

# Section F: Applying the Framework to Migrant Children in Need in the Service Delivery Plan

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## Developing the Service Delivery Plan (SDP): A Step-by-Step Approach

Step 10: Develop and compile information from planning team meetings for SDP sections on Priority for Services students, Identification & Recruitment, parent involvement, and student records exchange.

Section B.6 of the *Guidance* includes the following additional areas that should be included in the Service Delivery Plan (SDP): Priority for Services (PFS), parent involvement, Identification and Recruitment (ID&R), and student records.

### F.1 PFS Students

As noted in Section C, Federal law requires that the Migrant Education Program (MEP) must provide services first to migrant students who have been identified as PFS students. As a result of their high mobility and risk for academic failure, PFS students should be targeted for remediation and acceleration efforts, as well as other supports to enable them to access and participate in educational opportunities.

While you should include PFS students throughout the Service Delivery Plan (SDP), having a section of the SDP specifically on PFS students provides an opportunity to clearly define how your MEP identifies, tracks, and ensures services for PFS students.

#### F.1.1 Establishing State Criteria for PFS Students

Establishing state criteria for identifying PFS students will result in all local programs using the same criteria to distinguish these students and address their special needs accordingly. Most states expand on the definition in the Elementary and Secondary Education Act (ESEA) to develop further criteria for classifying which students are prioritized for services. These additional criteria should be detailed in the section of your SDP addressing PFS students.

Table F.1 provides a list of criteria for PFS students compiled from existing state SDPs.

**Table F.1 Examples of Criteria for Priority for Services Eligibility**

<p><b>At-risk of failing</b></p> <ul style="list-style-type: none"> <li>• Below proficiency in reading/language arts or math on state assessments and/or local assessments</li> <li>• Poor teacher evaluations of student performance (perhaps when state assessment data is not available)</li> <li>• Considerable risks identified in recruiter/home visitor observations</li> <li>• Behind in credit accrual for graduation</li> <li>• Below grade level for age</li> <li>• At-risk cutoff for English language proficiency as determined by state proficiency assessment</li> <li>• Out of School Youth (under 22; not graduated; not attending school; dropped out or here-to-work)</li> <li>• For children below state assessment age, other assessments, such as tests of pre-literacy skills</li> <li>• Unweighted GPA below 2.0</li> <li>• Failing grades in core academic subjects</li> <li>• Identified for special educational services</li> <li>• Reading deficient based on reading assessment</li> <li>• Identified as not tested or not scored on the state assessment</li> </ul>
<p><b>Mobility</b></p> <ul style="list-style-type: none"> <li>• Moved recently (within 2–3 years) <b>and</b> scored below proficient in math, English/language arts, and English language proficiency</li> <li>• Excessive absence defined as 10 days or more, due to migratory lifestyle</li> </ul>

Below are two examples of states’ criteria for determining which students should be classified as PFS.

Virginia’s At-Risk Indicators<sup>1</sup>:

Students who

- Scored below the proficient level on the Virginia Standards of Learning Assessments
- Scored below established cut-off on the English language assessment (Assessing Comprehension and Communication in English State by State [ACCESS] for English Language Learners [ELLs])
- Scored below the proficiency level on local academic assessments
- Are classified as Limited English Proficient
- Are at-risk of failing to meet state graduation requirements

<sup>1</sup> 2009 Virginia Migrant Education Program Service Delivery Plan

- Were retained
- Are over age for grade level
- Were recommended by a classroom teacher based on poor classroom performance

Illinois’s Failing or At-Risk Indicators<sup>2</sup>:

Students who

- Failed to meet state standards on state reading and/or math assessments (including students who were enrolled during the test window but were absent, exempt, not tested, or not scored)
- Have limited English proficiency
- Are over age for grade (i.e., student is older than the typical student in that grade)
- Were retained in grade
- Failed one or more core high school courses
- Are out-of-school youth
- Are in special education

### **F.1.2 Communicating Policies and Ensuring Services for PFS Students**

By thoroughly establishing guidelines and accountability for how your state education agency (SEA) implements requirements for serving PFS students, you can alleviate any confusion by local operating agencies (LOAs) as they implement services for migrant students. Having a well-defined PFS policy in your SDP helps to document program efforts and ensures compliance with the law.

As you develop the state PFS policy, consider possible school and school district staff to help in identifying students at risk, such as the district data officer, school principals, and/or guidance counselors. Following are strategies MEPs have utilized to help LOAs identify and serve, and be held accountable for serving, PFS students:

- Create a filter in the state student data system or migrant student database that “flags” students as they meet the criteria for eligibility; provide information on these students to local projects. This strategy will also enable the MEP to follow up to see if PFS students are targeted for services in LOAs.
- Provide written guidance on identifying and serving PFS students. See *Appendix F.1* for an example of this type of guidance included in the Texas SDP.
- Require that local project applications include strategies and Measurable Program Outcome (MPOs) for serving PFS students. As an example of this type of requirement, the Florida 2008 SDP states:

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<sup>2</sup> 2008 Illinois Migrant Education Program Service Delivery Plan

The request for applications for funding requires districts to describe a PFS Action Plan that identifies which migratory children must receive services prior to migrant funds being used for other migrant children. The plan requires districts to detail how MEP funds will be used to address the unique educational needs of children who meet the PFS definition and to document the services that these children receive. The state MEP will evaluate this measure – the percentage of PFS students receiving services matched with their needs – from individual student needs assessment results and student service provision/activity participation data provided by the districts.

- Tie local MEP funding to the number of PFS students identified.
- Include an indicator in the LOA monitoring protocol on specific ways that the MEP identifies and serves PFS students. Some states review state assessment scores that are disaggregated by PFS students to ensure that PFS students are meeting MEP performance targets.
- Develop a tool to help local sites identify PFS students. *Appendix F.2 – Student Selection and PFS Form* is an example of a tool developed by the Kansas MEP. This form is used by the MEP to serve as documentation for auditing purposes and for assisting the MEP in determining the migrant students with the greatest needs who should receive services first.

### **F.1.3 Issues to Address for PFS Students in the SDP**

The section of the SDP that addresses PFS students should address the following questions:

- What are the criteria by which to identify PFS students?
- What guidance will the MEP provide to local projects to clarify the policies and procedures for identifying and targeting services for PFS students? You may want to suggest:
  - Disaggregating data on PFS migrant students
  - Implementing policies and procedures to assess needs of PFS students when they enroll in school and quickly link them to instructional and non-instructional services
  - Providing additional monitoring of the progress of PFS students through frequent assessment, ongoing identification of needs, and modifications of services as needed
  - Documenting services provided to PFS students
  - Working with parents of PFS students to help them support their children’s academic needs, minimize disruption due to their mobility, and facilitate regular attendance
- What MPOs and evaluation questions in the SDP will relate specifically to PFS students?
- What indicators relating specifically to PFS migrant students will be included in the local monitoring protocol?

#### **F.1.4 Summary of Key Concepts**

- The law states that the MEP must give priority to those migrant students who are most at risk of failure and whose education has been disrupted during the school year.
- By including a separate section on PFS students in your SDP, you will be able to clearly define how your MEP identifies PFS students and provide guidance to local projects in identifying their needs, targeting services, and assessing progress.
- Some states have set up a data system that allows them to identify those students with the greatest need. These systems can then be used by the MEP to track PFS students and document their progress.
- Many states include requirements for serving PFS students in the project application and include an indicator in the MEP local monitoring protocol to ensure that LOAs identify and serve PFS students.

#### **F.1.5 Reflection and Application**

1. How well do LOAs understand the PFS criteria, and is any additional professional development needed to guide staff members?
2. What guidance can the MEP provide to enable LOAs to identify PFS students, document services, and monitor progress?
3. How will local projects be held accountable for targeting services for PFS students?

### **F.2 Identification and Recruitment (ID&R)**

The *Guidance* (Chapter III) states that the state education agency (SEA) is responsible for the identification and recruitment (ID&R) of all eligible migrant children and for documenting the basis of a child's eligibility. A detailed ID&R plan outlines responsibilities and includes a quality assurance process to ensure that the process is conducted consistently across the state with a high level of accountability.

#### **F.2.1 State and Local Responsibilities for ID&R**

SEAs and LOAs are responsible for ensuring the accuracy of the information used to determine eligibility and for issuing a Certificate of Eligibility (COE). The SDP should include a description of state MEP and LOA processes for training recruiters and identifying migrant students, as well as implementing a quality assurance plan to ensure accuracy.

The *Guidance* states that the SEA is responsible for:

- Creating a process for mapping where migrant families are likely to live and work within the state (e.g., seeking information from community sources such as social service agencies or faith-based institutions)

- Developing procedures to effectively identify and recruit all eligible migrant children in the state
- Training, guiding, and deploying recruiters
- Providing quality assurance procedures to ensure accuracy and written eligibility documentation
- Revising procedures as needed

Recruiters are responsible for:

- Obtaining information provided by parents, guardians, and others regarding the child's eligibility for the MEP (e.g., asking about older youth in the family)
- Making determinations of eligibility
- Accurately and clearly recording information that establishes that a child is eligible for the MEP on a COE

Additional recruiter responsibilities may include:

- Act as a liaison between migrant families, schools, and service agencies (e.g., providing information regarding English as a Second Language or GED classes).
- Interview migrant families and make eligibility determinations.
- Clarify information from parents, guardians, and self-eligible youth with additional sources when necessary.
- Participate in quality assurance efforts.
- Maintain accurate and thorough records.
- Ensure only children eligible for migrant services are served through funds under this part.

Strategies for ensuring that the recruiters are continually informed about the requirements include:

- Offering training on the ID&R process at conferences where migrant staff are likely to attend.
- Developing an ID&R manual specific to your state process and providing other materials to prepare migrant staff responsible for ID&R.
- Providing information to MEP staff on training opportunities available through the Office of Migrant Education (OME). OME has created an extensive online self-paced training that includes 27 modules divided into three levels—basic, intermediate, and advanced—designed to meet the varying experiences and skills of migrant recruiters. The ID&R Curriculum can be found at [http://results.ed.gov/National\\_IDR\\_Curriculum](http://results.ed.gov/National_IDR_Curriculum).

## F.2.2 Development of a Quality Assurance Process

MEPs must ensure the quality and accuracy of ID&R efforts, as well as of the completion of COEs. The *Guidance* offers specific instructions for the components to be included in the quality control system. Below are the components and questions for consideration as you begin to develop your state ID&R quality assurance process. Following are key questions to consider for the quality assurance process:

1. ***Training for recruiters on various aspects of the job***
  - Who will conduct the training?
  - What existing resources will be utilized in the training?
  - Is the training of sufficient quality and length of time for strong understanding of material?
  - How will the MEP know that training was effective?
  
2. ***A designated reviewer for each COE to verify that, based on the recorded data, the child is eligible for MEP services***
  - Who will verify COEs once they have been entered into the system?
  - Does the state have a review process in place to ensure all steps of the ID&R process are adhered to?
  
3. ***A formal process for resolving eligibility questions raised by recruiters and their supervisors and for transmitting responsibilities to all LOAs in written form***
  - Is the process for resolving eligibility questions clearly articulated?
  - Does the staff have an understanding of the appropriate people to clarify questions pertaining to child eligibility?
  
4. ***A process for SEA to validate that eligibility determinations were properly made***
  - What documentation is needed to confirm eligibility?
  - What is the review process within the LOA/SEA to ensure that all eligibility determinations, particularly ones that are confusing or complex, are given due consideration by more than one MEP staff member?
  
5. ***Apart from Steps 2 and 4, a plan for qualified SEA staff to monitor, at least annually, the ID&R practices of individual recruiters***
  - By what process will a sample of COEs be selected for review annually?
  - What criteria will be utilized to determine accuracy, sufficient documentation, and entry into the data system?

- What qualifications should a reviewer have?
  - How will LOAs locate families for re-interview? If they have moved or cannot be located, how will these efforts be documented?
6. ***Documentation that supports the SEA’s implementation of this quality control system and a record of actions taken to improve the system where periodic reviews and evaluations indicate a need to do so***
- What documentation will the MEP maintain to show activities related to the implementation of its quality control system for eligibility determinations?
  - What criteria will determine when action must be taken to improve the quality control system?
7. ***A process for implementing corrective action in response to internal audit findings and recommendations***
- What process will be developed to implement corrective actions in the SEA or in LOAs that have a significant number of inaccurate eligibility determinations?
  - Within what time frame should SEA/LOAs demonstrate improvement?
  - How will “improvement” be defined?

(To view an example of an ID&R quality assurance process, visit the [Kansas MEP website](#).)

### **F.2.3 Summary of Key Concepts**

- The ID&R plan should clearly articulate roles and responsibilities.
- A thorough, well-designed process for ensuring the quality of COEs, input into data systems, and how errors are addressed will increase accuracy and accountability.

### **F.2.4 Reflection and Application**

1. How do I ensure recruiters and other MEP staff are knowledgeable about the ID&R process?
2. What changes or improvements are needed to the current quality assurance process?

### **F.3 Parent Involvement**

According to the *Guidance* the MEP must:

1. Develop its comprehensive state plan (the Comprehensive Needs Assessment and the SDP) in consultation with parents

2. Consult with parent advisory councils (PACs) regarding programs that are one school year in duration (If the program is less than one school year in duration, the SEA must consult with migrant parents.)
3. Plan and operate the MEP in a manner that provides for the same parental involvement as is required in Title I, Part A [ESEA, Section 1118].

We suggest that a section in the SDP on parent involvement address the following:

- State Migrant Parent Advisory Councils
- Local Migrant Parent Advisory Councils
- Parent involvement at the local education agency (LEA) and school levels
- Providing information on national and state resources for supporting migrant parents

### **F.3.1 State Migrant Parent Advisory Councils**

According to the Elementary and Secondary Education Act (ESEA) [Sec. 1304(c)(3)], Parent Advisory Councils (PACs) are required where state or local programs lasting for one school year in duration and should be utilized to offer consultation on the planning and operation of programs at both the state and local levels.

The State Migrant Parent Advisory Council (SMPAC) can serve in an advisory capacity to the MEP; SMPAC members can serve on the Comprehensive Needs Assessment and the SDP planning teams. The SMPAC can also provide support to local PACs and to migrant parents.

We suggest including the following information related to the SMPAC in the SDP:

- Purpose and responsibilities of the SMPAC, including mission statement or by-laws if they exist
- Number of representatives and role groups represented, and specifically, the number of migrant parents on the council
- Number of meetings held per year, including how locations are selected and how members are supported in their attendance
- Activities that support the work of the SMPAC, such as a state conference for the state and local PACs

In general, the Elementary and Secondary Education Act, Section 1118 requires

- A written parental involvement policy;
- Policy involvement of parents in an organized, ongoing, and timely way in the implementation of the MEP;
- Development of a school-parent compact in order to share the responsibility for high student academic achievement;
- Capacity building of parents and school staff for strong parental involvement and;
- Effective access to parental involvement activities.

### **F.3.2 Local Parent Advisory Councils**

Local Parent Advisory Councils can operate in an advisory capacity to the local migrant program and the state MEP. They can also link migrant parents to support and resources to enable their children to be successful in school.

The MEP at the state level sets the expectation for the local projects to establish PACs. We suggest including the following in the SDP to ensure that local PACs are established and are guided in effective operations:

- Information, training, and technical assistance provided to local projects in establishing PACs (See Kansas' Local Migrant Education Program Parent Advisory Council Guidelines in Appendix F.3.)
- Ways that local project applications will include information on the establishment, membership, and operation of the PAC
- Ways the local PAC will be included in the local monitoring and project evaluation process
- Strategies for ensuring that local PACs will inform the SMPAC and MEP program planning

### **F.3.3 Supporting Migrant Parents in the Education of Their Children**

Migrant parents may face a number of barriers to effective participation in their children's education, including limited English proficiency, lack of transportation, and lack of confidence engaging with teachers or administrators. In addition, the demanding work schedules of migrant parents and peak harvesting seasons may interfere with participation in school activities and parent-teacher meetings. Migrant parents may also be unfamiliar with school policies and procedures, especially for course requirements for graduation.

Supporting migrant parents in helping their children succeed in school entails a number of activities, including the following:

- Overcoming logistical barriers to involvement, such as lack of transportation, language, work schedules
- Improving parenting skills, when needed, in areas such as ensuring children attend school nourished and well rested, and reinforcing the importance of school enrollment and regular attendance
- Building parents' skills in literacy and assisting their children with homework, and implementing family literacy programs
- Assisting parents in communicating with their children's teachers and advocating for their children
- Linking parents with community resources, when needed, for health, housing, food, and social services

Because local migrant programs and Title I, Part A are required to conduct similar activities for parent involvement, coordination between programs will ensure efficient use of resources.

Following are some suggestions for strategies to include in the SDP for ways to reinforce the involvement of migrant parents in their children's education:

- Provide information, training, and technical assistance to local migrant projects, as well as other programs (school improvement, Title IA, Title III) for involving migrant parents in their children's education (See Appendix F.4 for an example of how one state MEP has used the six types of involvement to align efforts at both the state and local levels.)
- Conduct a statewide migrant parent conference
- Require a parent involvement plan as part of the local project application
- Include a local monitoring indicator for parent involvement

#### **F.3.4 Providing National and State Resources to PACs and Local Programs to Support Migrant Parents in the Education of Their Children**

Many national resources exist to enable parents to help their children be successful in school, such as Parent Information Resource Centers and the National Center for Family Literacy, and each state has its own organizations and programs that can support parents. We suggest that you research these various resources and include strategies in the SDP for ensuring that migrant parents, PACs, recruiters, local program administrators, and community service providers have access to this information.

#### **F.3.5 Summary of Key Concepts**

- The MEP and local programs are required to develop a PAC where state or local programs last for one school year in duration.
- Migrant parents face many barriers to participating in their children's education.
- Migrant programs must provide for the same parental involvement as is required in Title I, Part A.
- Many national and state resources exist to support migrant parents in participating in their children's education.

#### **F.3.6 Reflection and Application**

1. How can the role of the state and local PACs be maximized to inform the MEP?
2. What are the major barriers to the involvement of migrant parents in their children's education?
3. What training or professional development is needed to ensure that parents have a meaningful role in their children's education?
4. In what ways can the MEP and Title I, Part A coordinate parent involvement activities?

5. Of what national and state resources am I aware that would assist local programs in helping migrant parents participate in their children’s education and would assist migrant parents directly in helping and advocating for their children?

#### **F.4 Exchange of Student Records**

Migrant children experience frequent moves, often with short notice to schools. As a result, enrolling schools often have limited information on student performance and credit accrual. The timely exchange of student records helps to reduce the effects of educational disruption on students’ academic achievement.

When states, districts, and schools can share information about a specific child, critical decisions can be made concerning enrollment, grade placement, credit accrual, and academic performance. Further, information related to chronic health conditions can be communicated between programs to ensure students are connected with social services that support their active participation in educational opportunities.

Including a section in the SDP for the timely transference of student records will ensure that LEAs and schools understand state policies and procedures to minimize delays in enrolling and serving migrant students, and making their records available to other school districts in which their students may enroll.

##### **F.4.1 What is Required by Law**

Title I, Part C requires SEAs to promote interstate and intrastate coordination by providing for educational continuity through the timely transfer of pertinent school records (including health) when children move from one school to another, whether or not the move occurs during the regular school year. SEAs must request records of eligible migrant children who arrive in their state and transmit (typically electronically) records of students moving to other states.

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. One of the provisions of the law allows schools to establish a policy of disclosing school records without parental consent to other schools to which a student is transferring. This provision further supports the timely transfer of school records.

It is important to note under FERPA, SEAs and LEAs are responsible for ensuring the privacy of student records while they are within the state’s or district’s recording system. Once records are transferred to the national exchange system (Migrant Student Information Exchange [MSIX]; see Section F.4.2), then the release and disclosure of those records is governed by the Privacy Act of 1974. For more information on FERPA and MSIX, see the [U.S. Department of Education 2008 memo](#).

## F.4.2 Migrant Student Information Exchange (MSIX)

The U.S. Department of Education developed the Migrant Student Information Exchange (MSIX) to ensure the appropriate enrollment, placement, and accrual of credits for migrant children. This technology allows states to share educational and health information on migrant children who travel from state to state and, as a result, have student records in multiple states' student information systems. MSIX works in concert with the existing migrant student information systems that states currently use to manage their migrant data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migrant children nationwide.

The [MSIX website](#) provides resources and documents to explain the MSIX initiative and how it consolidates information from state systems. Users will find online training courses, a webinar series overviewing use of the system, and a link to frequently asked questions.

In addition to reviewing the MSIX website, states may also refer to the [Records Exchange Advice, Communication, and Technical Support \(REACTS\) website](#). This website includes information and resources that are designed to assist states and local operating agencies in implementing the interstate exchange of migrant children's records through the MSIX.

## F.4.3 Suggestions for the SDP

We recommend that a section on migrant student record exchange should include the following components:

- Policies and procedures for sending and receiving records for migrant students through interstate and intrastate transfer (See *Appendix F.5* for an example of records transfer policies from the North Carolina SDP.)
- Strategies for providing training and ongoing information provision to LEAs and schools on MSIX
- Plans for cross-state collaboration for those states from which your state receives migrant students or those states to which your state sends migrant students each year to ensure timely transfer of records
- Policies and procedures to ensure that migrant students' records are not duplicated in state student information systems

For assistance with developing the section of the SDP addressing student records exchange, see *Appendix F.6*, which links to a template on the REACTS website for a strategic plan to build a state's capacity to utilize the MSIX system.

#### F.4.4 Summary of Key Concepts

- The timely exchange of student records helps to reduce the effects of educational disruption on students’ academic achievement.
- SEAs must promote interstate and intrastate coordination by transferring student records in a timely manner.
- MSIX is a Federal resource for the electronic transfer of records for migrant students.

#### F.4.5 Reflection and Application

1. What is the level of familiarity with MSIX in the SEA and in LOAs?
2. What policies and procedures currently exist in my state regarding the transfer of student records?
3. What agreements exist regarding the transfer of student records with states from which we receive migrant student and to which we send migrant students each year to ensure timely transfer of records?

#### F.5 Recommendations for SDP Planning Team Meeting #3

MEETING #3	
PURPOSE	OUTCOMES
<ul style="list-style-type: none"> <li>• Develop strategies and plans for suggested sections on:               <ul style="list-style-type: none"> <li>○ Addressing the needs of priority for service (PFS) students</li> <li>○ Identification &amp; Recruitment (ID&amp;R)</li> <li>○ Parent involvement</li> <li>○ Exchange of student records</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Plans for suggested sections on:               <ul style="list-style-type: none"> <li>○ Addressing the needs of priority for service students</li> <li>○ Identification &amp; Recruitment</li> <li>○ Parent involvement</li> <li>○ Exchange of student records</li> </ul> </li> </ul>
<p><b>Suggestions:</b></p> <ul style="list-style-type: none"> <li>• Establish work groups for each of the SDP sections to be developed: PFS students, ID&amp;R, parent involvement, and exchange of student records; include both planning team members and individuals with expertise external to the planning process</li> <li>• Orient the group to the purpose of the meeting, and then convene each work group separately in breakout sessions</li> <li>• Provide a template to frame the conversation and specify outcomes for each work group (the template can serve as the basis for a whole group report out)</li> <li>• Reconvene the whole group at the end of the day for a report out from each work group and further input from the whole group</li> </ul>	
<p><b>Follow up:</b></p> <ul style="list-style-type: none"> <li>• Utilize notes from the work groups as the basis for developing the sections of the SDP on each of these topics</li> </ul>	

Considerations for small states Following are strategies to consider if you are unable to convene a full planning team meeting:

- Convene individual work groups by conference call or virtual electronic meetings
- Identify key stakeholders and experts with whom to consult individually as you are developing these sections of the SDP
- Gather input from stakeholders at conferences or meetings scheduled for their particular role group, such as PAC meetings or a state conference for recruiters

## **F.6 Resources and Tools in Appendix F**

- Appendix F.1 Priority for Services (PFS) Procedures in 2011 Service Delivery Plan, Texas Office of Migrant Education
- Appendix F.2 Kansas Migrant Education Program (MEP) Student Selection and Priority for Services Form in the 2011 Kansas Migrant Education Program Service Delivery Plan
- Appendix F.3 Kansas Local Migrant Education Program Parent Advisory Council (MPAC) Guidelines from the 2011 Kansas Migrant Education Program Service Delivery Plan
- Appendix F.4 Parent Involvement Strategies in the 2008 Florida Migrant Education Program Service Delivery Plan
- Appendix F.5 North Carolina Transfer of Migrant Student Records Procedures and Guidance from the 2006-2009 North Carolina Migrant Education Program Comprehensive Service Delivery State Plan
- Appendix F.6 REACTS State Records Exchange Strategic Plan Template

## II. PRIORITY FOR SERVICES (PFS) PROCEDURES IN TEXAS

In accordance with Section 1304(d) of the NCLB Act of 2001, the Texas MEP has a system in place for ensuring that migrant children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, *and* whose education has been interrupted during the regular school year are given priority in receiving program services.

To implement this provision effectively, the Texas MEP has developed a Priority for Services report through the migrant student database, New Generation System (NGS). Based on the LEA's timely input of migrant student demographic and educational data, this report provides a list of those students who **MUST** receive services first before migrant funds may be allocated to other migrant students. Reports must be run at each MEP project district on a monthly basis, and as new migrant student data is encoded into NGS, in order to ensure that all students who fall into the "Priority for Services" category are being targeted for MEP services.

### Criteria for Priority for Services

Migrant children who meet the following criteria are flagged by the NGS as PFS:

- Children who have had their education interrupted during the previous or current regular school year;

#### AND

- Children who are in grades 3-12, classified as Ungraded (UG) or as Out of School (OS) and have failed one or more sections of the Texas Assessment of Knowledge and Skills (TAKS) or were designated as Absent, Exempt, Not Tested or Not Scored for the TAKS;
- Are in grades K-2 and have been designated as LEP in the Student Designation section of the NGS Supplemental Program Component, or have been retained, or are overage for their current grade level.

The Priority for Services (PFS) Report contains enrollments from the current regular school year and education data from the current and previous regular school years.

### **THE PRIORITY FOR SERVICES (PFS) PLAN**

As outlined in the NCLB Consolidated Application for Federal Funding, each MEP-funded district is required to establish a Priority for Services (PFS) Action Plan. The PFS Action Plan **must** include the following:

1. When, in the school year calendar, the Title I Migrant Coordinator will provide campus principals, appropriate campus staff and parents the Priority for Services criteria and updated NGS 'Priority for Services' reports;
2. When, in the school year calendar, the Title I Migrant Coordinator, MEP staff and migrant school staff will make home and/or community visits to update parents on the academic progress of their children;
3. A narrative section that explains how the Title I Migrant Coordinator will use NGS 'Priority for Services' reports to give priority placements to these students in Migrant Education Program activities;

4. A narrative section that explains how the Title I Migrant Coordinator will ensure that 'Priority for Services' students receive priority access to instructional services, as well as social workers and community social services/agencies; and
5. A narrative section that describes, in detail, Federal, State and local programs that serve 'Priority for Services' students.

Appendix F.2 Kansas Migrant Education Program (MEP) Student Selection and Priority for Services Form in the 2011 Kansas Migrant Education Program Service Delivery Plan

**2007 - 2008**  
**Kansas Migrant Education Program (MEP)**  
**Student Selection and Priority for Services Form**  
**(Using Data from 2006 – 2007 Regular School Year)**

The Student Selection and Priority for Services Form is intended to assist the MEP in determining which migrant students meet the Priority for Services criteria and should receive migrant services first. It also serves as a collection form for the Kansas Migrant Student Network Database since at-risk information should be entered into the system whether or not a student is identified as a Priority for Services student.

Student's Name \_\_\_\_\_ Today's Date \_\_\_\_\_

Kansas Migrant Student Network (Database) ID# \_\_\_\_\_ Most current QAD \_\_\_\_\_

District Student ID \_\_\_\_\_

Student State Identification # \_\_\_\_\_ School \_\_\_\_\_

\*Priority for Services student \_\_\_\_\_ Yes \_\_\_\_\_ No School Yr \_\_\_\_\_

Receiving MEP services \_\_\_\_\_ Yes \_\_\_\_\_ No Current Grade Enrolled \_\_\_\_\_

\*Any migrant student who has the appropriate number of boxes checked in both Table A and B is a Priority for Services student.

**Table A. Interruption during the Regular School Year**

Check the one that is most recent:	Interruptions Related to Migrant Issues—During Regular School Year	School Year in Which Interruption Occurred
	1. QAD of 9/1/06 (or start of regular school year) until <b>end of regular school year in 2007.</b>	
	2. Moved from one district to another <b>due to migrant lifestyle</b>	
	3. Absent for two or more weeks and then returns <b>due to migrant lifestyle</b>	
	4. Officially withdrawn and gone for at least two weeks and then re-enrolled <b>due to migrant lifestyle</b>	

# 1 - 4  
1 item  
MUST  
have a  
check

**\*\*Table B. At Risk of Failing to Meet State Standards Criteria**

Check all that apply	Criteria (Reference boxes to the left)	Year in Which Criteria Occurred
	5. Scored unsatisfactory or basic on Kansas Reading Assessment	
	6. Scored unsatisfactory or basic on Kansas Mathematics Assessment	
	7. Scored unsatisfactory or basic on Kansas Writing Assessment	
	8. Scored unsatisfactory or basic on Kansas Science Assessment	
	9. Scored unsatisfactory or basic on Kansas Social Studies Assessment	
	10. Scored below proficient on State assessments from other States	
	11. Scored below 50%tile on norm-referenced test (reading and/or mathematics)	
	12. <i>Is below grade level on any K-3 reading diagnostic assessment</i>	
	13. <i>Classified as non-English or limited English proficient on LAS, IPT, LPTS or Kansas English Proficiency Assessment (KELPA)</i>	
	14. <i>Is behind in accruing credits toward graduation requirements</i>	
	15. <i>Placed in a class that is not age appropriate</i>	
	16. <i>Has grades indicating below average performance in mathematics and/or language arts at the elementary level</i>	

# 5-11  
ONLY  
1  
CHECK  
  
N  
E  
E  
D  
E  
D

OR

# 12 -18  
NEEDS  
At least  
2  
CHECK  
marks if  
none in  
#5-11

	<i>17. Has grades indicating below average performance in mathematics, language arts, sciences or social studies at the middle or high school levels</i>	
	<i>18. Repeated a grade level or course</i>	

**\*\*To be identified as a Priority for Services migrant student, there must be an interruption of services during the regular school year and the student must meet one or more of the at-risk criteria. State assessment data must be considered first. If there are results for a migrant student, they must be used. If State assessment data is not available, at least two of the at-risk criteria (#12 – 18) must be met to be considered as priority for services. If a student is proficient on the State assessments, the student is NOT considered a priority for services student even though he or she may meet the other at risk criteria.**

The following table on Types of Services Received by the Student is **optional**. By completing it, however, the MEP will have appropriate documentation to show that the Priority for Services student is receiving migrant services.

-----

**Student name** \_\_\_\_\_ **School** \_\_\_\_\_ **Date** \_\_\_\_\_

**Table C. Description of Services Received by Student (optional)**

<b>Description of Services Received</b>	<b>School Year</b>	<b>Comment</b>

Appendix F.3 Kansas Local Migrant Education Program Parent Advisory Council (MPAC)  
Guidelines from the 2011 Kansas Migrant Education Program Service Delivery Plan

**A Local MPAC:**

- should be comprised of a representative sample of parents or guardians of eligible migrant children and individuals who represent the interests of such parents
- should meet once per month during the regular school year
- should provide parents the meeting location, time, and agenda well in advance
- should schedule meetings that are convenient for parents and accommodate their work schedules
- should provide meeting agendas, minutes, and other materials in a language and format that parents understand
- should establish meeting rules that support open discussion
- may use MEP funds to provide transportation, childcare, or other reasonable and necessary costs to facilitate attendance

The local MEP will retain copies of attendance records, meeting agendas, minutes, and any other relevant materials for auditing purposes by the Kansas Migrant Education Program.

Appendix F.4 Parent Involvement Strategies in the 2008 Florida Migrant Education Program Service Delivery Plan

Objective	Strategies	
	SEA	Locals
Parenting: Assist families in setting home conditions that support children as students at each age and grade level.	<ul style="list-style-type: none"> <li>Disseminate information on best practices in family outreach.</li> <li>Share information on adult education and English as a</li> <li>Second Language classes available statewide.</li> </ul>	<ul style="list-style-type: none"> <li>Support home visits by advocates to provide information on parent involvement, nutrition, health, and other services.</li> <li>Share information about developmental stages.</li> </ul>
Communicating: Develop two-way communication between families and the MEP and between families and schools.	Compile resources and best practices related to creating migrant-family friendly schools.	<ul style="list-style-type: none"> <li>Provide professional development for school staff on understanding the migratory lifestyle, cultural heritage, and home environment.</li> <li>Assist schools in delivering important home information in appropriate languages.</li> <li>Provide information and materials to migrant families of secondary students related to graduation requirements and post-secondary opportunities.</li> </ul>
Volunteering: Improve recruitment and training to involve families as volunteers in programs to support students.	Provide training and technical assistance to local MEPs on establishing and/or strengthening parent volunteer programs for academic support to migrant students.	<ul style="list-style-type: none"> <li>Disseminate information on volunteering in schools and MEP activities.</li> <li>Establish rewards to recognize the contributions of individuals and community organizations (e.g., ceremonies, awards, etc.).</li> </ul>
Learning at Home: Involve migrant families in their children's learning at home.	Support local MEPs in researching, developing, and implementing home learning activities that support migrant student academic success.	<ul style="list-style-type: none"> <li>Offer family literacy opportunities, focused on mathematics and reading.</li> <li>Instruct families on the use of hands-on activities for content area learning, e.g., math manipulatives.</li> <li>Provide information to families of preschoolers on building school readiness skills.</li> </ul>
Decision-making: Include	<ul style="list-style-type: none"> <li>Coordinate statewide Migrant</li> </ul>	<ul style="list-style-type: none"> <li>Coordinate local Migrant</li> </ul>

**F-4-1**

*Service Delivery Plan Toolkit: Applying the Framework to Migrant Children in Need in the Service Delivery Plan*

Appendix F.4 Parent Involvement Strategies in Florida Service Delivery Plan

Source: 2008 Florida Migrant Education Program Service Delivery Plan

Appendix F.4 Parent Involvement Strategies in the 2008 Florida Migrant Education Program Service Delivery Plan

Objective	Strategies	
	SEA	Locals
migrant families as participants in MEP decisions and advocacy.	<p>Parent Advisory Council meetings.</p> <ul style="list-style-type: none"> <li>• Conduct parent outreach in a format and language understandable to parents.</li> <li>• Consult with migrant parents on service delivery plans.</li> <li>• Include migrant parents on ad hoc committees, e.g., needs assessment committee.</li> </ul>	<p>Parent Advisory Council meetings.</p> <ul style="list-style-type: none"> <li>• Conduct parent outreach in a format and language understandable to parents.</li> </ul>
Collaborating with Community: Utilize community resources to strengthen MEPs, schools, families, and student learning.	Provide training and technical assistance on establishing effective collaboration between schools, MEPs, community organizations, and businesses.	Coordinate with Head Start and other community-based agencies to allow access to education and support services for migrant children and families.

## Appendix F.5 North Carolina Transfer of Migrant Student Records Procedures and Guidance from the 2006-2009 North Carolina Migrant Education Program Comprehensive Service Delivery State Plan

Section 1304(b)(3) of the statute requires SEAs to promote interstate and intrastate coordination by providing for educational continuity through the timely transfer of pertinent school records (including health information) when children move from one school to another, whether or not the move occurs during the regular school year.

To comply with this requirement, North Carolina Migrant Education Program (NCMEP) has developed a procedure to promote and ensure the correct and timely transfer of migrant student records (including health information). This is done to coordinate services when a student moves on an intrastate or interstate basis. In North Carolina, schools and school districts are responsible for transferring school records. NCMEP does not have the authority to request school records. However, in an effort to ensure this action is being done, each LEA MEP will contact the school Student Information Management System (SIMS) or North Carolina Window of Information on Student Education (NC WISE) operator to follow up on the request of records. Each LEA MEP is required to implement the following procedure in its district beginning with the 2007-2008 school year:

1. When a student comes to a NC LEA from another state, or NC LEA, the LEA MEP will contact the school SIMS or NC WISE operator to confirm if the student's record was received or when it was requested. If the record has not been requested, the recruiter will inform its MEP director. The director will then contact the school principal to follow up on the transfer of record. Each LEA MEP will develop a process for the SIMS or NC WISE operator to inform the LEA MEP when records have been received. If the student is coming from another state, the LEA MEP will also contact the prior state MEP to request the migrant student's record to get health information and the services provided to the student. Additionally, within two weeks, the LEA MEP will follow up on the request for record.

In addition to the above mentioned, every time a student moves to a NC LEA, the new LEA MEP must verify in its local, state and national database if the student already has a record in MIS2000 before creating a new student record. If the record is found, it will be downloaded to the local database following the steps outlined on the attached sheet. If the student's record was not found in MIS2000, the new LEA must contact the prior school district MEP to request as soon as possible copy of the student's migrant record, including migrant history, services provided, health information, etc.

2. When a student leaves for another state, if the MEP knows that the student is leaving, it will give to the student's family a folder with the student's information, such as student's name, LEA, school, school contact information, last grade attended, MEP local and state contact information, etc. Upon immediate request, the LEA MEP will fax or mail the student's COE, health information and services provided to the next local or state MEP.

Through a **report submitted to the SEA annually in August** and during monitoring and site visits, NCMEP will periodically follow-up and monitor to ensure that local staff request and transfer migrant student records in a timely manner. The report submitted by the LEA will inform the number of records requested, received and sent from and to other school districts in state and out of state. The form is attached. The LEA MEP will keep documentation for 7 years regarding student records transfer. This will be part of document for reviewing during monitoring visit.

These procedures become effective the beginning of the 2007-2008 school year and the first evaluation report is due in August 2008.



**U.S. Department of Education  
Contracts and Purchasing Operation, Group A  
400 Maryland Avenue, SW  
Washington, DC 20202**

# **Records Exchange Advice, Communication, and Technical Support (REACTS)**

## **State Records Exchange**

## **Strategic Plan**

## **Version 1.0**

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November 23, 2011  
Prepared for:  
US Department of Education  
400 Maryland Ave, SW  
Washington, DC 20202

Prepared by:  
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[INSERT STATE AND DEPARTMENT NAME]

[ INSERT STATE LOGO ]

# [State's] Records Exchange Strategic Plan

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[Type the document subtitle]

[Author]

[Pick the date]

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# 1 Introduction

<Provide a summary of the objective of the strategic plan document. The author should mention each section and what will be addressed in the document. Please note that the reader should be able to read this section and understand the information that will be forthcoming. In addition, the author should mention any and all assumptions that were made during the development of the plan. For example, if you are assuming that you will receive grant monies from an outside source, this should be noted in this section.

The author should provide some background information about the migrant education program and the state’s current organization. Please allow 3 to 4 paragraphs minimum.>

## 1.1 Organizational Overview

<Provide an overview of your current organization and staff. Provide a summary of their roles and responsibilities.>

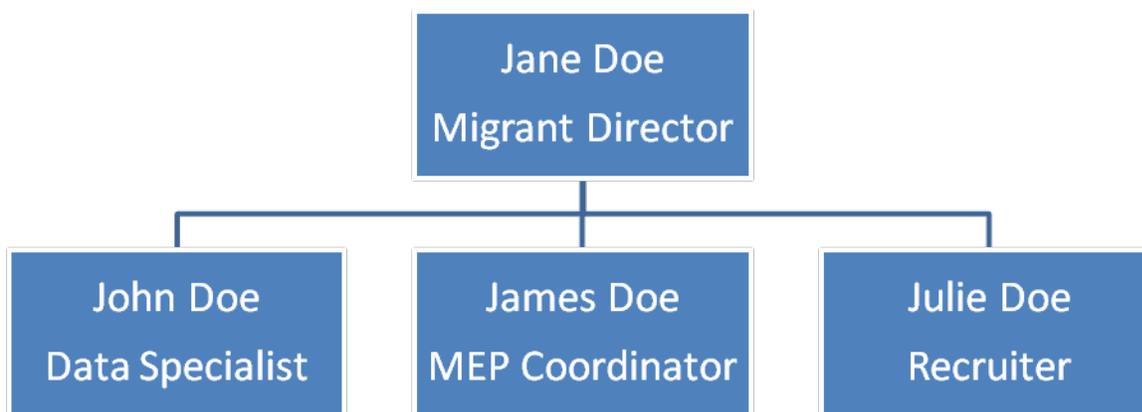


Figure 1 - Organizational Chart

## 1.2 Goals and Objectives

<Provide a summary of the goals and objectives of both the organization and the strategic plan.>

## 2 Outreach Program

<REACTS recommends that every MEP develop an outreach program to communicate the benefits of using MSIX for all stakeholders – parents, teachers, students, counselors, registrars, recruiters, etc... in addition to educating potential users on MSIX functionality.>

Provide a narrative describing the state’s outreach objectives and outreach plan.

### 2.1 Training

<When developing your training plan, the state should have an idea of who they would like to train, when they would like to train them, and what type of training to provide. For example, provide a narrative of your MEP goals for training. The following table provides an outline to assists the author in developing a training plan.>

What Training is Needed?	What is the benefit of the training to the MEP?	Who should attend the training?	What is the Priority of this Training?	When should this training occur?	What are our estimated costs for the training?
<b>MSIX Basics</b>	Establishes 10 new users <ul style="list-style-type: none"> <li>• 3 Recruiters</li> <li>• 3 Counselors</li> <li>• 4 Data specialists</li> </ul>	All MSIX users	Very High	Fall 2012	\$10,000.00
<b>Worklist Resolution</b>	Reduces duplicate data	Data Specialist	Medium	Fall 2012	\$1,000.00
<b>Student Identification</b>	Shortens the time needed for identification for recruiters.	Recruiter	High	Spring 2012	\$1,000.0

**Table 1 - Training Summary Plan Matrix**

#### 2.1.1 Training Requirements

<Describe or list the skills required to support the MEP. Match those requirements to the existing personnel skill sets to determine the training need for the department. For example, if the training is geared towards recruiters, then the trainer should be the Recruitment Coordinator or have recruiting experience in order to meet the needs and match the skill set of the target audience.>

#### 2.1.2 Roles and Responsibilities

<Identify who will be responsible for developing the training materials and conducting the training.>

Training Module	Developer	Trainer Role
Worklist Resolution	Mary Smith	Data Specialist
Identification	John Doe	ID&R Coordinator

**Table 2 - List of Possible Trainers**

### 2.1.3 Techniques and Tools

<Describe the training techniques to be used. These techniques may include computer-based instruction, self-paced manual review, peer training, hands-on practical sessions, classroom lectures, or any combination of the above.>

Identify the tools needed for the training, such as PC workstations, training manuals, classroom facilities, and any computer center resources.>

### 2.1.4 Training Prerequisites

<Identify any prerequisites for individuals to receive training, and describe how to meet the prerequisite training requirements.>

### 2.1.5 Training Schedule

<Describe and/or list any training that will take place in order to reach the state MSIX/Records Exchange objectives. This is an opportunity to develop and/or list a training schedule, determine the audience, identify a location and assign an instructor.>

<The following training schedules have been split into three tables – a specific training schedule, a general training schedule, and a basic training schedule. Use the table that best fits your state’s needs.>

Date	Topic	Recommended Audience	Location / Venue	Instructor Role
Monday, July 12, 2012	Understanding Worklist Resolution	Data Specialist	Classroom A	State Data Coordinator

Month	Topic	Recommended Audience	Location / Venue	Instructor Role
June, 2012	How to Identify Students in MSIX	Recruiters	Webinar	Regional Recruiter

Time of Year	Topic	Recommended Audience	Location / Venue	Instructor Role
Fall, 2012	MSIX for Advanced Users	All	State Conference	ID&R Coordinator

**Table 3 - Training Schedule – Specific, General, and Basic**

### 2.1.6 Training Curriculum

<The author should provide a detailed course curriculum, the objective of the classes and determine who should be in attendance. In addition, you can identify the types of training classes (e.g., curriculum) that your MEP will provide.>

MSIX Classes	Description	Recommended Audience
<b>MSIX Basics</b>	This course provides an overview of the MSIX application and how it can be used to facilitate intra- and interstate student records exchange.	All
<b>Understanding Worklist Resolutions</b>	This course provides a background on how MSIX generates worklist items and how to resolve them.	Data Specialists
<b>What is MSIX?</b>	This course is tailored towards providing awareness to parents and students to promote self-advocacy.	Parents, Students
<b>MSIX for Advanced Users</b>	This course provides extensive detail and best practices on how to leverage the full functionality of MSIX.	All
<b>Identifying Students in MSIX</b>	This course provides best practices on how MSIX can be used to identify migrant students through its search functionality.	Recruiters

**Table 4 - Course Curriculum**

## 2.2 Surveys

<In order to maximize your resources, it is recommended to tie into existing events where the survey target groups already gather. Provide an explanation of your survey plan and approach. Complete the table below and provide the target participants in the survey, the objective, the number of surveys to be distributed, the expected number of respondents, distribution type, the date where the survey will be provided, and the expected due date.>

Survey Group	Objective	Dist. Count	Expected Respondent Count	Dist. Type	Start Date	Due Date
<b>Migrant Parents</b>	Determine level of understanding of MSIX	500	50	Online	12/1/11	1/31/12
<b>Recruiters</b>	Feedback on how efficient MSIX is for recruiters to identify students	250	25	Online	1/31/12	2/28/12
<b>District Admin</b>	Feedback on the effectiveness of MSIX in their district.	48	15	State Conf.	11/16/12	12/31/12

**Table 5 - Survey Overview**

## 2.3 Focus Groups

<In order to maximize your resources, it is advisable to tie into existing events and meetings with parents, recruiters, and other staff at the state, regional or local level. Provide a narrative describing how your program intends to use focus groups as a method of building awareness. The author should determine the target audience, the objective, the site, facilitator, and the meeting date.>

Target Audience	Objective	Site	Facilitator	Date
<b>Region 1 Region 2</b>	Discuss how to collaborate with neighboring states with whom we share students.	State University Hall	ID&R Coordinator	12/15/2011
<b>State Conference Participants</b>	Discuss how to increase parent awareness and knowledge of records exchange and MSIX.	State MEP Conference	Parent Coordinators	2/14/2012

**Table 6 - Focus Group Overview**

## 2.4 Publicity and Awareness

<List any materials and efforts used to promote MSIX and Records Exchange>

Project Description	Target Audience	Action Steps	Date of Completion	Results	Project Cost
<b>Spanish and English brochures</b>	Parents	1. Design brochure layout 2. Translate English to Spanish 3. Print brochures	Summer 2012	1500 parent brochures for the state	\$1,750.00
<b>Update State Website</b>	All MEP staff	Numerous –list	Fall 2013	Records exchange information is included on website	\$5,000
<b>Newsletter</b>	All MEP Staff Parents	1. Design newsletter layout 2. Determine release schedule 3. Translate to Spanish	Spring 2012	100 MEP staff members and 150 parents will receive newsletter	\$750
<b>Facebook Account</b>	All MEP Staff	1. Determine owner and create page 2. Send friend requests 3. Update weekly	Spring 2012	Records exchange information, updates, and success stories will be shared with MEP staff	\$ N/A

**Table 7 – Publicity and Awareness Plan Outline**

### 3 Staffing Plan

<Provide a narrative summarizing the overall staffing goals in regards to the Records Exchange Initiative and MSIX.>

Title / Position	Job Description	Salary	Funding Source
<i>District data clerk</i>	<i>Responsible for resolving MSIX worklist items for 3 districts, holding district MSIX functionality trainings, and providing MDE clarification to MEP staff as needed.</i>	<i>\$20,000</i>	<i>.75 MEP</i>
<i>MSIX Trainer</i>	<i>Responsible for designing course curriculum, logistics, and training facilitation. This is a part-time resource.</i>	<i>\$50/hr</i>	<i>.75 MEP</i>

**Table 8 - State Migrant Staffing Plan**

## 4 Program Budget

<Provide a narrative that explains the financial and budget forecast. In addition, mention any assumptions that should be made to justify the projections.>

	Year 1	Year 2	Year 3
<b>MEP Funding Awards</b>			
Federal Funding			
<b>Total Federal Funds</b>	\$ 0.00	\$ 0.00	\$ 0.00
<b>Grants</b>			
Federal Grants	\$20,000.00	\$ 0.00	\$ 0.00
State Grants	\$ 0.00	\$ 0.00	\$ 0.00
Local Grants	\$ 0.00	\$ 0.00	\$ 0.00
<b>Total Grants</b>	\$ 0.00	\$ 0.00	\$ 0.00
<b>Total Award Amount</b>	\$ 20,000.00	\$ 0.00	\$ 0.00
<b>Expenses</b>			
<b>Staff</b> ( <i>list from Staffing Plan above</i> )			
Employee 1	\$ 0.00	\$ 0.00	\$ 0.00
Employee 2	\$ 0.00	\$ 0.00	\$ 0.00
Trainer (5 x 8hr = 40 * \$50/hr)	\$ 2,000.00	\$ 0.00	\$ 0.00
<b>Total Staff</b>	\$ 0.00	\$ 0.00	\$ 0.00
Travel	\$ 1,000.00	\$ 0.00	\$ 0.00
Computer and Technology	\$ 5,000.00	\$ 0.00	\$ 0.00
Contract Labor	\$ 0.00	\$ 0.00	\$ 0.00
Supplies	\$ 1,000.00	\$ 0.00	\$ 0.00
Training ( <i>from training plan in section 2.1</i> )	\$ 0.00	\$ 0.00	\$ 0.00
<b>Total Expenses</b>	\$ 9,000.00	\$ 0.00	\$ 0.00
<b>Remaining Balance</b>	\$11,000.00	\$ 0.00	\$ 0.00

## 5 Project Plan and Objectives

<Provide a narrative summarizing the overall project plan and descriptions for each of the plan objectives. The project plan is broken down into three categories: short-term projects, mid-term projects, and long term projects. This will give states an opportunity to list the state specific objectives, strategies in place to meet those objectives, a time frame and resources needed in order to meet the objective, and persons and/or positions involved. >

### 5.1 Project A: Short-Term Projects

<Provide a narrative summarizing the short-term projects that reflect your objectives for MSIX and Records Exchange. Short-Term Projects are projects that will take place within one year.>

<Tasks should be listed in the order in which they need to be completed.>

<b>Task #1 Objective: Increase the number of MSIX users</b>			
<b>Strategies</b>	<b>Start Date / End Date</b>	<b>Owner</b>	<b>Resources needed</b>
Administer 5 training sessions per year	10/01/11 – 9/30/12	State Migrant Data Coordinator	MSIX Trainer – Part-time Computer Lab Laptops Projector Course materials
<b>Task #2 Objective: Create state-wide comprehensive policies and procedures for MSIX</b>			
<b>Strategies</b>	<b>Start Date / End Date</b>	<b>Owner</b>	<b>Resources Needed</b>
Use the REACTS Policy and Procedure (P&P) Template to create a state-wide plan	10/01/11 – 2/15/12	State Migrant Data Coordinator	P&P Template Site Visit Report Conference calls for core group planning and follow up meetings

### 5.2 Project B: Mid-Term Projects

<Provide a narrative summarizing the state’s mid-term projects that reflect your objectives for MSIX and Records Exchange. Mid-Term Projects are activities that will take place from one to three years.>

<Tasks should be listed in the order in which they need to be completed.>

<b>Task #3 Objective: Increase non- MEP staff accounts; specifically counselors, registrars and school placement staff</b>			
<b>Strategies</b>	<b>Start Date / End Date</b>	<b>Owner</b>	<b>Resources Needed</b>
Make presentations about MSIX at statewide School Counselors Conference	5/1/12 – 5/1/14	State Migrant Director (lead); MSIX Core Group	MSIX Presentation MSIX brochures MSIX applications Computer and LCD projector
District level MEP staff present at school-level Professional Development activities to all staff	8/15/12 – 5/1/14	District Level Core Group Member	MSIX Presentation MSIX brochures MSIX applications Computer and LCD projector
<b>Task #4 Objective:</b>			
<b>Strategies</b>	<b>Start Date / End Date</b>	<b>Owner</b>	<b>Resources needed</b>

### 5.3 Project C: Long-Term Projects

<Provide a narrative summarizing the state’s long-term projects that reflect your objectives for MSIX and Records Exchange. Long-Term Projects are projects that will take place from three to five years.>

<Tasks should be listed in the order in which they need to be completed.>

<b>Task #5 Objective:</b>			
<b>Strategies</b>	<b>Start Date / End Date</b>	<b>Owner</b>	<b>Resources needed</b>
<b>Task #6 Objective:</b>			
<b>Strategies</b>	<b>Start Date / End Date</b>	<b>Owner</b>	<b>Resources needed</b>

## 6 Performance Measurement Evaluation

Task ID	Goal / Strategy / Task	Short-Term (<1 year)			Mid-Term (1-3 years)			Long-Term (3+ years)		
		Target Goal	Actual Result	Variance	Target Goal	Actual Result	Variance	Target Goal	Actual Result	Variance
1	Create MSIX Users	10	9	(1.00)	15			5		
	<b>Comments:</b> <i>This goal was not met because..... In order to meet the goal for next year, the MEP plans to....</i>									
2	Administer MSIX State Wide Trainings	5	7	+2.00	5			5		
	<b>Comments:</b> <i>The demand for MSIX trainings was higher than expected, so the MEP increased the number of trainings. Next year the MEP plans to add _____ more trainings to the yearly agenda.</i>									
3				0.00						
	<b>Comments:</b>									
4				0.00						
	<b>Comments:</b>									

## 7 Glossary and Acronyms

<b>Term</b>	<b>Definition</b>
<b>LEA</b>	Local Education Agency
<b>MDE</b>	Minimum Data Elements
<b>MEP</b>	Migrant Education Program
<b>MSIX</b>	Migrant Student Information Exchange
<b>OME</b>	Office of Migrant Education
<b>REACTS</b>	Records Exchange Advice Communications and Technical Support
<b>SEA</b>	State Education Agency