



Guidance for Completing the Title I.C LEA Compliance Plan

Migrant Education and English Language Learning
Office of Quality Schools

The Department of Elementary and Secondary Education has recently developed a new compliance plan system for districts to use when applying for federal funds. The new system consists of stand-alone web pages as opposed to the previous Goals, Objectives, Strategies, Activities (GOSA) structure found in ePEGS. Districts will use ePEGS to submit budget information.

Districts that receive Title I.C Migrant Education Program funds must annually submit its plan through the new format. This plan will identify the uses of Title I.C funds in the district and address the components required by federal law. The plan must be submitted before the district's federal consolidated budget may be approved.

Districts identified as eligible to receive Title I.C. Migrant funds are notified by the State Director of Migrant Education. Those districts must access the Web Applications page under the heading **Cross-Divisional Systems**, and then continue to the link **Compliance Plans (Federal and State)**. From there, districts start a new document by selecting the applicable program.

Once the Title I.C. Migrant planning document has been selected, the district must address the following:

Section I - ASSURANCES AND CERTIFICATIONS

These are general assurances that the district will comply with all of Title I, Part C, Migrant Education regulations, policies, guidelines and requirements; and that according to section 1304 of Title I, Part C, funds received under this part will be used only to supplement services. A check box located at the end of the assurances must be checked.

Section II – STUDENTS SERVED

BUILDINGS WHERE MIGRANT STUDENTS WILL BE SERVED

List the buildings where migrant students will be served with Title I.C funds.

SECTION III – MIGRANT EDUCATION PROJECT NEEDS ASSESSMENT

Select from a suggested list of needs assessment tools that will be used. Districts can add additional tools under the "other" choices.

SECTION IV – PROJECT PLAN NARRATIVE

District must provide a narrative explanation for each subsection. The narrative must specifically address each item in accordance with Title I, Part C.

SECTION IV A - INSTRUCTIONAL SERVICES

Complete all three parts (a, b and c)

EXAMPLE - a.) The district will implement a system for continuously identifying and serving students at risk of educational failure. Migrant students identified at-risk will be provided core academic instruction in the regular classroom by the classroom teacher using differentiated instructional techniques. Migrant students will also be eligible for supplemental instruction provided by the migrant teacher. This supplemental instruction may include tutorial instruction in the core academic areas, instruction for credit recovery, and/or language instruction. The supplemental instruction provided by the migrant teacher will

be based upon the migrant students' individual needs as determined through collaboration between the regular classroom teacher and the migrant teacher. In addition to the tutoring services offered by the district, migrant students will be offered an additional day of after school tutoring services.

EXAMPLE - b.) Migrant students, based on individual needs, may qualify for additional supplemental services through Title I, Part A and other district programs. Title I and the Missouri Preschool Project provide high quality preschool services for four year old students. Potential students are screened in the areas of vision, hearing, health/nutrition, motor, concepts, speech and language. Students in grades K-3 who are identified as having reading difficulties, based on multiple assessment data, are offered supplemental reading instruction with the Title I reading teacher. The district has utilized Title I school improvement funding to purchase ESL supplemental materials to go along with the core reading series. Based upon student needs a student may access Title I.A, other district programs/services and migrant services. Parental Involvement activities are also addressed in the district and building plans utilizing district, Title I.A, and Title I.C funding.

EXAMPLE - c.) The district has developed a "Migrant Priority for Services Action Plan" which outlines how the district will identify, track, and serve Priority for Services migratory students. The district will utilize Migrant Education Program funds and other available resources to address the unique needs of Priority for Services migratory students first, before expending funds on other migratory children. The district will develop and provide to both the elementary and high school buildings with sufficient numbers of enrolled migrant students, a Migrant Data Report that will provide MAP results, retention, GPA, ELL status, absenteeism, age/grade discrepancy and credit accrual data for students enrolled. Classroom teachers will be informed of a student's status and will be asked to monitor student's status and help provide information to evaluate the student's progress. Priority for Service migratory students will be provided with one or more of the following Migrant Support Services. The migrant teacher and school counselors will document services that have been provided to Priority of Services migratory students

SECTION IV B - PROGRAM ADMINISTRATION

Complete all five parts (a, b, c, d and e)

EXAMPLE - a.) Migrant teacher(s) will review all Parent Surveys and submit potential qualifying surveys to State Director of Migrant Education. Migrant teacher(s) will secure qualifying migrant student CEOs in the district migrant office and ensure migrant services for the child(ren). Migrant teacher(s) will continue to update a list of students qualifying migrant throughout the school year. The list will remain in the district migrant office. A list of qualifying migrant students will also be submitted to Food Services for the purpose of free lunch disbursement. The migrant teacher will work collaboratively with the state Migrant Director to maintain the appropriate cumulative qualifying migrant list and data. Changes to student information/data will be shared between the migrant teacher(s), the State Migrant Director, and the general classroom teacher as necessary to provide migrant student services. Each year the migrant teacher(s) will complete a Recertification of Migrant Student Eligibility and MOSIS Verification list for the district and submit to DESE. Copy of the Recertification of Migrant Student Eligibility, the MOSIS Verification list and all COEs will be retained in the district migrant office.

EXAMPLE - b.) Migrant needs are initially assessed on the Family Interview on the Certificate of Eligibility. Migrant Advocates will collaborate with migrant recruiters to address the needs of individual migrant students using the needs assessment tools listed previously. Needs are also identified via parent surveys mailed to homes, and through Migrant Parent Advisory Committees. Language needs are identified through language screening.

EXAMPLE - c.) Program effectiveness will be evaluated through: data analysis of language proficiency, weekly migrant staff meetings to address identification and current issues, parental input through surveys and forums, and through an annual review of whether the programs objectives have been met.

EXAMPLE - d.) The migrant budget is directly related to the goal, objective and action steps of the CSIP and building level plans' priorities. The budget provides for high quality professional development to help staff become better equipped at meeting the needs of students at risk of failure. It provides for supplemental materials and supplies directly related to helping students make academic progress and it provides for materials for parents of migrant children to help them participate in their child's education.

EXAMPLE - e.) Current student lists which include the expiration date of migrant status will be referenced weekly by the designated Migrant contact person to ensure that only migrant students with a valid Certificate of Eligibility are served.

SECTION IV C - SUPPORT SERVICES

Complete both parts (a and b)

EXAMPLE - a.) Support services will be provided or referred by Migrant Advocates. Referrals will be made to the social welfare board for migrant families who may qualify for Medicaid. Information for community resources will be provided in a language parents can understand. If parents need assistance with interpreting for in order to access private health services (such as eyeglasses, or dental care), or with applications for social programs, Migrant Advocates will contact local services programs for support, or may assist.

EXAMPLE - b.) Each spring local agencies, service providers and community groups are invited to participate in our annual Parent Resource Fair. The goal of the fair is to share local services available to families. As a result of these strengthened partnerships, families in need are afforded the opportunity of expedited services, which many times, occur outside normal business hours. School social workers collaborated with a local clinic to have policies put in place to address urgent medical needs of eligible families.

SECTION IV D - PROFESSIONAL DEVELOPMENT

Complete both parts (a and b)

EXAMPLE - a.) Migrant-funded personnel and Federal Programs administrative team attend the annual MELL Conference. Relevant reading materials are purchased with Migrant funds, reading groups are established to conduct book studies.

EXAMPLE - b.) The district's elementary schools utilize Tiered Instruction-Response to Intervention. Process includes setting a building-wide intervention schedule for student to be pulled out for Tier 2/Tier 3 intervention groups. Groups/students are reviewed regularly during Data Team Meetings to evaluate effectiveness of interventions. Reading and Math data is collected during scheduled progress monitoring and is used to monitor growth.

SECTION IV E - PARENTAL INVOLVEMENT

Complete both parts (a and b)

EXAMPLE - a.) The district holds two Parent Advisory Council meetings per year; one for grades Pre-K through 6 and one for grades 7-12. A bi-annual Parent/Teacher conference is required in the district, as well as mini conferences to maintain teacher-parent communication. The migrant liaison provides resources to parents such as Practical Parenting Partnerships in grades K-6 to address topics such as behavior, homework, sibling rivalry, and discipline; which may impact migrant student learning and provides parent feedback.

EXAMPLE - b.) A typical agenda for an elementary PAC may include the following: dinner, short presentation from migrant students, an official meeting time to discuss migrant parent concerns, and a presentation from services available in our local community. A typical upper level PAC agenda may

include the following: official meeting time to discuss migrant parent concerns, dinner, a presentation, a Q and A session via the Hispanic Initiative and information from local colleges. The PAC membership consists of parents of current and former migrant-identified students and other parents supporting the interests of migrant students. Sign-in sheets are provided and minutes of the meetings are recorded.

For more information or additional support, please contact the Migrant Education/English Language Learning Office at (573) 526-6989.