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Description of the Program: (2011-2013)

The Migrant Education Program (MEP) is authorized by Part C of Title I of the Elementary and Secondary Education Act of 1965, as amended (ESEA). The MEP provides formula grants to State Educational Agencies (SEAs) to establish and improve education programs for migratory children. These grants assist States in improving educational opportunities for migratory children to help them succeed in the regular school program, meet the same State academic content and student academic achievement standards that all children are expected to meet, and graduate from high school. Recognizing that migrant children are among the most educational disadvantaged groups in our society, SSD 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.

Description of How the Program's Services are Developed and Delivered:

The program was developed in accordance with the Migrant Education Program and complies with all of the guidelines provided by state and federal legislation. Procedures are in place to provide services for migratory students, however, in almost all cases the migratory services are provided by the home district.

Key Program Stakeholder Groups

- Students
- Parents
- Staff
- Administrators
- Board of Education
- Taxpayers
- Other (Specify.)

Student and/or Stakeholder Needs Addressed by the Program

The Migratory program facilitates and meets the educational needs of students identified as migratory students.

Overall Goals of the Program

Expected Measurable Outcomes

<p>Goal 1: To identify migratory students who may be temporarily living within the district boundaries in order to guarantee that they have access to all programs ordinarily provided to all other resident students to meet their needs.</p>	<p>1.1 Report number of students identified as migratory. SSD will review enrollment questionnaires to ensure compliance with DESE and federal requirements. 1.2 The SSD migratory contact person will annually communicate with SSD Special Education and Career Tech building principals the importance of monitoring enrollment questionnaires.</p>
<p>Goal 2: To provide services for those students identified as migratory.</p>	<p>2.1 Evaluate 100% of the students identified as migratory using the Federal Programs monitoring checklist to determine whether the services provided are appropriate. 2.2 Monitor 100% of migratory students to ensure access to programs provided for all students, such as Title I, special education, gifted education, vocational education, English language learners (ELL), counseling programs etc.</p>

Evaluation Questions

- What is the status of the program's progress toward achieving the goals?
- What do students and other stakeholders consider to be the strengths and weaknesses of the program?
- What do staff consider to be the strengths and weaknesses of the program?
- How does the program's actual implementation compare with the program's design?
- How should priorities be changed to put more focus on achieving the goals?
- How should goals be changed? Any added or removed?

Data Collection Methods

- Surveys and questionnaires
- Interviews
- Document reviews
- Observations
- Focus groups
- Case studies
- Assessments
- Other (Specify)



Evaluation Results

What is the status of the program’s progress toward achieving the goals?

Goal 1: To identify migratory students who may be temporarily living within the district boundaries in order to guarantee that they have access to all programs ordinarily provided to all other resident students to meet their needs.

Measurable Objective 1:	1.1 Report number of students identified as migratory. SSD will review enrollment questionnaires to ensure compliance with state and federal requirements.
Results: Met. The questionnaires were reviewed and no students were found to be migratory.	

Measurable Objective 2:	1.2 The SSD migratory contact person will annually communicate with SSD Special Education and Career Tech building principals the importance of monitoring enrollment questionnaires.
Results: Met. Communication with principals is part of the annual process.	

Goal 2: To provide services for those students identified as migratory.

Measurable Objective 1:	2.1 Evaluate 100% of the students identified as migratory using the Federal Programs monitoring checklist to determine whether the services provided are appropriate.
Results: Not applicable. No students were identified as migratory.*	

Measurable Objective 2:	2.2 Monitor 100% of migratory students to ensure access to programs provided for all students, such as Title I, special education, gifted education, vocational education, English language learners (ELL), counseling programs etc.
Results: Not applicable. No students were identified as migratory. *	

What do key staff and stakeholders consider to be the strengths and opportunities for improvement /weaknesses of the program?

<p>Strengths</p> <ul style="list-style-type: none"> <i>Programs and systems are in place for migratory students.</i>

Opportunities/Weaknesses

- *None*

How well aligned are the program’s priorities and processes with the goals of the program?

The program’s priorities and processes are well aligned to the goals of the program.

Deployment Level of Program Services: Services are well deployed, with no significant gaps.

Should priorities be changed to put more focus on achieving the goals? Yes No

Should goals be changed, added or removed? Yes No

Evaluation Implications

General Recommendation Resulting from the Evaluation

Select from the following possible recommendations resulting from the evaluation:

- Continue the program as is. It is meeting or exceeding all expected outcomes.
- Expand the program, replicating effective components.
- Streamline, refine, or consolidate elements of the program.
- Redesign the program.
- Reevaluate the purpose and/or goals of the program.
- Discontinue ineffective or nonessential program components.
- Discontinue the program.
- Other (Specify.)

Action Plans

None

Cost and Funding Source The costs are included in the budget.

*In almost all cases, the screening process for migratory students will identify students in the partner districts prior to referral to SSD. Hence the partner districts provide migratory services.

Review of prior action plans.

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

The reminder letter was sent in early August. Principals are aware of their responsibilities as far as identification and provision of services are concerned.