**

**NA = Not Applicable to this district**

**General Provisions – Homeless – Standards 7.7 & 8.3.1**

\_\_\_ **6. Title I Set-Aside for Homeless** (Applies to all districts, whether or not homeless students are identified)  
The district has reserved an amount of Title IA set aside to serve homeless children and youth.

**Evidence Sources:**

- Federal Grants Application
- Amount \_\_\_\_\_

\_\_\_ **7. Public Notice of Educational Rights** (Applies to all districts, whether or not homeless students are identified)  
Public notice of educational rights of homeless children and youth is disseminated in places where families and youth are likely to be present.

**Evidence Sources:**

- sample posters
- sample brochures

\_\_\_ **8. Dispute Resolution** (Applies to all districts, whether or not homeless students are identified)  
The district has a board-approved process for the resolution of disagreements about eligibility and placement, with procedures for homeless families and youth to appeal decisions made by the district, including written explanations, clearly defined processes and provision of services during the appeal

**Evidence Sources:**

- written policy

**Comments for items indicated DR – Please include plan and time frame for resolution**