**Spring Workshop: USING DATA TO EVALUATE AND PLAN YOUR MIGRANT PROGRAM**

**PRESENTER AGENDA**

**Outcome 1:** Migrant Directors will use data to evaluate their program and students’ targets, and will use the analysis of this data and other information to inform their planning of the 14-15 program scope and services.

**Outcome 2:** Migrant Directors will know what is needed to complete each section of the iGrant form packages 521 (13-14 EOY report) and 206 (14-15 application).

**Planning with the end in mind…**

1. **MIGRANT PROGRAM** **EVALUATION**
2. Program goals and targets—is district on track?
   1. Federal Outcomes—GPRAs (GPRA handout)
   2. State Outcomes—(Service Delivery Plan on thumb drive)
   3. Student achievement targets (iGrants tab in MSIS)
   4. Getting migrant parent input on program evaluation (show new iGrant item)
3. Reporting and Documentation for Program Evaluation
   1. EOY Report iGrant Form Package 521 (review instructions)
   2. Supplemental Services Reporting (custom report in their packets)
   3. Importance of matching FP 521 with FP 206
   4. Migrant Reporting (supplemental services handout, reporting of minutes—show MSDR resources tab, reporting of attendance, credits, test scores, enrollment, etc.)
   5. Compliance Documentation (state CPR migrant checklist on thumb drive; federal non-regulatory guidance on thumb drive)
4. **MIGRANT PROGRAM** **PLANNING**

Look at the **needs** of the sub-populations within migrant; identify problems encountered; identify areas where the students may need different MEP (or other) services;

1. Non-EL migrant students (iGrant tab in MSIS)
2. EL migrant students (iGrant tab in MSIS)
3. Elementary students
4. HS (secondary) students
5. Preschool students (migrant student lists)
6. Out-of-school 7-12 students (migrant student lists)
7. Recovered OOS (migrant student lists)
8. Binational students (Student born in other countries)
9. iGrant (FP 206 Instructions)
   1. PD plan
   2. I&R plan
   3. Staffing plan (sample staffing worksheet)
      1. Parapro (no recess or other “duty” for migrant paid paras; only allowable through T1 regular)
      2. Recruiter (see job description; other duties like OOS support, family liaison activities, PAC, etc. need to be from separate FTE hours
      3. Common issues with staffing
   4. Communication plan
      1. **Orienting MEP staff** (program goals, their particular services and targets, how they identify who to serve, what do they report…)
      2. Informing all building administrators (MEP program goals, staffing and services in their buildings, specific migrant students targeted for MEP supplemental services (PFS), how other migrant students will get their needs met, supplement vs supplant concept at building level, what should be monitored (how)…)