



**Special School District  
Migratory Services  
Program Evaluation**

**Mary Lee Burlemann, Chait**

**March 9, 2010**



# Migratory Services Standard Program Evaluation

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## Executive Summary

As required by the Missouri School Improvement Plan (MSIP) standards, school districts must evaluate Migratory Services biennially. The questions approved by the Board of Education for the present program evaluation were as follows: *How many SSD students/families have been identified as migratory during the 2009-2010 school year? What programs or services are available to students identified as migratory?* Based on stakeholder review of the data, strengths, concerns and recommendations are noted.

### *Results*

#### **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 Special Education School 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.



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## Program Evaluation Question(s)

How many SSD students/families have been identified as migratory during the 2009-2010 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 upon enrollment in an SSD Special Education School or Technical School. Students are reported to DESE via an annual NCLB Self-Monitoring Checklist (<http://dese.mo.gov/divimprove/fedprog/documents/MO5002336.pdf>).

4. Date of Evaluation (Year/Duration): February 2010

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
- NCLB Self-Monitoring Checklist

## 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
Dan Kelly	Principal, SSD
Bob Molitor	Area Coordinator, SSD
Richard Weinstein	Parent
Shalonda Haynes	Family Haven Community in Partnership Program
Jennifer Heggemann	Legal Services of Eastern Missouri

## 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 via the NCLB Self-Monitoring Checklist.

## 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 Special Education School 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: Biennial

\_\_\_\_\_ 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 \_\_\_\_\_



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## **APPENDIX B**

### **Home Language Survey**

**Special School District  
Student Home Language/ Migrant Survey**

Student's name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_

Person Completing Survey:

\_\_\_Mother\_\_\_ Father\_\_\_ Student\_\_\_ Guardian\_\_\_ Other (Specify) \_\_\_\_\_

*Circle the best answer to each question and provide additional information:*

1. Was English the first language learned by the student?                      No        Yes
2. Can the student speak a language other than English?                      No        Yes
3. Is any language other than English used at home?                      No        Yes
4. Which language does student use most often with friends?                      English    Other \_\_\_\_\_
5. Which language does student use most often with parents?                      English    Other \_\_\_\_\_
6. Which language does student use most often with other relatives? English    Other \_\_\_\_\_
7. Have you attended school in a country other than the U.S.?                      No        Yes  
    If yes, how long / what grades? \_\_\_\_\_
8. Have you attended another school in the U.S.?                      No        Yes  
    If yes, where and how long? \_\_\_\_\_
9. Have you attended another school in Missouri?                      No        Yes  
    If yes, where and how long? \_\_\_\_\_
10. In the last 3 years or currently, have student or parent(s) been employed in temporary, seasonal, or agricultural activities including *any* of the following:
  - Feeding or process poultry, beef, hogs                      No        Yes
  - Gathering eggs or working in hatcheries                      No        Yes
  - Working on a dairy farm or a catfish farm                      No        Yes

11. Please provide any other related information that would help the school (for example, referral to Gifted or Special Education Programs in prior schools):  
\_\_\_\_\_  
\_\_\_\_\_