

WYOMING MIGRANT EDUCATION PROGRAM

COMPREHENSIVE NEEDS ASSESSMENT SERVICE DELIVERY PLAN AND EVALUATION



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INTRODUCTION

The Comprehensive Needs Assessment, Service Delivery Plan and Evaluation for Wyoming is designed to identify and meet the unique educational needs of migrant students in a coordinated and efficient manner. This State Plan is required under Title I, Part C, Education for Migratory Children through the No Child Left Behind Act of 2001 (NCLB) which reauthorizes the Elementary and Secondary Education Act of 1965. The Comprehensive Needs Assessment and Service Delivery Plan reflects the following:

- a comprehensive plan for assessing needs and delivering services to address the unique educational needs of Wyoming's migrant children;
- a system that outlines how the State prioritizes the use of funds related to its needs assessment; and
- a system that presents how the State will reflect the results of the comprehensive needs assessment.

The State Migrant Education Program (MEP) is required to document specific provisions describing how services are delivered to help ensure that eligible migrant students who are served will meet their state's challenging standards. Further, it describes how coordination between state and local agencies—as well as between other programs funded under NCLB—will occur. Finally, the plan includes information on the State's procedures for identification and recruitment, transfer of migrant student records, review of program plans, evaluation at local and state levels, and a re-interviewing process.

Wyoming's Comprehensive Needs Assessment, Service Delivery Plan and Evaluation is the foundation on which program services for eligible migrant students are designed, delivered, and assessed. This planning helps the Wyoming MEP ensure accountability, focus its resources to improve services and programs for migrant students, and address specific needs that exist pertaining to eligible migrant students who receive services.

DESIGN OF THE WYOMING COMPREHENSIVE NEEDS ASSESSMENT

The State has used multiple sources of information concerning local needs to assist in the preparation of its Comprehensive Needs Assessment. The State MEP Director and the participating districts' on-site directors, recruiters, data entry personnel and other staff, community partners, and parents/families reviewed existing materials pertinent to aligning Wyoming's MEP systems with State requirements and the requirements under the NCLB Act. State-specific materials that were reviewed included:

- ❖ all currently existing MEP needs assessment and evaluation reporting forms;
- ❖ the MEP grant application submitted to the U.S. Department of Education;
- ❖ the MEP subgrant application submitted by local sites to the SEA;
- ❖ the Wyoming Certificate of Eligibility (COE); and
- ❖ the funding formulas and other systems currently in place.

A series of meetings were held between June, 2008 and July, 2009 with migrant education project staff across Wyoming. The purpose of these meetings was to share past information, discuss current practices, and obtain local site staff input on proposed process and revisions. With the assistance of the local sites' personnel, community input was gathered and shared with the SEA.

The Wyoming Comprehensive Needs Assessment, Service Delivery Plan and Evaluation contain a blueprint:

- ❖ ensuring a statewide effort to identify eligible migrant students;
- ❖ ensuring a reliable and objective process for identifying students needs that is consistent across State MEP sites;
- ❖ ensuring that services for eligible migrant students in Wyoming reflect student needs as well as local resources and supports; and
- ❖ ensuring accountability of programs' effectiveness and efficiency through an objective evaluation process.

The details of the draft Wyoming Needs Assessment, Service Delivery Plan and Evaluation were reviewed, all forms and procedures discussed, and recommendations made that were incorporated into the final plan to be implemented during the 2009-2010 summer session.

MULTIPLE APPROACHES TO DETERMINING MIGRANT STUDENT NEEDS

The main approaches to assessing migrant student needs are described below. These approaches will be used to help local projects determine and document their greatest needs and meet their program goals.

- Needs Assessment Surveys - At the conclusion of each summer session, a needs assessment survey is administered to teachers, paraprofessionals, administrators, parents, recruiters, and other stakeholders of the MEP (e.g., service providers, social service agency staff, and others familiar with the migrant student population).
- Interviews and/or Focus Groups - Annually, interviews and/or focus groups are conducted with a broad-based constituency of educators, parents, community members, administrators, and service providers to help determine needs and to measure satisfaction with the program. These are conducted at local sites as much as possible within reasonable time limits—while those directly affected are reachable.
- Assessment of Achievement Using Informal Assessments - Students in grades K-12 will be pre/post-tested using the *Summer Success: Reading*, and *Summer Success: Math* assessments.
- Determination of the Number/Percentage of Eligible Migrant Students - Interfacing with other state districts and previous databases will be used by local projects to record the number of eligible migrant students.
- Determination of the Number of Pre-School Migrant Children - Migrant education program recruiters, in collaboration with schools, social services agencies, and other service providers, will document on Certificates of Eligibility (COEs) the number of migrant-eligible preschool children from birth through school-age.

PROCEDURES TO FOLLOW IN CONDUCTING A COMPREHENSIVE NEEDS ASSESSMENT IN WYOMING

1. **Provide** technical assistance, training, and materials on conducting a Comprehensive Needs Assessment and delivering services to eligible migrant students. Information and materials are provided by the Wyoming Department of Education's Migrant Education Program.

2. **Gather** statewide data that were collected by local MEP sites using multiple approaches to assess migrant students' educational and supportive services needs.
3. **Develop/align** local and state program goals, outcomes, performance targets, service delivery plans, and evaluations with the results of the comprehensive needs assessment.
4. **Subgrant** funds to local operating agencies whose MEP program applications have been approved by the SEA.
5. **Monitor** programs to ensure that the design and delivery of services/programs are consistent with State Migrant Education Program goals and the plans for services.
6. **Develop** and implement program evaluations to determine effectiveness by comparing the results of the program against collected assessment data and evaluation activities including surveys, interviews, and focus groups to determine the effectiveness of the MEP in meeting its performance goals.
7. **Communicate** information about the MEP through outreach and awareness about eligibility and services to meet the educational and supportive services needs of migrant students in Wyoming during statewide, regional, and local meetings by the SEA.

This plan represents a systematic approach for determining migrant student needs and evaluating migrant education program services through identification and recruitment, student assessment, program planning, program implementation, and program evaluation. With the goal of ensuring that comprehensive needs assessment results are reviewed and used for planning the delivery of statewide services to students with the greatest needs for the Wyoming MEP as it looks at migrant student demographics, local context, and educational needs.

According to the "Draft Non-Regulatory Guidance, October, 2003", Section B1, Section 1304(d) of the statute gives priority for services to migrant children: (1) 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* (2) whose education has been interrupted during the regular school year.

Because our migratory students do not usually have a State assessment score to find because they are not in the state during the Proficiency Assessment for Wyoming Students (PAWS) window, nor for the Wyoming English Language Learners Assessment (WELLA) window we will rely on the pre-assessments given during the first few days of the summer session to determine priority for services placement, as well as other risk factors that may include, but are not limited to, free/reduced lunch eligibility, limited English proficiency, local academic assessment data, and especially the educational interruption requirement. Barring identification non-existent, all eligible migrant students will be provided services; assessed needs, not necessarily priority, as defined above.

WYOMING MIGRANT STUDENT PROFILE

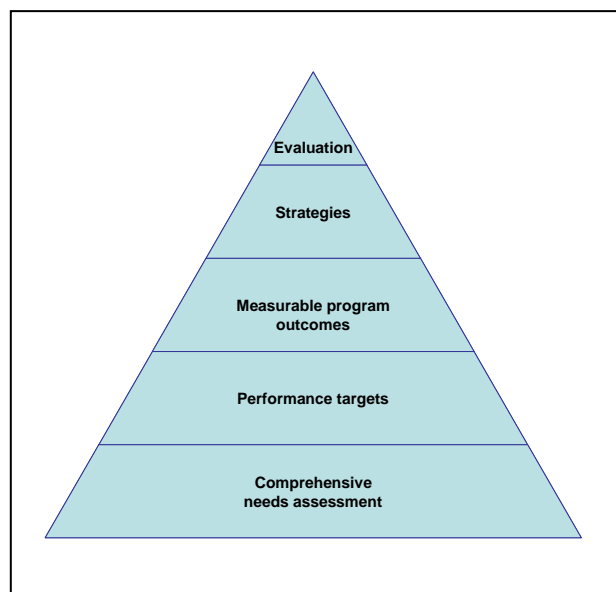
Of the 246 eligible migrant students from 2008, states and country from which the students and families traveled were Illinois (8), Nebraska (16), Maryland (2), Wyoming (53), California (27), Colorado (26), Mexico (41), Missouri (1), Nevada (4), Tennessee (3), Kansas (3), Ohio (6), Idaho (3), New Mexico (3), Iowa (2), Texas (43), North Dakota (1), and Michigan (4). Further breakdown by sites includes 49% in Goshen reported they were from Nebraska, Wyoming, and Colorado; 78% of Park's students report they moved from Texas and Mexico; and, 80% of Washakie's migrant students report their move from Wyoming, California, and Mexico. 59% reported speaking Spanish in their families with 26% speaking English.

By the two numbers regarding location and household language, the immediate conclusion would be the needs pertaining to English Language Learners and interruption of instruction. Included with these broad topics are coping skills, behavior issues with emotional and/or social adjustments, and gaps in the student's academic areas with emphasis on reading and math.

THE DELIVERY OF SERVICES TO MIGRANT STUDENTS IN WYOMING

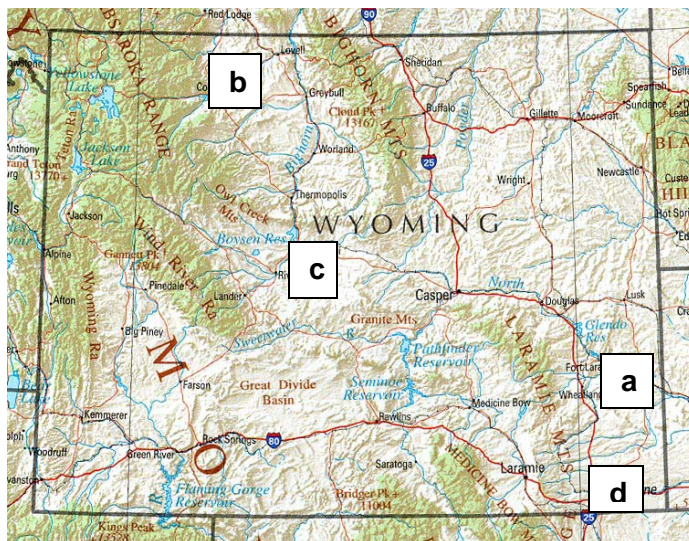
Based on assessed needs, performance targets are set for students in reading, math, and academic maintenance. Furthermore, to deliver appropriate services, highly qualified teachers are employed.

This section deals with the Wyoming Service Delivery Plan that addresses section 34 CRF 200.83(a)(1) of the Elementary and Secondary Education Act as amended through the No Child



Left Behind Act of 2001. The Office of Migrant Education’s Draft Nonregulatory Guidance offers a model for service delivery planning that includes five sections as depicted in the diagram.

Wyoming sites offer MEP in the summer only. During the summer of 2008, the number of days that MEP services were delivered ranged from 20 to 22 days. There are three sites that operate local migrant education programs: a) Goshen County School District #1 (Torrington), b) Park County School District #1 (Powell), and c) Washakie County School District #1 (Worland). The diagram below shows these three sites plus the d) Wyoming Department of Education office that serve migrant education programs in the State. The State agency office is located in Cheyenne.



Because a vast majority of Powell’s migrant students come from Texas, this site has coordinated closely with Texas schools to obtain student scores for those who are home-based in Texas. Besides Wyoming and Texas, there were sixteen other states and Mexico represented at the three sites.

Needs assessment results from the three migrant education program sites help drive the delivery of services as described in the table that follows. This table summarizes staff surveys, parent questionnaires, assessment results, and reports received by the SEA from the MEP sites. Recommendations are included for professional development and program modifications to improve local MEPs.

Needs Assessment Results and Recommendations for Services, by MEP Site

MEP Site	Estimated # of Students	Student Needs Identified	Staff Needs Identified	Recommendations for Services
Goshen County School District #1	93 (20 days of instruction)	- Low scores in reading and math on the Summer Success Program	- Instructional strategies in reading, math, and relevancy to lifestyles - Need for greater understanding of the migrant lifestyle	- Better coordination of core subjects in morning with and thematic units - Include summer staff in presentation by Ruby Payne's staff: culture of poverty
Park County School District #1	79 (20 days of instruction)	- Low scores in reading and math - High percentage who are limited in English proficiency - Life skills for future	- ELL instructional strategies needed in reading, math, and technology as a tool for migrant students - Improving older student involvement	- Expand program to 10 hrs/day & offer evening classes (content tutoring, postsecondary, and career development) for middle & H.S.** students - Provide PD on effective instructional strategies for ELL students
Washakie County School District #1	74 (19 days of instruction)	- High percentage of ELL students - Low scores in reading comprehension and basic math facts and problem solving - Low skills in writing	- ELL instructional strategies needed - Possible increase of birth – 3 yr olds; need information on education of this age group	- Provide PD on effective instructional strategies for migrant and ELL students - Provide PD when projection is more reality & work with community resources

ELL= English Language Learner; **H.S.= High School; *PD= Professional Development*

SERVICE DELIVERY PLAN

Using documents distributed at the major national conferences regarding migrant education, Wyoming's MEP used the Seven Areas of Concern, resulting from the 2002 Office of Migrant Education's (OME) initiative with as our guide and outline when determining our Service Delivery Plan. Of the Seven Areas, Wyoming has identified "Educational Continuity", "School Engagement", "English Language Development" paired with migrant lifestyle, and "Health" as our major areas of concern for this Comprehensive Needs Assessment period.

Using the four areas of concern as priority points, we have addressed how the services will be delivered regarding the four areas and future activity concerning some of these areas.

EDUCATIONAL CONTINUITY

Reading Instruction – *Summer Success: Reading* is a comprehensive program designed to help struggling learners become fluent readers and implemented in 2004. It blends current research with time-tested best practices from successful reading teachers. Throughout the program, students receive instruction in phonics, phonemic awareness, comprehension, fluency, and vocabulary development. Because our MEP has shortened its length, from weeks to a number of days, the effectiveness of this program, which was developed for a six weeks course, needs review. The continued use of this program will be reviewed and a search for more appropriate research-based programs will begin.

Mathematics Instruction – *Summer Success: Math* is a complete summer school math program created to build students' confidence and proficiency in math. Aligned with the National Council of Teachers of Mathematics (NCTM) Standards, each grade-level specific kit is packed with everything a teacher needs to implement a full summer school course that introduces, reinforces, and reviews key math concepts for students. Again, because of the shortened length of the MEP, a more appropriate and research based program search will begin.

Writing Instruction – Because of interruptions in their education, another core area affected is a student's mastery of writing. Instead of writing as a separate offering, writing has been incorporated and implemented throughout the entire day. Whatever the student is experiencing or doing, they are asked to write about the experience; what they learned, how will they use the knowledge, and other information each teacher asks pertinent to the lesson itself.

SCHOOL ENGAGEMENT

Professional Development – Professional development is determined by site needs and availability. State offered professional development has involved data entry training, updates, inclusion and invitation to the state sponsored conferences (such as the North Central Accreditation/School Improvement Conferences), and invitation to the annual "Summer Camp" hosted by the Wyoming Department of Education's (WDE) Federal Programs Unit. Each site

has taken advantage of their, or surrounding districts, hosting instructional professional development and have attended such workshops. Examples of these included Ruby Payne’s “culture of poverty”, English Language Learner strategies, and Cognitive Academic Language Learning Approach (CALLA).

Behavioral, Emotional, and/or Cognitive Engagement are addressed throughout the three sites’ integration of their school day. From academics in the morning to interaction with other regular summer school students and staff, especially during lunchtime, to various extracurricular and/or skill related activities in the afternoon. Addressing safety and social issues are interspersed with activities that include auto mechanics, swimming, planning and building things. One site has its students plan, build, and participate in the annual July 4th parade. All three sites invite and/or coordinate with outside agencies and organizations to present to students and participate in “parent nights” and other coordinated activities for families and students (such as “health night”).

ENGLISH LANGUAGE DEVELOPMENT & MIGRANT LIFESTYLE

The three sites use pre-assessments for placement and to confirm the need for language development lessons. Staff members versed in English Language Learners (ELL) and Title III strategies sometimes are used as resources but teach from the established MEP protocol. Those students needing a more structured language development program are provided appropriate assistance through tutoring, extra time, smaller groups, and other strategies.

Understanding the Migrant Lifestyle

Two of the three sites have participated in conferences and/or workshops dealing with diverse lifestyles, the culture of poverty, and talking with the more experienced staff that have dealt with, or have been a part of, the migrant culture.

HEALTH

The three sites work with local health organizations to address dental, hygiene, and other health related issues. Various methods and strategies have been used, and continue to be used, in addressing whatever health issue that arises. For example, health fairs are co-sponsored and arranged at times that migrant families may attend without interfering with their work schedules. Local dentists donate toothbrushes, toothpaste, and other oral hygiene related materials for use during the day at the schools with presentations and reminders.

The health issues will continue to be addressed through a coordinated and integrated effort with the schools, agencies, and local organizations. Word of mouth has had the most impact in increasing participation and trust.

SUMMARY:

The Service Delivery Plan is a two pronged approach:

A. A general overall plan:

1. An annual application addresses funding and use of funds in appropriate services determined by pre assessments, surveys, interviews, and other avenues of communication;
2. An annual meeting coinciding with the “data entry training” days to discuss state and/or national changes and updates;
3. An “open door” approach for email correspondence because traveling throughout the state at certain times can be treacherous and there are certain restrictions some of the sites have when participating during the regular school year;
4. Continuous interaction between the sites and COEStar/TROMIK regarding COEs and their accuracy;
5. A detailed “end of year” report binder sent to the state office which contains several documents, materials, and student and staff statistics used during the summer session;
6. An established time line for certain activities to be completed; for example, the review and revision of the Comprehensive Needs Assessment, Services Delivery Plan and Evaluation, the Re-Interviewing Process, and site review and revision of their summer session programs;
7. An annual review of the tools used to assess effectiveness of the state’s interaction and technical assistance with MEP sites to achieve site goals and objectives;
8. A plan to search for more appropriate educational programs that will take into consideration time limits and other issues each site has regarding core subject areas; and,
9. A proposal to determine if, when, and how to terminate a site’s MEP summer session because costs outweighing benefits.

B. Site specific plan:

1. An annual review of “end of session” surveys:
 - a. Review will help assess effectiveness of the summer’s plan;
 - b. Review could help in planning for the next summer session;
2. An annual review of students’ pre-and-post academic assessments:
 - a. Review will help assess effectiveness of academics provided;
 - b. Review will help assess changes for next summer session;

3. To have prior approval from the SEA regarding changes with the site's summer session; using this method will also have a documentation trail for historical purposes.

EVALUATION

For program improvement purposes and in accordance with the evaluation requirements found in 34CRF 200.83(a)(4), evaluation activities will be carried out systematically. Evaluation data will be collected, compiled, analyzed, and summarized each year by the Wyoming Department of Education’s Migrant Education Program. These activities will assist the State to determine the degree in which the MEP is effective in meeting its goals.

The evaluation will methodically collect information to improve the program and make decisions about program merit. Specifically, the evaluation will look at implementation and outcomes with respect to the results achieved from the agreed upon areas of concern determined from the Comprehensive Needs Assessment.

Evaluation Activities, By MEP Service Area

Evaluation Activity	1 Ed Continuity	2 Instr Time	3 Sch Engage	4 ELL & MigLif	5 Ed HomeSup	6 Health	7 Access Services
Document the number receiving content instruction	✓	✓	✓				
Collect/report Summer Success curriculum results, language proficiency test results	✓	✓					
Collect/report staff survey results	✓	✓	✓	✓	✓	✓	✓
Collect/report parent survey results	✓	✓	✓	✓			✓
Document participation in courses	✓	✓	✓				
Document staff attendance and agendas				✓			
Document parent attendance and agendas					✓		✓
Document the number receiving supportive/supplemental services	✓						✓
Document the type of supportive/supplemental services	✓						✓
Collect evaluation information (2010-11)							

Prepare a draft and final evaluation report and submit it to OME (2010-11)							
--	--	--	--	--	--	--	--

- Key:
- 1= Educational Continuity
 - 2= Instructional Time
 - 3= School Engagement
 - 4= English Language Learners & Migrant Lifestyle
 - 5= Educational Support in the Home
 - 6= Health
 - 7= Access to Services

PROPOSED REVISIONS of FORMS (Summer, 2009)

The following three forms will be shown as they currently are, followed by an “Areas in need of revision” portion. Upon receipt of site feedback, master copies will be made and distributed for use at the site level. As per established procedure, the surveys will be included in the “end of year” reports sent to the SEA after the end of the site’s summer session. The revised forms will be distributed for the 2009-10 summer session.

PARENT SURVEY

Current form used:

WYOMING MIGRANT EDUCATION PROGRAM
PARENT SURVEY

Directions: Please circle the number in the box below to show your opinion of the Wyoming Migrant Education Program or your experiences with migrant services.

1 = Not At All 2 = Somewhat 3 = A lot N/O = No Opinion

<u>To What extent....</u>	<u>Rating</u>			
1. Did you have opportunities to participate in parent meetings?	1	2	3	N/O
2. Did you help with planning, reviewing, or improving school programs	1	2	3	N/O
3. Did your child’s teacher communicate with you	1	2	3	N/O
4. Did you have the opportunity to comment on school programs	1	2	3	N/O
5. Did you have opportunities to visit your child’s classroom	1	2	3	N/O
6. Did you participate in workshops, classes, or parent training	1	2	3	N/O
7. Did you receive materials from school in a language that you understood	1	2	3	N/O

How would you rate the services provided by the Wyoming Migrant Education Program?

Very Good Good Average Fair Poor

How did the Wyoming Migrant Education Program help your children?

In what ways would you change the Wyoming Migrant Education Program to make it better

Any other comments

Thank you!

Areas in need of revision:

The rating system: if one is used, needs to be more reader friendly, the way in which it is currently written is confusing to a person who is not proficient in English and English language idiosyncrasies;

- The survey needs to be site-related -- asking specific questions to the site and the present program they are being asked opinions about so the next year could have specific improvements in order for parents to see their opinions were listened to and taken into account; and,
- Questions pertaining to the state level have little to no relevance to a parent who rarely, if ever, gets the opportunity to visit with any state level representative; keep a portion for open-ended questions, but directed to overall improvement where the responses may be used for site and/or state level improvement.

NEEDS ASSESSMENT SURVEY

Current form used:

WYOMING MIGRANT EDUCATION PROGRAM NEEDS ASSESSMENT SURVEY

_Director _Teacher _Paraprofessional _Recruiter _Clerk _Other_____

Directions: Please check the areas that you feel are needed MOST by your project to help migrant children make adequate yearly progress.

1. What INSTRUCTIONAL SERVICES are needed most by your project? *(Check all that apply)*

<input type="checkbox"/> _summer programs	<input type="checkbox"/> _extended day tutoring programs	<input type="checkbox"/> _supplementary science
<input type="checkbox"/> _in-school tutoring	<input type="checkbox"/> _drop-out prevention programs	<input type="checkbox"/> _supplementary social studies
<input type="checkbox"/> _preschool programs	<input type="checkbox"/> _GED/programs for out-of-school youth	<input type="checkbox"/> _ESL programs
<input type="checkbox"/> _PASS	<input type="checkbox"/> _supplementary reading	<input type="checkbox"/> _other
<input type="checkbox"/> _RIF	<input type="checkbox"/> _supplementary math	<input type="checkbox"/> _other

2. What SUPPORT SERVICES are needed most by your project? *(Check all that apply)*

<input type="checkbox"/> _interpreting/translating	<input type="checkbox"/> _parenting education (i.e., nutrition)	<input type="checkbox"/> _professional development
<input type="checkbox"/> _advocacy	<input type="checkbox"/> _counseling for students	<input type="checkbox"/> _other
<input type="checkbox"/> _books/materials/supplies	<input type="checkbox"/> _health services (medical/dental)	<input type="checkbox"/> _other
<input type="checkbox"/> _clothing distribution	<input type="checkbox"/> _career counseling	<input type="checkbox"/> _other
<input type="checkbox"/> _transportation	<input type="checkbox"/> _locating resources	<input type="checkbox"/> _other

3. What suggestions do you have to IMPROVE SERVICES? *(Check all that apply)*

<input type="checkbox"/> _more professional development (see #4 below)	<input type="checkbox"/> _more onsite visits/consultations w/SEA staff
<input type="checkbox"/> _more info on assessing family & health needs	<input type="checkbox"/> _more info on serving children birth to age three
<input type="checkbox"/> _more info on records transfer	<input type="checkbox"/> _more info on instructional strategies
<input type="checkbox"/> _increased communication/coordination	<input type="checkbox"/> _other

4. What topics would you recommend for PROFESSIONAL DEVELOPMENT to increase educators' capacity? *(Check all that apply)*
- | | | |
|---|--|---|
| <input type="checkbox"/> program planning | <input type="checkbox"/> technology as an instructional tool | <input type="checkbox"/> parent involvement |
| <input type="checkbox"/> program evaluation | <input type="checkbox"/> health/medical/dental issues | <input type="checkbox"/> ESL strategies |
| <input type="checkbox"/> curriculum & instruction | <input type="checkbox"/> identification & recruitment | <input type="checkbox"/> other |
| <input type="checkbox"/> student assessment | <input type="checkbox"/> migrant staff mentoring | <input type="checkbox"/> other |
5. What topics would you recommend for PARENT TRAINING to help parents support their children in meeting high standards? *(Check all that apply)*
- | | | |
|---|--|-------------------------------------|
| <input type="checkbox"/> ESL instruction | <input type="checkbox"/> drugs/school safety | <input type="checkbox"/> technology |
| <input type="checkbox"/> discipline | <input type="checkbox"/> literacy | <input type="checkbox"/> other |
| <input type="checkbox"/> parent involvement | <input type="checkbox"/> accessing community resources | <input type="checkbox"/> other |

Other Comments:

Areas in need of revision:

Many of the options listed are not feasible in a summer program that may last less than twenty-two (22) days for instructional time; it seems the options listed are more relevant for a year long program rather than a summer session:

- Delete options that are not applicable to summer session and/or Wyoming related options:
 - Delete: summer programs; PASS; RIF; extended day tutoring programs;
 - Delete: clothing distribution; transportation; parenting education (nutrition); health services; professional development; ESL programs (or change to “ELL/LEP programs”)
 - Delete: more professional development (see #4); more info on assessing family and health needs; more info on records transfer
 - Delete: program planning; program evaluation; technology as an instructional tool; migrant staff mentoring; ESL strategies (or change to “ELL/LEP strategies”)
 - Delete: ESL instruction; discipline; parent involvement; literacy; technology
- Decide if need to add other options after deleting the above; find out what to add;
- Change the “ESL” to either “ELL” or “LEP”, Wyoming does not acknowledge “ESL”.

STAFF SURVEY

Current form used:

Wyoming Migrant Education Program
Staff Survey

Site Directors/Coordinators and all MEP Staff – Please help us evaluate Wyoming’s Migrant Education Program services by circling the number that best answers the questions about the effectiveness of services to migrant students. Thank you.

1 = Not At All 2 = Very Little 3 = Somewhat 4 = A Lot 5 = Very Much

Please rate the extent to which...

- | | | | | | | |
|---|---|---|---|---|---|-----|
| 1. Migrant students improved their reading proficiency | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. Migrant students improved their math skills | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. Migrant students demonstrated higher rates of success on state assessments | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. Migrant students who are English language learners improved their English proficiency | | | | | | |
| 5. Credit-deficient migrant high school students enrolled in and completed secondary coursework | | | | | | |
| 6. The number of secondary migrant students receiving H.S. credit increased | | | | | | |
| 7. The Summer Reading Program was appropriate for meeting the learning needs of students | | | | | | |
| 8. Preschool children increased their developmental skills | | | | | | |
| 9. Professional development has helped you be more effectively as an instructor | | | | | | |
| 10. Professional development has helped you more effectively provide support services | | | | | | |
| 11. Identification and recruitment activities have been of sufficient scope and quality | | | | | | |
| 12. Recruiters become more knowledgeable about ID&R as a result of participating in professional development | | | | | | |
| 13. Inter/intrastate collaboration activities resulted in increased services to migrant students | | | | | | |
| 14. You became more knowledgeable about inter/intrastate collaboration as a result of participating in professional development | | | | | | |
| 15. Supportive and supplemental services contributed to the success of migrant students | | | | | | |

What were some of the highlights of this year’s services to migrant students?
5 lines provided to write on

Areas in need of revision:

- The following questions may be appropriate to keep: #1, 2, 4, 7, 8, and 10;
- #4 & 8 may need ‘wordsmithing’ because there is not an assessment currently in use to show progress, or lack of progress, with ELL because ELL is generally assessed through the WELLA. The WELLA is not administered until a March/April window, when most of MEP eligible students are no longer in our schools or are entering as a transfer; and

there is no assessment currently being used to assess progress of preschool students in the MEP summer session;

- The other questions (#3, 5, 6, 9, 11, 12, 13, 14, 15) do not seem relevant to the current status of the three participating districts;
- Questions need to reflect those areas that have been identified as goals of our MEP in Wyoming, not other states or year-long programs, and need to be open-ended for practical suggestions to improve;
- The last question: “What were some highlights of this year’s services . . .” may be appropriate to include on both the parent and the staff surveys;
- The “Program Evaluation Narrative” be deleted as the “highlights” question may be retooled to reflect this portion;
- IF the format is kept, the rating scale needs reworked; need an “ideas” section for suggestions for improvement.

PROPOSED FORM (Summer, 2010)

The following form is proposed to fill a void discovered during review of MEP processes in Wyoming.

STATE ON-SITE VISIT FEEDBACK

WYOMING DEPARTMENT OF EDUCATION
MIGRANT EDUCATION PROGRAM
ON-SITE VISIT
FEEDBACK AND/OR MONITORING

Visit Date: _____

Site: _____

Building location this year: _____

Other buildings or sites used: _____

State Representative Name: _____

Visited with:

Dates of site’s MEP session: beginning: _____ ending: _____

Staff orientation/development/training dates: _____
Student instruction dates: _____

Topics at MEP staff orientation:

Application of orientation topics observed:

What's different this visit from last visit?

[THIS PAGE needs to be printed as 'landscape' or done on spreadsheet with the following as column headings]

Observed Classes/Courses:

- ✓ Teacher
- ✓ Subject
- ✓ Grades
- ✓ Number of students
- ✓ Placement determination
- ✓ Measurements for progress
- ✓ Materials

Observed Presentations/Activities:

- ✓ Presenter
- ✓ Activity
- ✓ Audience
- ✓ Reaction(s)

Open –ended questions that need responses from visitor

Observed Classes/Courses:

- ✓ Effective classroom strategies used :
- ✓ How do you know they're effective:

Observed Presentations/Activities:

- ✓ What was the purpose of the presentation/activity
- ✓ How could you tell if the presentation/activity was successful
- ✓ Any thoughts, comments, or suggestions to improve on this presentation/activity

After completion, a completed form needs to be sent to the On-Site Director, Data Entry, Recruiter, District Superintendent, and a copy kept electronically for posterity. Completed forms can be sent electronically or through regular mail with a receipt document kept on file.

RE-INTERVIEWING PROCESS

In Wyoming, most migrant families begin arriving in March and depart during the months of September – October. Included in the new Migrant Education Program's Rules and Regulations, is a Re-Interviewing Process. Individual states have been given the opportunity to develop a Re-Interviewing Process that is relevant to the individual state's uniqueness.

Wyoming participated in the initiative established in 2004-05, but has been unable to find a written process. After the 2009 summer session and before the 2010 summer session, the following outline will become the process in which Wyoming's MEP sites will implement in order for an evaluation at the end of the 2010 summer session.

Completed COEs:

- ✓ how to coordinate recruiters to re-interview (retired recruiters, MEP personnel)
 - listed expectations
 - written training issues and method
- ✓ copy for re-interviewers
- ✓ cover letter; recruiters prepare families for a follow up by someone else; who will be done before families leave, ask when family plans to leave area for next job
- ✓ record estimated leave date so re-interviewer will know deadline to make contact

RE-INTERVIEW ITSELF:

- ✓ same questions asked at initial interview asked again? Double check manual
- ✓ how get around? With on-site recruiter or alone
 - if alone, will need
 - directions
 - map
 - times families available
 - establish timeline for re-interviews to take place before families leave the specific site area
 - recruiters begin February, early March; re-interviewers need to conduct their interviews beginning June or immediately after summer session begins
 - establishing the number of families to re-interview will be determined by the number of eligible students; larger MEPs have a percentage to re-interview

- after decision of number of families to re-interview, need to determine how to select (random?; all?; other?) depending upon summer session's enrollment

REIMBURSEMENT TRAIL

- ✓ Funds come from individual site's subgrants
- ✓ vendor number on file at the state agency
- ✓ forms to complete
- ✓ identification of re-interviewer
 - letter of introduction—something ensuring it's safe for family to talk with them; does on-site recruiter accompany, introduce, go outside while re-interview being conducted?
- ✓ Form to record who met, when, mileage

RE-INTERVIEWERS

- ✓ Retired former recruiters in area
- ✓ Current on-site recruiters rotate to another site