

# ARIZONA DEPARTMENT OF EDUCATION



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## Migrant Education Program Service Delivery Plan

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August, 2015

Research and Evaluation

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## Introduction

The Arizona Department of Education (ADE) Migrant Education Program (MEP) has been operating since the inception of the federal-funded program in 1965. The goal of the ADE MEP is to effect teaching and learning in K-12 classrooms in such a way that Migratory students experience more academic success. The primary purpose of the program is to provide equitable public education to migratory children from the ages of three through twenty-one. The ADE MEP, a state operated program authorized by Title I Part C of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB), provides services that are delivered primarily through local educational agencies (LEAs). The LEAs are required to provide the structure and support needed to broaden the scope of services available to Migratory students and ensure that Migratory students are prepared for a future beyond high school.

## Legislative Mandate

Section 1306(a)(1) of Title I, Part C of the NCLB requires State Education Agencies (SEAs) and their local operating agencies to identify and address the unique educational needs of Migratory students in accordance with a comprehensive plan that:

- (A) is integrated with other programs under this Act or other Acts, as appropriate;*
- (B) may be submitted as a part of a consolidated application under section 9302, if —*
  - (i) the special needs of migratory children are specifically addressed in the comprehensive State plan;*
  - (ii) the comprehensive State plan is developed in collaboration with parents of migratory children; and*
  - (iii) the comprehensive State plan is not used to supplant State efforts regarding, or administrative funding for, this part;*
- (C) provides that migratory children will have an opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children are expected to meet;*
- (D) specifies measurable program goals and outcomes;*
- (E) encompasses the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;*
- (F) is the product of joint planning among such local, State, and Federal programs, including programs under part A, early childhood programs, and language instruction educational programs under part A or B of Title III; and*
- (G) provides for the integration of services available under this part with services provided by such other programs.*

*The NCLB Act, Section 1306(a)(1) of Title I, Part C can be found at <http://www2.ed.gov/policy/elsec/leg/esea02/pg8.html>.*

## The Migrant Education Program in Arizona

Arizona is considered a medium<sup>1</sup> migrant state with an average of 100 migrants living within each square mile. There were approximately 8,400 to 9,200 eligible Migratory students in Arizona during the 2011, 2012, and 2013 school years. Four to eight percent of Migratory students were classified as

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<sup>1</sup> Lyman Stone describes migrant density in his online publication, *Where are Migrants Going? Part IV*, as low, medium, high or very high where the thresholds for each were 0, 100, 750, and 2500 per square mile respectively.

Priority for Service (PFS). Twenty-six to 29 percent were limited English proficient and four to five percent had a disability. More than 90 percent of Migratory students in Arizona moved to and from California.

Arizona has a large agricultural sector with over 20,000 farms that operate year round due to the mild climate (Census of Agriculture State Profile, 2012). Arizona ranks 5th in the country for the production of vegetables, melons, potatoes, and sweet potatoes and is the twelfth largest producer of cotton in the country (Census of Agriculture State Profile, 2012). Forty percent of Arizona's agricultural revenue comes from the meat and dairy products (State Agricultural Profiles, 2013). In terms of agricultural activity by county, Maricopa is ranked first in the total value of agricultural products sold in the state and is a top contributor of milk from cows (County Profile Maricopa, 2012). Yuma County is the top producer in the state for vegetables and wheat (County Profile Yuma, 2012) and Pinal County produces the most cotton in Arizona (County Profile Pinal, 2012). The majority of eligible Migratory students are located in Yuma and Maricopa counties. In 2013, more than 70% of eligible Migratory students were enrolled in Yuma County and approximately 17% of eligible Migratory students were enrolled in Maricopa County.

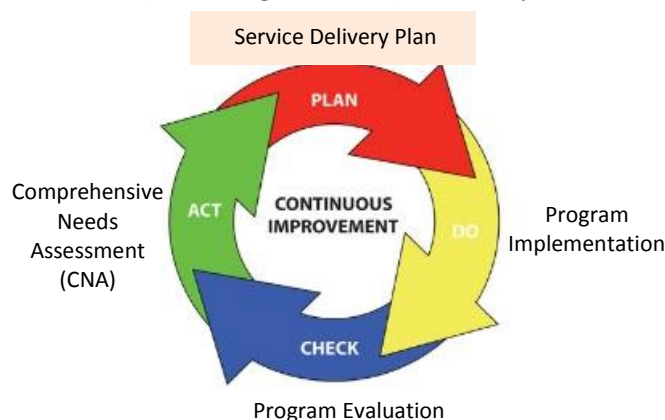
The Arizona MEP delivers services primarily through 27 Local Educational Agencies (LEAs). These LEAs design programs to address the needs of eligible Migratory students residing in their area. To facilitate broader services, some provisions are delivered through statewide models which are designed to meet the credit accrual and informational needs of Migratory students.

## Service Delivery Plan

The Migrant Education Program (MEP) is responsible for the delivery of services to all eligible Migratory students in Arizona. The purpose of the MEP Service Delivery Plan (SDP) is to provide local MEP directors, program managers and teachers with a blueprint that can be used to improve the academic achievement of Migratory students and youth living in Arizona. The 2015 MEP SDP was developed through a collaborative process by the SDP Committee to:

- Provide details on objectives, strategies, and activities planned to meet state performance goals,
- Identify the resources available to implement the plan and
- Describe a system for local accountability.

This Service Delivery Plan (SDP) is submitted in fulfillment of federal statutory and regulatory requirements set forth in Title I, Part C - Education of Migratory Children of the Elementary and Secondary Education Act. It is part of a continuous-improvement cycle of program-planning, implementation and evaluation (see the figure below). Each step builds on the previous step and informs the next.



There are four stages to the continuous improvement cycle: 1) a comprehensive needs assessment which captures the current needs of the Migratory students; 2) a service delivery plan is drawn up based on the needs identified in the first stage; 3) implementation of the program services needed to assist our students; and 4) a program evaluation to determine if the objectives of the services were met. The last stage informs the first stage for the next cycle.

In 2014, the Arizona Department of Education (ADE), Research and Evaluation Division (R&E) utilized the Comprehensive Needs Assessment (CNA) Toolkit provided by the United States Department of Education (ED), Office of Migrant Education (OME) to guide ADE MEP CNA for the first stage of the next improvement cycle. The purpose of the CNA was to identify and prioritize the unique and continually-challenging educational needs of Migratory students and describe strategies to move Migratory students to academic proficiency (meeting state performance targets).

The SDP committee guided by ADE R&E used the concerns and strategies described in the CNA and the previous program evaluation as the foundation to begin developing the SDP. The committee was made up of MEP Directors, MEP Recruiters, Community members, ADE Content Specialists and Parents.

The following components are required by statute to be included in a State comprehensive SDP:

1. *Performance Targets.* The plan must specify the performance targets that the State has adopted for all Migratory students for: reading; mathematics; high school graduation/the number of school dropouts; school readiness (if adopted by the SEA); and any other performance target that the State has identified for Migratory students. (34 CFR 200.83[a][1])

2. *Needs Assessment.* The plan must include identification and an assessment of: (1) the unique educational needs of Migratory students that result from the children's migrant lifestyle; and (2) other needs of Migratory students that must be met in order for them to participate effectively in school. (34 CFR 200.83[a][2])

3. *Measurable Program Outcomes.* The plan must include the measurable outcomes that the Migrant Education Program (MEP) will produce statewide through specific educational or educationally-related services. (Section 1306[a][1][D]) Measurable outcomes allow the MEP to determine whether, and to what degree, the program has met the special educational needs of Migratory students that were identified through the comprehensive needs assessment. The measurable outcomes should also help achieve the State's performance targets.

4. *Service Delivery.* The plan must describe the SEA's strategies for achieving the performance targets and measurable objectives described above. The State's service delivery strategy must address: (1) the unique educational needs of Migratory students that result from the children's migrant lifestyle, and (2) other needs of Migratory students that must be met in order for them to participate effectively in school. (34 CFR 200.83[a][3])

5. *Evaluation.* The plan must describe how the State will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes. (34 CFR 200.83[a][4])

## SDP Process

The ADE R&E staff was approved in March, 2015, to facilitate the SDP committee and write the report with a delivery date for the report of June 30, 2015. In March, the ADE R&E staff, the State MEP Director and State MEP administrators met to plan out the four meetings of the SDP Committee. In addition to the four core meetings a separate meeting was held for parents and ADE Division Directors and Education Specialists. A total of six meetings were conducted to complete the information gathering for the SDP. The following table displays the timeline of the process:

Critical Meeting Dates	Topic
<b>March 6, 2015</b>	R&E approved to facilitate SDP Committee and write report
<b>March 19, 2015</b>	Meeting with ADE Division Directors and Education Specialists
<b>April 9, 2015</b>	SDP Committee Meeting -1
<b>April 22, 2015</b>	SDP Committee Meeting -2
<b>April 28, 2015</b>	SDP Committee Parent Meeting
<b>May 4, 2015</b>	SDP Committee Meeting -3
<b>May 13, 2015</b>	SDP Committee Meeting -4
<b>August 30, 2015</b>	SDP report due

Participants of the SDP committee included ADE MEP State Administrators, Parents, Community Members, LEA MEP Directors, LEA MEP Coordinators, LEA MEP Recruiters, LEA Administrators and ADE Division Directors. A comprehensive list of the members on the committee and their affiliations is listed in Appendix A. All members were asked to make a commitment to the committee to attend all four core meetings.

## Summary of Meeting Tasks and Outcomes

### *R&E was approved to facilitate the SDP Committee and write the Report – March 6, 2015*

R&E staff met immediately with the ADE State MEP Director after receiving approval for the project. A list of potential participants was crafted and a timeline was devised of correspondence to SDP Committee members. At that time, ADE R&E was informed that the ADE Division Directors and parents were not able to commit to such a long process so separate meetings and deliverables were planned for those groups to incorporate their comments and suggestions in the process. Meeting plans were devised for each meeting (i.e., goals, agenda, and activities).

### *Meeting with ADE Division Directors and Education Specialists – March 19, 2015*

R&E staff facilitated a meeting with ADE Division Directors and Education Specialists to go over the concern statements developed during the CNA process. The goal of this meeting was to identify how the various ADE Divisions could contribute to the success of the MEP students. A matrix summarizing the findings from this meeting was developed and is included as Appendix C. This matrix was presented to the SDP Committee, discussed thoroughly and used as a guide and reference throughout the SDP process.

### *SDP Committee Meeting 1 – April 9, 2015*

Activities were incorporated to orient the SDP Committee on the purpose and process of devising a service delivery plan. R&E staff shared facts about the Arizona migrant population and agriculture along with data describing the academic status and growth of Migratory students over the last three years. The CNA Concern Statements were presented to the committee through an activity to help facilitate

resolutions to those concerns. The ADE Division matrix was presented to the SDP Committee and discussed thoroughly to aid in the process.

#### *SDP Committee Meeting 2 – April 22, 2015*

SDP Committee participants were asked to write measurable program outcomes to address the CNA Concern Statements. The committee was instructed and guided by R&E staff to help align the measureable program outcomes (MPO) with state performance targets. This was accomplished; though, many of the objectives are indirectly related to the state performance targets.

#### *SDP Committee Parent Meeting – April 28, 2015*

The ADE R&E staff found it difficult to bring the migrant parents together committing to all core meetings due to their work schedule and their proximity to Phoenix. As a result, the ADE R&E staff conducted a separate meeting with the parents during one of their regularly scheduled State Migrant Parent Advisory Council (SMPAC) meetings. During this meeting, ADE R&E staff shared the concerns statements from the CNA, the measureable program outcomes (in draft form) that the SDP Committee had discussed in Meeting #2. ADE R&E staff conducted the meeting as a parent focus-group capturing their thoughts about the concern statements, their experiences regarding these concerns and suggestions for the core SDP Committee. Their suggestions were added to the Project Planning Charts (available from the Service Delivery Plan Toolkit, Appendix E.4) as Activities or Comments for the SDP Committee to consider implementing.

#### *SDP Committee Meeting 3 – May 4, 2015*

The SDP Committee developed strategies and multiple activities and tasks tied to each strategy. The committee completed a draft version of the Project Planning Charts for each strategy.

#### *SDP Committee Meeting 4 – May 13, 2015*

During the fourth and final meeting: Project Planning Charts were completed; the various resources and support needed by local-program directors from ADE MEP staff in order to successfully implement the 2015 ADE MEP SDP were identified; and what local program directors will need from local program staff to determine compliance with the 2015 ADE MEP SDP were delineated.

## **General Framework – Plan Alignment**

The 2015 SDP was developed based on findings from the 2015 CNA. See Table 1 below for a summary of findings from the 2015 CNA development process. The Measurable Program Objectives (MPO) identified in the 2015 SDP are directly and indirectly tied to the performance goals as stated in the Arizona Consolidated State Performance Report (CSPR).

- Performance Goal 1: By SY 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/ language arts and mathematics.
- Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Performance Goal 3: By SY 2005-06, all students will be taught by highly qualified teachers.
- Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- Performance Goal 5: All students will graduate from high school.

***The performance goals listed in the CNA Project Planning charts starting on page 9 were modified to reflect the appropriate year for the relevancy of the CNA.***

The mission of the ADE MEP program is to ensure that every migrant student has the opportunity to succeed. Their goals are to see that every student achieve in core content areas, graduate high school in four years, move onto post-secondary education, enter the Armed Forces or work full-time.

## Needs Assessment

The 2015 MEP CNA identified and prioritized the unique and continually-challenging educational needs of Arizona Migratory students. Following a continuous improvement process, the SDP Committee took into consideration findings from the 2014 program evaluation and the 2015 CNA (which entailed student, parent and MEP staff surveys) in the decision making processes. The concerns and strategies described in the CNA were used as the foundation to begin developing the SDP. Although members of the CNA Committee were asked to write MPOs (per the CNA Toolkit instructions), the CNA Committee was comprised of a small group of LEA MEP Directors so the MPOs included in the CNA were used to guide this process.

The following table provides a summary of the CNA Committee's deliverable:

Table 1 - Summary of the 2015 Migrant Education Program (MEP) Comprehensive Needs Assessment (CNA)			
Concern Statement	Data Source	Solutions	Measurable Outcomes
I. Educational Support in the Home			
A. We are concerned that migrant <b>parents</b> do not provide educational support at home.  We are concerned that Migratory students are not provided educational support at home.	Migrant Parent Surveys	The LEA will provide the following support to migrant parents.  1. Family numeracy classes	At least seventy percent of grades preK-8 and fifty percent of grades 9-12 migrant parents and students will respond “always” or “most of the time” to indicators of educational support at home.
	Migrant Student Surveys	2. 1 on 1 meetings with parents 3. Survey 4. Parent visits	
II. Parents’ and Students’ Value on MEP Attendance			
B. We are concerned that migrant parents and students do not understand how daily instruction and educationally related supplemental services are related to overall academic achievement.	Migrant Student Survey	The LEA will reach out to Migratory students directly with surveys and in person meetings. The teachers will pay more attention to Migratory students individually.	At least eighty percent of Migratory students will agree or strongly agree on the importance of academic support provided by MEP classes.
III. Student Engagement			
C. We are concerned that Migratory students are not engaged academically.	Migrant Parent and Student Survey	The LEA staff and teachers will inform Migratory students of academic standards and expectations	At least eighty percent of Migratory students will increase academic expectations.
IV. Educational Continuity			



D. We are concerned that the drop-out rate of Migratory students is higher than non-Migratory students.	<ul style="list-style-type: none"> <li>• Migrant Parent Survey (9-12)</li> <li>• Migrant Student Survey (9-12)</li> <li>• The Cohort 2013 Dropout Rate Data</li> </ul>	<p>LEAs will provide the following support to Migratory students.</p> <ol style="list-style-type: none"> <li>1. Summer program</li> <li>2. Jump start program</li> <li>3. Consultation services (scholarship)</li> <li>4. Multiple transition meetings</li> <li>5. Education and Career Action Plan (ECAP)</li> <li>6. Communication with parents</li> <li>7. Communication between districts</li> <li>8. Tutoring services</li> </ol>	The dropout rate will decrease by one percent for grade eleven and three percent for grade twelve.
V. Access to Services/Instructional Time			
E. We are concerned that the percent of PFS Migratory students proficient in AIMS Reading and Mathematics were consistently lower than non-PFS and non-Migratory students	AIMS Reading and Mathematics	The procedures used to identify PFS Migratory students and tutoring services provided to PFS Migratory students will be strengthened.	The academic achievement gaps between PFS Migratory students and non-Migratory students will be decreased by at least three percent.
<b>Concern Statement</b>	<b>Data Source</b>	<b>Solutions</b>	<b>Measurable Outcomes</b>
VI. Personalized Instruction			
F. We are concerned that teachers do not personalize instruction to meet the academic needs of Migratory students.	Migrant student survey results	Teachers will pay more attention to Migratory students individually.	At least seventy percent of Migratory students will indicate that teachers personalize instruction to meet their academic needs.
VII. Professional Development			
G. We are concerned that MEP district staff and teachers are not adequately prepared to inform migrant parents about Arizona's College and Career Ready Standards (AZCCRS).	Migrant Coordinator Survey	Each LEA will provide individual or small group assistance to migrant parents and adjust communication styles based on their needs of migrant parents.	One hundred percent of teachers of MEP students should receive guidance from the Arizona Department of Education (ADE) regarding how to communicate AZCCRS.
VIII. College and Career Readiness for Preschool Age Migratory students			
H. The MEP preschool hours do not meet the needs of migrant parents.	Preschool Migrant Parent Survey	Each LEA will examine the need of preschool program and explore the possibilities of providing longer preschool hours and extending the existing preschool program.	At least eighty percent of migrant parents of preschool children will indicate that MEP preschool hours meet their needs.
I. We are concerned that the MEP staff and teachers need to receive additional professional	Migrant Coordinator Survey	Each LEA where appropriate will work closely with preschool teachers in conjunction with ADE providing professional development on migrant preschool education.	At least eighty percent of migrant teachers will receive formal training regarding how to help preschool age

## **Service Delivery Strategies/Measureable Program Outcomes/Evaluation**

The R&E staff followed the guidance from the SDP Toolkit utilizing the Project Planning Charts. Below are the completed Project Planning Charts. The following are charts A-J outlining:

- performance goals,
- the CNA Concern Area,
- strategies,
- activities/tasks,
- completion dates,
- level responsible,
- resources needed,
- MPO and
- parent comments

Comments made by parents during the April 28, 2015 SMPAC meeting addressed the concerns identified in CNA, were reviewed by members of the SDP committee at each planning meeting and integrated into each planning document. A list of these comments can be viewed by each performance target in Appendix B.

**Chart A**

Performance Goals	By the end of SY 2015-2016 and each year thereafter, all students will attain proficiency or better in reading/language arts and mathematics, as measured by the state assessment. By the end of SY 2015-2016 and each year thereafter, all Limited English Proficient (LEP) students will become proficient in English and attain proficiency or better in reading/language arts and mathematics, as measured by the state assessment.			
Concern Area A	We are concerned that migrant parents do not provide educational support at home. We are concerned that Migratory students are not provided educational support at home.			
Strategy	Activity/Tasks	Completion Date	Agency/Level	Resources Needed
Strengthen parent-teacher communication	Contact parents quarterly	Ongoing	LEA	
	Provide a translator for parent-teacher conferences with migrant parents.	As needed		
	Translate newsletters to native language	As needed		
	Notify teachers of Migratory students in their classes (Email teachers a list of Migratory students at the beginning of each year and as they register throughout the year). Also, notify teachers when a Migratory student in their class withdraws from school.	September 2015/annually; Ongoing		
	Notify principals of Migratory students (Email principals list of migratory students at the beginning of each year and as they register throughout the year). Also, notify principal when a Migratory student in their class withdraws from school.	September 2015/annually; Ongoing		
MPO: Due to various levels of MEP funding and staffing models, at least 75% of migrant parents will indicate having a conversation with their children’s teachers regarding how to provide educational support at home on the SY2016-2017 Migrant Parent Survey.				
As funding permits, provide classes such as ESL and family numeracy to Migratory students and family members	Determine if there are other resources available at the school or LEA to provide an ESL teacher to conduct classes for Migratory students and family members	September 2015	LEA	MEP funding if Migratory students are less than 22 years old and there are no other resources available for this service.
	Offer ESL classes	June 2016		
	Determine if there are other resources	September 2015		

	available at the school or LEA to provide a numeracy teacher to conduct classes for Migratory students and family members			
	Offer numeracy classes	June 2016		
	Determine dates for classes	September 2015		
	Invite Migratory students and family members	September 2015		
	Evaluate attendance (Collect attendance rosters)	June 2016		Attendance rosters
MPO: Due to various levels of MEP funding, at least 50% of MEP districts will provide ESL and family numeracy classes to Migratory students and family members in SY2015-2016 and each year after.				
Inform migrant parents of available technology support	Survey parents to determine who needs technology support	December 2015/annually	LEA	Survey
	Explore the possibilities for resources to provide hardware for checkout by parents (as funding allows)	Ongoing		iPads, laptops, hot spots
	Explore the possibilities for resources to provide a family resource center with a computer (as funding allows)	Ongoing		MEP funding, work space, suitable staffing model
	Focus on technology for ten minutes at MPAC meetings	Quarterly		Time
	Explore the possibilities for resources to provide technology classes for Migratory students and family members	Quarterly		Technology experts
MPO: At least 80% of migrant parents and students shall be informed of available technology support, as indicated on the SY2016-2017 Migrant Parent and Student Surveys.				
Provide tutoring services to Migratory students/Refer migrant parents to tutoring services	Identify Migratory students who are in need of tutoring services (Hold discussions with classroom teacher regarding benchmark assessments.)	By October 25 and ongoing	LEA	
	Refer migrant parents to tutoring services such as Title I, 21 <sup>st</sup> CCLC, Title III, Boys and Girls Club, and other programs supported by the LEA	As needed		

	Follow-up with migrant parents after they have been referred.	As needed		
MPO: At least 80% of Migratory students needing tutoring will receive such services through MEP as indicated on the SY2016-2017 Migrant Student Survey.				

**Chart B**

<b>Performance Goals</b>	<p>By the end of SY 2015-2016 and each year thereafter, all students will attain proficiency or better in reading/language arts and mathematics, as measured by the state assessment.</p> <p>By the end of SY 2015-2016 and each year thereafter, all Limited English Proficient (LEP) students will become proficient in English and attain proficiency or better in reading/language arts and mathematics, as measured by the state assessment.</p>			
<b>Concern Area B</b>	<p>We are concerned that Migratory students do not understand how daily instruction and educationally related supplemental services are related to overall academic achievement.</p>			
<b>Strategy</b>	<b>Activity/Tasks</b>	<b>Completion Date</b>	<b>Agency/Level</b>	<b>Resources Needed</b>
Track the academic progress of Migratory students	Based on LEA needs, professional development opportunities will be provided to MEP instructional staff	Ongoing	LEA	
Dedicate a portion of MPAC meetings to discuss services and academic achievement	Higher education presentations for parents and students	Ongoing		College and University presenters, catalogs and brochures
	Parent portal presentation with Wi-Fi and guest access during migrant parent meetings	Ongoing		Teachers and technical staff services for parents
	Provide MEP Service Updates including deadline for college course registration, tutoring, how to complete a FAFSA form and summer programs	Ongoing		MEP staff
	Inform students and parents about graduation requirements and the need for credit checks on an ongoing basis. Address limitations for earning credits if a student is in a SEI program	Ongoing		Counseling and MEP staff, campus administrator
	Standardized assessments and their impact on educational progress. Assessments may include DIBELS, Arizona state assessment, AZELLA, STAR diagnostic, Galileo, LEA Benchmarks and end of course exams	Ongoing		School and MEP staff
	Provide parents and students transition information including the transition from Pre-school to kinder, from kinder to elementary school, from elementary to middle school, from middle to high school, and high school to college/university/career	Ongoing		School staff

MPO: At least one student meeting will be held each school year to discuss available MEP services according to ELL grade-level bands.				
Provide academic support based on student need	Conduct surveys of students and parents to determine services needed	End of each semester	LEA	Survey Staff
	Develop an ALEAT plan related to MEP funding	October 1, 2015/annually		Survey results
	Evaluation	June 1, 2015/annually		End of Year survey participation records (i.e., sign-in and attendance sheets
MPO: More than 80% of Migratory students will agree or strongly agree on the importance of academic support provided by MEP classes on the SY2016-2017 MEP student survey.				

**Chart C**

<b>Performance Goals</b>	<p>By the end of SY 2015-2016 and each year thereafter, all students will attain proficiency or better in reading/language arts and mathematics, as measured by the state assessment.</p> <p>By the end of SY 2015-2016 and each year thereafter, all Limited English Proficient (LEP) students will become proficient in English and attain proficiency or better in reading/language arts and mathematics, as measured by the state assessment.</p>			
<b>Concern Area C</b>	We are concerned that Migratory students are not engaged academically and teachers do not have high academic expectations of PFS and at risk students.			
<b>Strategy</b>	<b>Activity/Tasks</b>	<b>Completion Date</b>	<b>Agency/Level</b>	<b>Resources Needed</b>
Provide professional development	Schedule a mandatory meeting to inform MEP staff about LEA and ADE resources available.	First 30 days of school/annually	ADE/LEA	District Migrant services available
Develop partnerships/collaborate with parents	Quarterly meetings.	Ongoing	ADE/LEA	SMPAC/MPAC Team
Track Migratory students' progress	MEP instructional staff will work with Migratory students in class, once a week or as needed (Note: MEP programs without instructional staff will coordinate with classroom teachers).	Quarterly reports (Ongoing)	LEA	
Identify effective strategies that address the special needs of the migratory student	Collaborate/Partner with the ADE or outside organizations for in-service strategies that engage and motivate the migratory student.	Ongoing	ADE/LEA	
	Identify most appropriate way to communicate: face-to-face workshop, podcast, video, website, home visits	Ongoing	LEA	Communication survey
	Modeling achievement - Give them success stories.	Quarterly	ADE/LEA	
Provide teacher support	<ul style="list-style-type: none"> <li>• Ask teachers about student concerns</li> <li>• Provide immediate support</li> <li>• Inform parents if needed</li> </ul>	Ongoing	LEA	
MPO: Based on the needs of Migratory students, six professional development opportunities that address DI (Direct Instruction), Education and Career Action Plan (ECAP), and Response To Intervention (RTI) will be provided to MEP instructional staff in SY2015-2016 and each year afterwards.				



Work with Migratory students to address performance gaps and most appropriate success strategies	Have teachers assess why students are not performing at grade level. The LEA MEP develops the most appropriate strategies to address these issues.	Within the first four weeks of school and as needed	LEA/School Resources	
External/Internal	Contact to meet parents either through home visits or office visits.	Ongoing	LEA	
Assessment tracking	Review Pre/Post and end of year course assessments.	Ongoing	LEA	Assessment results
MPO: The MEP LEAs will refer migrant parents to at least 4 meetings where academic success strategies are provided, discussed, promoted and practiced in SY2015-2016 and each year afterwards.				
MPO: Interventionists/MEP Staff will set goals every quarter for PFS and at risk Migratory students and pull grades to assess progress.				

**Chart D**

<b>Performance Goal</b>	By the SY 2016-2017 and each year thereafter, all students will graduate from high school.			
<b>Concern Area D</b>	We are concerned that the drop-out rate of Migratory students is higher than non-Migratory students.			
<b>Strategy</b>	<b>Activity/Tasks</b>	<b>Completion Date</b>	<b>Agency/Level</b>	<b>Resources Needed</b>
Identify root causes of why Migratory students drop out	Review references from parent and student surveys	June 30 , 2016	ADE R & E	
Identify effective strategies that address the special needs of the migratory student	Collaborate/Partner with the ADE or outside organizations for in-service strategies that engage and motivate the migratory student	Ongoing	ADE/LEA	
Collaborate with teachers regarding known factors of students at risk of dropping out	Teacher Meeting	Within the first month of school	LEA	
MEP Staff will review services (e.g., credit recovery opportunities, ECAP, tutoring and consultation services) available for Migratory students who are at risk of dropping out	MEP staff will monitor the progress of targeted students	Ongoing	LEA	
MEP staff will review the achievement and progress data quarterly in order to accommodate individualized interventions in reading and mathematics	Refer weekly tutoring services to at-risk Migratory students who are showing signs of dropping out  Review achievement and progress data quarterly with teachers	Review student scores in August (from previous year) and January for current year; Ongoing	LEA/School	Pre/post assessments/State Test Results
Interventionists will assist in setting academic goals accordingly by quarter	Setting academic goals with Migratory students each quarter	Ongoing	LEA	
MPO: The drop-out rate of Migratory students will decrease by 1% for grade 11 and 2% for grade 12 in the SY 2016-2017.				

**Chart E**

Performance Goals	By the end of SY 2015-2016 and each year thereafter, all students will attain proficiency or better in reading/language arts and mathematics, as measured by the state assessment. By the end of SY 2015-2016 and each year thereafter, all Limited English Proficient (LEP) students will become proficient in English and attain proficiency or better in reading/language arts and mathematics, as measured by the state assessment.			
Concern Area E	We are concerned that the percent of PFS Migratory students proficient in state Reading and Mathematics assessments were consistently lower than non-PFS and non-Migratory students.			
Strategy	Activity/Tasks	Completion Date	Agency Level	Resources Needed
Procedures used to identify PFS-Migratory students will be strengthened	Review the grade history, formative data and assessment data for each newly identified migrant student to determine the status of each migrant student	Within 30 days of school enrollment	LEA	Access to the Student Information System
	Enrollment information will be recorded promptly and correctly			
MPO: More than 80% of MEP staff will indicate that the procedures used to identify PFS Migratory students are useful for timely identification of PFS Migratory students on the Migrant staff survey in SY 2016-2017.				
Intervention services will be offered to PFS Migratory students through multiple programs	PFS Migratory students will receive intervention services through multiple programs such as afterschool/extended day, summer school, Saturday school	Ongoing	LEA	Title I funding, MEP Funding, 21 <sup>st</sup> CCLC classes offered.
	PFS Migratory students will be made aware of and if needed enrolled in Credit Recovery Classes or online classes			
	Scientifically based Instructional Intervention will be used as an aid for the PFS Migratory students			
MPO: All PFS Migratory students will indicate receiving intervention services on the SY2016-2017 Migrant student survey.				
MPO: According to the SY2015-2016 state assessment data, the academic gaps between PFS Migratory students and non-PFS Migratory students will be decreased by 2% compared to SY2014-2015. (If the data is available.)				
MPO: According to the SY2015-2016 state assessment data, the academic gaps between PFS Migratory students and non-Migratory students will be decreased by 2% compared to SY2014-2015. (If the data is available)				

**Chart F**

Performance Goals	By the end of SY 2015-2016 and each year thereafter, all students will attain proficiency or better in reading/language arts and mathematics, as measured by the state assessment. By the end of SY 2015-2016 and each year thereafter, all Limited English Proficient (LEP) students will become proficient in English and attain proficiency or better in reading/language arts and mathematics, as measured by the state assessment.			
Concern Area F	We are concerned that teachers do not personalize instruction to meet the academic needs of Migratory students.			
Strategy	Activity/Tasks	Completion Date	Agency Level	Resources Needed
MEP coordinators will communicate the names of general education teachers to Title I coordinators. Title I coordinators will help provide these teachers with professional development opportunities that focuses on the academic needs of the Migratory students.	Identify teachers and staff	Within two weeks of student enrollment	LEA	Title I funding, MEP Funding, Title II
	Review local CNA data to identify appropriate professional development for teachers	Within the first month of school and quarterly		Title I funding, MEP Funding, Title II
	Classrooms with high MEP student counts will be provided with additional staff support as determined by budgets in SY2015-2016 and each year afterwards	Within the first month of school		Suitable staffing model
MPO: Teachers will engage in no less than quarterly professional development specific to the academic needs specific to the local CNA of Migratory students in SY2015-2016 and each year afterwards.				
MEP coordinator will communicate and provide Migratory student names to all stakeholders to include teachers, department chairs, head teachers, Title I coordinators and RTI team members to provide the appropriate personalized	MEP Coordinator will hold meetings with teachers, department chairs, head teachers, Title I coordinators, and RTI team members in order to discuss and identify appropriate personalized instruction.	Quarterly, or as needed	LEA	Time to meet Buy-in from all stakeholders
	Collect and compile data for Migratory students	Quarterly, or as needed	Teachers	Access to the grades and benchmarks of Migratory students

instruction.	Identify instructors that provide services to migratory youth	Within two weeks of student enrollment	LEA/ School	Suitable staffing
MPO: At least 70% of Migratory students will indicate on the SY2016-2017 migrant student survey that teachers personalize instruction to meet their academic needs.				

**Chart G**

<b>Performance Goals</b>	<p>By the end of SY 2015-2016 and each year thereafter, all students will attain proficiency or better in reading/language arts and mathematics, as measured by the state assessment.</p> <p>By the end of SY 2015-2016 and each year thereafter, all Limited English Proficient (LEP) students will become proficient in English and attain proficiency or better in reading/language arts and mathematics, as measured by the state assessment.</p>			
<b>Concern Area G</b>	We are concerned that MEP district staff and teachers are not adequately prepared to inform migrant parents about AZCCRS.			
<b>Strategy</b>	<b>Activity/Tasks</b>	<b>Completion Date</b>	<b>Agency/Level</b>	<b>Resources Needed</b>
The ADE will provide the LEA staff with guidance and appropriate resources regarding how to communicate AZCCRS to parents in their native language.	Trainings	End of first quarter	ADE K-12 Standards/LEA	Staff Bilingual Resources
MPO: 100% of the appropriate LEA staff will obtain resources and guidance from the ADE regarding how to communicate the Arizona College and Career Ready Standards AZCCRS to MEP parents in SY2015-2016.				
Each LEA will provide individual or small group assistance to migrant parents and adjust communication styles based on the needs of migrant parents and their native language.	Parent meetings	Quarterly	LEA	MEP Parents Location Information to give out
MPO: At least 80% of migrant parents will indicate that the MEP districts delivered information regarding AZCCRS to them clearly on the migrant parent survey administered in SY2016-2017.				

**Chart H**

<b>Performance Goal</b>		By the end of SY 2015-2016 and each year thereafter, all students will be educated in learning environments that are safe, drug free, and conducive to learning.		
<b>Concern Area H</b>		The MEP preschool hours do not meet the needs of Migratory parents.		
<b>Strategy</b>	<b>Activity/Tasks</b>	<b>Completion Date</b>	<b>Agency/Level</b>	<b>Resources Needed</b>
Each LEA will examine the need of a preschool program and explore possibilities of providing longer preschool hours, extending the existing preschool program or provide referrals to local providers.	Talk to the preschool director	Prior to end of previous school year	LEA	
	Survey of parents regarding the hours they need preschool and sharing results with preschool staff	Upon identification		Funding Staff
	Communicate with parents in their language to provide them appropriate information	Upon enrollment		
	District to district referral form	Ongoing		
MPO: 100% of preschool migrant parents who fill out the SY2016-2017 migrant parent survey will indicate receiving referrals or local agency information regarding preschool programs.				

Chart I

Performance Goal	By the SY 2016-2017 and each year thereafter, all students will graduate from high school.			
Concern Area I	We are concerned that Out of School Youth (OSY) are not being identified and made aware of services and/or programs that may be beneficial to them.			
Strategy	Activity/Tasks	Completion Date	Agency/Level	Resources Needed
Identify and recruit OSY	Recruit students not enrolled in school through MEP network activities (e.g., MPAC, community)	Ongoing	LEA	
	Recruit students by teacher or student referrals			
	Recruit by advertising (e.g., using media outlets, flyers, posters)			MEP Funding if no other funding source is available
	Utilize District-to-District Referral form			
MPO: In SY2015-2016, increase the number of activities to identify OSY by one activity each year through outreach efforts compared to SY2014-2015. The number of identified OSY will be recorded in the SY 2016-2017 Consolidated State Performance Report.				
Provide flexible and accessible programs (HSE)	Provide program information –credit recovery, P.A.S.S.			Programs available (e.g., P.A.S.S.)
	Follow-up on program referrals (Could be enrolling in program or referring to high school district)			
	Identify and share resources to support the OSY			Research
MPO: 100% of identified OSY reported in the SY2016-2017 Consolidated State Performance Report will receive information about educational services specific to their situation.				



**Chart J**

Performance Goals	By the end of SY 2015-2016 and each year thereafter, all students will attain proficiency or better in reading/language arts and mathematics, as measured by the state assessment. By the end of SY 2015-2016 and each year thereafter, all Limited English Proficient (LEP) students will become proficient in English and attain proficiency or better in reading/language arts and mathematics, as measured by the state assessment.			
Concern Area J	Due to the high mobility of Migratory students in the summer time, the Migrant Education Program will develop ways to identify and assess with pre- and post-assessments and provide extended educational time based on the identified needs of the students.			
Strategy	Activity/Tasks	Completion Date	Agency/Level	Resources Needed
Offer a summer program (Educational hours could be extended to meet the needs of Migratory students in a summer program)	Refer Migratory students to MEP, 21 <sup>st</sup> CCLC or Title I funded summer programs	March 2016	LEA	Apply/Allocate for Summer Program Funding
	Offer transportation			LEA
	Track attendance daily during a summer program			
	Develop curriculum			
	Teacher training			
	Identify teachers			
MPO: All Migratory students eligible for a summer program will be identified and referred to a summer program in SY2015-2016 and each year thereafter.				
Target skill specific interventions based on student need from pre-assessment	Identify pre-assessment to be administered to all Migratory students in a summer program	April 2016	LEA	Local assessment
	Pre-assessments and post-assessments will be administered to all Migratory students in a summer program in SY2015-2016 and each year afterwards.	September 2015		Local assessment
	Identify targeted skills needed	May 2016		Data disaggregation
	Professional development for teacher training (Direct instruction – DI)	June 2016		Funding and Location
	Identify training needs	September 2015		
MPO: At least 80% of Migratory students in a summer program will improve based on the pre- and post- assessment results.				
Increase efforts to identify and recruit Migratory students in a summer program	Invite MEP students that attend during the regular year to summer school	April 2016	LEA/MEP	Letters and phone calls home MEP Summer funds
	Apply for summer MEP funds	March 2016		
	Follow up with MEP summer school invitations	April 2016	LEA	MEP staff makes contact with MEP families to ensure summer attendance.
MPO: MEP will identify 100% of Migratory students prior to the first day of summer school in SY2015-2016 and each year thereafter.				

Promote P.A.S.S. program to high school MEP students	Students sign off on statewide code form receiving P.A.S.S. information	On going	LEA	P.A.S.S. information for students
MPO: The percentage of high school Migratory students who complete P.A.S.S. courses during summer SY2015-2016 will be higher than of SY 2014-2015.				
MPO: The MEP will provide information regarding P.A.S.S. courses to all eligible migratory high-school students, during the SY2015-2016 school year and each year thereafter.				

## **Priority for Services Students**

The percent of Priority for Service (PFS) Migratory students proficient in reading and mathematics has been consistently lower than that of non-PFS migrant and non-Migratory students. The following strategies will be implemented over the next three years to address this concern:

- Procedures used to identify PFS Migratory students will be strengthened.
- PFS Migratory students will be offered Intervention services through multiple programs

A standard set of procedures will be developed that include reviewing the grade history and formative and summative assessment data for each newly identified migrant student. This assumes that enrollment information is recorded promptly and correctly and site staff has access to assessment and enrollment data. Hence, guidance from the ADE MEP staff will be developed to facilitate communication between LEA MEP staff, school MEP staff and teachers.

ADE MEP staff will identify professional development opportunities for LEA/School MEP staff on the programs and services available to PFS Migratory students and how to coordinate various scientifically based intervention services from multiple providers. LEA/School MEP staff must make sure PFS migrant students receive intervention services through multiple programs such as afterschool/extended day, summer school, Saturday school and tutoring services. PFS Migrant students will be made aware of and enrolled in, if needed, Credit Recovery Classes or online classes. PFS migrant students in high school will use the Arizona Migrant Portable Assistance Study Sequence (P.A.S.S.) program to stay on track academically. The P.A.S.S. program provides packets of high school lessons for students to complete and send back to their school as they are moving on to their next school.

ADE MEP staff will also respond to requests from LEA/School MEP staff for in-service training on effective interventions for PFS Migratory students, how to motivate learning in order to increase the knowledge base, computer-based remedial programs to assist low level learners and how to build collaborative partnerships with family members in order to foster student success.

## **Identification and Recruitment Plan**

All identified and recruited Migratory students information will be entered into COEStar within 10 days of their identification. All available student data will be pulled from COEStar/MSIX databases and requested from previous schools. Classroom teachers and specialist will test identified Migratory students within the first two weeks of attendance to properly assign the student the necessary interventions needed to reach their appropriate grade level. Grade history, formative and summative assessment data will be reviewed for each identified migratory student within the first 30 days<sup>2</sup> to determine if the student meets PFS criteria.

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<sup>2</sup> It was reported to ADE R&E staff that there are occasional lags in time in receiving assessment documents from other states thus the 30 day timeline for reviewing past assessment data was accepted versus the classroom teacher testing the new students within the first two weeks of attendance.

## **Parent Involvement Plan**

The SDP Committee felt that communication with parents needed to be strengthened. Parents of elementary students will be informed quarterly via a newsletter (in their language) of activities and lessons the teacher has covered or will be covering in the classroom. In cases where both parents are working long hours, MEP staff will work with school staff to provide times to meet with parents at their convenience. Interpreters will be provided during school visits and parent/teacher conferences. The MEP Director will inform parents of technology support that can be provided or loaned out by the school/LEA to be able to easily communicate with the migrant parents. In addition, the MEP Director will also seek out other LEA or community resources (e.g., Title I, 21<sup>st</sup> Century afterschool program, funds from the Office of Language Acquisition Services, Boys and Girls Club) that are being used to offer family English language or numeracy classes and make sure the migrant families are aware of the opportunities.

A portion of Migrant Parent Advisory Council (MPAC) meetings will be used to inform parents of transition information (e.g., pre-school to elementary, elementary to middle school, middle to high school), what academic standards their children should be mastering by the end of the school year, an understanding of the assessment data and graduation requirements for their children. Discussions of higher education opportunities and application deadlines will also be shared with the parents.

## **Out of School Youth Plan**

Locating and identifying potential Migratory students under the age of 22 has been difficult in the past so the SDP Committee discussed and planned out a number of tasks to strengthen this area. The MEP Directors will work with the MPAC to network and identify potential Migratory students. In addition, the MEP Director will work with LEA staff to advertise on media outlets and utilize the District-to-District forms to keep surrounding districts aware of potential students.

Once Out of School Youth (OSY) are located these individuals will be provided with transportation to school if necessary, opportunities to attend online courses if more convenient for their schedules, enrolled in the P.A.S.S. program, credit recovery classes or nearest school district.

## **Exchange of Student Records Plan**

The LEA MEP Director will send principals and teachers a list of Migratory students that are enrolled at the school or in their class. They shall keep in close contact with the teacher informing them if any of their students withdraw from school. The MEP Directors will review student records to confirm they are up-to-date and accurate. As well as, ensuring COEStar information is current. The MEP director will also work with school staff to locate historical and current records from Migratory students transferring to their LEA.

# **Implementation and Accountability in Local Programs**

## **Local Level Communication**

ADE MEP staff will communicate with local MEP staff to establish rapport and to ensure engagement and compliance with the 2015 SDP. Various communication vehicles are currently in place or will be put in place upon implementation of the SDP, such as:

- Quarterly meetings with program directors and coordinators
- Monthly conference calls with program directors and coordinators
- Website
- Email distribution list
- State meeting at the national conference
- Quarterly newsletter
- Annual onsite visits

## **Local Level Professional Development and Technical Assistance**

Professional development opportunities are provided to LEA/School MEP staff to meet compliance requirements, improve program implementation, increase student outcomes, and assist sites to make sound programmatic decisions about curriculum, instruction and other areas essential to program success. Suggestions for professional development opportunities were identified and collected at the fourth SDP meeting and most will be offered through various providers and venues including ADE, universities and colleges, in-service training, professional conferences, and provided by the LEAs. More specifically, professional development opportunities will include but will not be limited to:

- Identification and recruitment of Migratory students
- Effective strategies for engaging Migratory students
- Obtaining student level academic data
- Understanding and using academic data to make informed decisions
- Understanding assessment and quarterly bench marks (data Literacy)
- Writing measurable program objectives
- Intervention strategies
- How to motivate learning and improve the academic achievement of Migratory students
- Technology training on remedial programs to assist low-level learners
- How to build collaborative partnerships with parents and family members
- Academic Parent Teacher Teams (APTT)
- Training for LEA and school staff on the services available through MEP

Ongoing technical assistance is provided by the ADE MEP Staff through email, phone calls, written correspondence, meetings, trainings and onsite visits. Suggestions for technical assistance were also identified and collected at the fourth SDP meeting. These suggestions focused on developing and supporting sound program practices including: follow-up to monitoring visits, responses to specific requests for technical assistance or support of new and ongoing statewide initiatives to improve the MEP. More specifically, technical assistance opportunities will include but will not be limited to:

- Clarification of criteria used to identify eligible Migratory students
- Clarification of criteria used to identify eligible Priority-for-Service Migratory students
- Best practices on how to identify and recruit Migratory students
- Best practices on how to identify and recruit out-of-school migratory youth
- Best practices for referring students to other services
- Best practices for implementing strategies from the SDP
- List/matrix of available resources, eligibility requirements and contact information
- Academic goal setting for students
- Grant writing assistance

## **Sub-granting Process**

Each year all local programs submit applications to the ADE Grants Management System for MEP plan approval and funding. The monitoring process is initiated with a desk review of the annual MEP applications for funding, including the review of programmatic and fiscal information.

## **Monitoring and Accountability**

Regular monitoring of LEA MEPs is conducted by a program specialist from the ADE MEP. Monitoring is conducted to determine whether the funded programs are in compliance with federal and state requirements. LEAs upload information into the Arizona LEA Tracker (ALEAT) annually during a 6-year cycle. The monitoring process is divided into a 6-year cycle where different components of the Migrant Education Program are reviewed each year. LEAs will be involved in the self-assessment process each year of the 6-year cycle.

Student data is entered into COEStar. COEStar is a database containing data regarding eligible Migratory students listing all the qualifying information, as well as services provided to them. Student data is monitored yearly by State Wide Services. Cycle 4 is an onsite monitoring where MEP Specialists review Migrant Education Program, fiscal, and services. The ADE MEP conducts a random sample of Migratory Student services during Cycle 4 of on-site monitoring.

In addition to reviewing the progress LEA MEP programs are making toward achieving their MPOs, onsite monitoring of selected programs are conducted each year in seven areas that are in accordance with the NCLB:

- Identification and recruitment (1304[c][7] and 1309[2] of Title I, Part C 34CFR 200.81);
- Comprehensive needs assessment and service delivery (Sections 1304[b] and 1306[a] of Title I, Part C 34 CFR 200.83);
- Staffing;
- Curriculum and Instruction for Summer Programs (Sections 1304[c][6] and 1306[b] of Title I, Part C 34 CFR 200.83);
- Parent involvement (1304[c][3][A] and [B] of Title I, Part C 34 CFR 200.83);
- Free meals eligibility (Eligibility for Title I); and
- Professional development (1304[c][6][B] of Title I, Part C 34 CFR 200.83).

A summary of the findings from these reviews is sent to LEAs and ADE MEP staff work with the LEA MEP program to resolve any findings that need attention. All findings must be resolved as a condition of awarding funds in a new granting cycle. LEA MEPs are monitored via an onsite visit at least once every three years.

The following 12 strategies were offered by the MEP SDP Committee as ways local MEP directors and ADE MEP staff will know if the activities in the ADE MEP SDP are being implemented:

- Time-lines for completion of activities listed in SDP
- Electronic check-off sheets for SDP accomplishments that can be printed
- Established baselines based on existing data for evaluation and monitoring purposes
- Evaluation of events and activities to inform continuous improvement
- Project summaries or meeting minutes documenting the impact of activities implemented
- Submit data/information to ADE quarterly to track progress toward reaching MPOs
- Documentation: Intervention plans, communication emails and activity logs
- Data collection and reporting
- Student progress data
- Academic progress data – AZELLA – Exiting out

## **Looking Forward**

The ADE MEP will align the sub-grant applications, data collection, monitoring tools, and professional development activities with the 2015 SDP as well as reviewing and documenting where changes need to be made and revising if necessary. Below is a list of tools or professional development that will be aligned to the 2015 SDP:

- All forms and other data collection tools
- MEP sub-grant application
- Existing planned professional development opportunities for migrant administrators, parents, teachers, instructional aides, recruiters, data entry staff and other stakeholders
- ADE MEP monitoring tools

The SDP will be continuously reviewed and revised based on the needs of Migratory students, migrant activities or a change in resources.

## **Communicating the SDP to Local Projects and Other Stakeholders**

The State MEP Director will post the SDP on the ADE website and disseminate the plan, measurable program objectives and timeline to LEA MEP Director, Coordinators and Recruiters. This communication will start upon completion of the 2015 SDP report and continue to be disseminated if change of staff occurs at LEA level.

ADE Migrant Education Program Timeline									
2013	Jan				PE begins	Jan			
	Feb								
	Mar								
	Apr								
	May								
	Jun								
	Jul	2013-14 schl year begins							
	Aug								
	Sep								
	Oct								
	Nov								
	Dec								
Jan	PE Ends		Dec						
2014	Jan				CNA begins	Jan			
	Feb								
	Mar								
	Apr								
	May								
	Jun								
	Jul								
	Aug				2014-15 schl year begins				
	Sep								
	Oct								
	Nov								
	Dec								
Jan	CNA ends	Dec							
2015	Feb					SDP begins	Jan		
	Mar								
	Apr								
	May								
	Jun								
	Jul				SDP Ends			Jun	
	Aug	2015-16 schl year begins			SDP Implementation Begins				
	Sep								
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	Nov								
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2016	Feb								
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	Jul	2016-17 schl year begins							
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2017	Feb					PE begins	Jan		
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	Aug	2017-18 schl year begins							
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	Oct								
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2018	Feb						PE Ends	Dec	
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	Aug		2018-19 schl year begins						
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2019	Feb						CNA ends	Dec	
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## **Appendices**

**Appendix A**  
**SDP Planning Committee**

Name		Organization/LEA/School	Position
Norma	Basolet	Yuma Elementary School District	Director of Federal Programs & ELL
Doreen	Candelaria	Arizona Department of Education	Migrant/Title I Education Program Specialist
Rosalia	Delgado	Arizona Western College	Director of College: Assistance Migrant Program
Irene	Frklich	Mesa Unified School District	MEP Project Coordinator
Elvira	Fuentes	Liberty Elementary #25	MEP Project Coordinator/Records Transfer Clerk/Recruiter/Liaison
Miguel	Garcia	Queen Creek Unified School District #95	MEP Project Coordinator Assistant
Sandra	Garcia	Douglas Unified School District #27	Recruiter/Liaison
Ana	Gonzales	Wilcox Unified School District #82	MEP Project Coordinator
Kelly	Guerra	J.O. Combs Unified School District #44	MEP Project Coordinator
Mary	Haluska	Arizona Department of Education	State Migrant Director
Jean	Lewis	Marana Unified #6	Federal Programs Coordinator/MEP Project Coordinator
Maria	Loera-Chavez	Gadsden Elementary #32	MEP Project Coordinator
Conchita	Lopez	PPEP TEC High School	MEP Project Coordinator
Yolanda	Magallanes	Coolidge Unified #21	MEP Project Coordinator/Records Transfer Clerk
Virginia	McHaney	Stanfield Elementary #24	MEP Project Coordinator/Records Transfer Clerk/Recruiter/Liaison
Jessica	Mickish	Yuma Union #70	Federal Programs Coordinator/MEP Project Coordinator
Jessica	Miller	Coolidge Unified #21	Federal Programs Coordinator
Ceyda	Murillo	Avondale Elementary #44	Records Transfer Clerk/Recruiter/Liaison
Lisa	Nieri	Arizona Association of Community Health Center/AIFC	Community Rep/AIFC--Board Treasurer
Maria	Nixen	Yuma Elementary #1	MEP Project Coordinator
Melody	Paredes	PPEP TEC High School	Records Transfer Clerk/Recruiter/Liaison
Janice	Poma	Stanfield Elementary #24	Recruiter/Liaison
Fernando	Quiroz	AIFC--Arizona Interagency Farmworkers Coalition	Board President/Community Rep
Maritza	Reyes	Douglas Unified School District #27	Records Transfer Clerk/Recruiter/Liaison
Monica	Romero	Chandler Unified School District #80	Federal Programs Coordinator/MEP Project Coordinator
Frances	Ruiz	Buckeye Union #201	Records Transfer Clerk/Recruiter/Liaison
Maria	Silva	Queen Creek Unified School District #95	MEP Project Coordinator
Seline	Szkupinski Quiroga	ASU Conexiones	Director, Conexiones Migrant Program
Maria	Urrutia	Glendale Elementary #40	Records Transfer Clerk/Recruiter/Liaison
Paulino	Valerio	Arizona Department of Education	Migrant Education Program Specialist
Martha	Villagomez	Willcox Unified School District #13	Records Transfer Clerk/Recruiter/Liaison
Patricia	Weissenberg	Somerton Elementary #11	MEP Project Coordinator

**Appendix B**  
**Comments made by Parents Regarding Performance Targets**

<b>Performance Goals (See Chart A):</b>
By the end of SY 2015-2016 and each year thereafter, all students will attain proficiency or better in reading/language arts and mathematics, as measured by the state assessment. By the end of SY 2015-2016 and each year thereafter, all Limited English Proficient (LEP) students will become proficient in English and attain proficiency or better in reading/language arts and mathematics, as measured by the state assessment.
<b>Comments made by Parents:</b>
<ul style="list-style-type: none"> <li>• Strong communication with school and district office because some parents do not know how to explain themselves and the staff at the front office can get rude.</li> <li>• How do schools/teachers learn about Migratory students? When I took my kids to [School Name], the school didn't know what migrant program/migrant education was?</li> <li>• Better communication is needed with the new school for students who have moved from a different school.</li> <li>• I am worried about my child's education because I believe they need Special Education services and I don't know how to go about this.</li> <li>• My son doesn't receive help at home because I do not speak English. I am very worried with this and I wish they had school for parents.</li> <li>• Parent ESL classes on Saturday would be helpful.</li> <li>• School needs to provide extra resources for students to practice at home on areas they are struggling, for example, like math worksheets, reading practice test and make time to check them to make sure they do well in case parents don't understand how to help</li> <li>• I have 2 daughters in third grade and one of them was working below grade level. I spoke to the principal about receiving additional help for her. Nothing was done and I moved her to a new school in October/November because nothing was done. Migrant education did help my daughter with after-school tutoring 3 days a week.</li> </ul>

<b>Performance Goals (See Chart B):</b>
By the end of SY 2015-2016 and each year thereafter, all students will attain proficiency or better in reading/language arts and mathematics, as measured by the state assessment. By the end of SY 2015-2016 and each year thereafter, all Limited English Proficient (LEP) students will become proficient in English and attain proficiency or better in reading/language arts and mathematics, as measured by the state assessment.
<b>Comments made by Parents:</b>
None

<b>Performance Goals (See Chart C):</b>
By the end of SY 2015-2016 and each year thereafter, all students will attain proficiency or better in reading/language arts and mathematics, as measured by the state assessment.
By the end of SY 2015-2016 and each year thereafter, all Limited English Proficient (LEP) students will become proficient in English and attain proficiency or better in reading/language arts and mathematics, as measured by the state assessment.
<b>Comments made by Parents:</b>
None

<b>Performance Goal (See Chart D):</b>
By the SY 2016-2017 and each year thereafter, all students will graduate from high school.
<b>Comments made by Parents:</b>
<ul style="list-style-type: none"> <li>• Communication with school and district officials regarding MEP options to provide supplemental services to their child.</li> <li>• Migratory students should be tracked by whether they are absent and tardy to try and keep the student from failing; prevent the problem before it's too late.</li> <li>• Students drop out of school because of the lack of belonging: create a program to involve and send the message to the students moving around</li> <li>• Make a weekly communication where if the student is failing a subject, we can get information as a parent to help them on what they are doing with information and explanation and to provide examples.</li> <li>• Provide consultations for at risk students</li> <li>• Communication to all groups: MEP advocates, school districts, state, and parents</li> <li>• Provide a connection to the students who move 2-3 times a year</li> <li>• Schools need to give priority to students who are at risk of dropping out or failing</li> </ul>

<b>Performance Target (See Chart E):</b>
By the end of SY 2015-2016 and each year thereafter, all students will attain proficiency or better in reading/language arts and mathematics, as measured by the state assessment.
By the end of SY 2015-2016 and each year thereafter, all Limited English Proficient (LEP) students will become proficient in English and attain proficiency or better in reading/language arts and mathematics, as measured by the state assessment.
<b>Comments made by Parents:</b>
None

<b>Performance Target (See Chart F):</b>
By the end of SY 2015-2016 and each year thereafter, all students will attain proficiency or better in reading/language arts and mathematics, as measured by the state assessment.
By the end of SY 2015-2016 and each year thereafter, all Limited English Proficient (LEP) students will become proficient in English and attain proficiency or better in reading/language arts and mathematics, as measured by the state assessment.
<b>Comments made by Parents:</b>
None

<b>Performance Target (See Chart G):</b>
By the end of SY 2015-2016 and each year thereafter, all students will attain proficiency or better in reading/language arts and mathematics, as measured by the state assessment.
By the end of SY 2015-2016 and each year thereafter, all Limited English Proficient (LEP) students will become proficient in English and attain proficiency or better in reading/language arts and mathematics, as measured by the state assessment.
<b>Comments made by Parents:</b>
None

<b>Performance Target (See Chart H):</b>
By the end of SY 2015-2016 and each year thereafter, all students will be educated in learning environments that are safe, drug free, and

conducive to learning.
<b>Comments made by Parents:</b>
<ul style="list-style-type: none"> <li>The extended preschool hours are important for migrant parents who are working in the field (such as working from 4 a.m. to the evening).</li> </ul>

<b>Performance Target (See Chart I):</b>
By the SY 2016-2017 and each year thereafter, all students will graduate from high school.
<b>Comments made by Parents:</b>
None

<b>Performance Target (See Chart J):</b>
By the end of SY 2015-2016 and each year thereafter, all students will attain proficiency or better in reading/language arts and mathematics, as measured by the state assessment.
By the end of SY 2015-2016 and each year thereafter, all Limited English Proficient (LEP) students will become proficient in English and attain proficiency or better in reading/language arts and mathematics, as measured by the state assessment.
<b>Comments made by Parents:</b>
None

Appendix C  
Migrant Education Program - ADE Resource Matrix

	Title I Elementary Secondary Education Act	21 <sup>st</sup> Century Community Learning centers – Afterschool Programs (21 <sup>st</sup> CCLC)	Adult Education	School Improvement (SII)	Office of English Language Acquisition Services (OELAS)	Career and Technical Education (CTE)	Early Childhood Education (ECE)	School Safety & Prevention (SS&P)	Homeless Education**	Title IIA (Highly Qualified Teachers and Principals)
<b>A. We are concerned that migrant parents do not provide educational support at home. We are concerned that Migratory students are not provided educational support at home.</b>	Title I requires classes for parents - a range of classes to help parents provide more educational support in the home (ways to help schools legally blend their funds according to need)	21st CCLC provides Family engagement incentive grants to their sub-grantees for work with parents	Adult Ed could help in three ways: ESL classes, adult basic, and adult secondary classes are all offered that can help parents understand what their children are learning in school and get better acquainted to be able to help them on their own.	Provide funding for family engagement if school receives a grant.	OELAS (Title III) can help with migrant parents that do not speak English fluently and need classes					
<b>B. We are concerned that migrant parents and students do not understand how daily instruction and educationally related supplemental services are related to overall academic achievement.</b>	Title I funds can help to coordinate an effort to meet this concern.	21st CCLC can coordinate this effort.		School is eligible for funding but school has to state it is a problem and needs to write it into the grant for funding.						
<b>C. We are concerned that Migratory students are not engaged academically.</b>	Title I Funding is for tutoring as much as students want or need it	21st CCLC has programs that are more in tune with the students to keep them engaged.			OELAS provides professional development for teachers so that all students not just ESL can benefit.	CTE can be of assistance if this issue is written into their grant. This is a similar issue to introducing CTE as an option for students.		School Safety could possibly assist if given data about students and particular situations. They need to know what they're up against. (e.g., bullying).		
<b>D. We are concerned that the drop-out rate of Migratory students is higher than non-Migratory students.</b>	Title I funding can be used for programs to help students stay engaged.	21st CCLC has programs that are more in tune with the students to keep them engaged	Adult Education can help drop outs get a high school equivalency diploma.					School Safety could possibly assist if given data about students and particular situations. They need to know what they're up against. (e.g., bullying).		
<b>E. We are concerned that the percent of PFS Migratory students proficient in AIMS Reading and Mathematics were consistently lower than non-PFS and non-Migratory students</b>	Title I funding is for tutoring as much as students want or need it.	21st CCLC can coordinate for this issue.		*SII funds can be used for tutoring, summer school, support academics, and professional development for teachers.						
<b>F. We are concerned that Teachers do not personalize instruction to meet the academic needs of Migratory students.</b>	Title I funding may be used for professional development of migrant teachers.	21st CCLC programs personalize instruction by working with smaller groups of students or one on one.***		*SII funds can be used for tutoring, summer school, support academics, and professional development for teachers.						

<b>G. We are concerned that MEP district staff and teachers are not adequately prepared to inform migrant parents about AZCCRS.</b>	Title I funding may be used for professional development of migrant teachers.	21st CCLC can aide in accomplishing this task through the programs they offer.			OELAS professional development makes connections between literacy and reading/language arts and helps teachers make connections to better serve Migratory students	Counseling working with districts to let them understand they can work with a career counselor thru a CTE grant				Title II funds can be used to support standards implementation.
<b>H. The MEP preschool hours do not meet the needs of migrant parents.</b>	Title I funds may be used for preschool students.						ECE Grants will fund full day preschool or work in conjunction with Head Start. (e.g., Head Start can fund morning and ECE will fund afternoon). This could also be used for home provider.			
<b>I. We are concerned that the MEP staff and teachers need to receive additional professional development in order to help preschool age Migratory students</b>	Title I funds may be used for preschool students.						ECE professional development for training on all preschool guidelines and what they need to know on early childhood development. ECE funds may be used to help individuals advance their degrees from an Associate’s degree to a Bachelor's degree and then can be used to support their certification.			Title II funds can be used for professional development
<b>J. Parents of Migratory students</b>	Title I funds may be used for Migrant parent programs	21st CCLC programs can benefit parents of Migratory students well.	Anyone above age 16 can take Adult Education classes online even if they move to a different state or district		OELAS can help parents with English language, parent participation and parent education		ECE Professional development directed towards parents (cannot give class in Spanish). "Let’s talk" program works with parents to build vocabulary in home language.			
<b>K. Out-of School-Youth: The term out-of-school youth (OSY) refers to migratory youth (typically age 16 through 21) who meet the definition of migratory child, but who are not currently enrolled in a K-12 school. This could include students who have dropped out of school, youth who are working on a HSE outside of a K-12 school, and youth who are here-to-work only. Here-to-work OSY are youth who immigrated to the United States in order to work, usually without the intent of enrolling in the U.S. educational system. Although many here-to-work OSY are underage, many have not been accompanied by a guardian and some have received very little formal education in their native country.</b>	Title I funds may be used for programs to engage out-of-school migratory youth.		Anyone above age 16 can take Adult Education classes online even if they move to a different state or district			Out-of-school youth could get certified in a particular field. The CTE program has condensed programs to help these students receive their certification at a faster rate and then build upon their current credit status.			The number one barrier is transportation to school. The Homeless program can provide transportation for these students.	

\*The activities/programs tied to SII funds would have to be written in the LEA/school’s School Improvement Plan. \*\*The term ‘homeless and youth’ (A) means individuals who lack fixed, regular, and adequate nighttime residence. [725(2)(A)]. The ‘unaccompanied youth’ includes a youth not in the physical custody of a parent or guardian. [725(6)] \*\*\*Funds can be used for tutoring, summer school, support academics, and professional development for teachers.





For further information, please contact:  
Arizona Department of Education Migrant Education Program  
Mary Frances Haluska, State Director  
(602) 542-5169 [Mary.Haluska@azed.gov](mailto:Mary.Haluska@azed.gov)