

2011-12 Migrant Education Summer Program Guidelines

At minimum Summer Programming must include:

➤ **A reading focused component**

Required Elements

- Minimum duration of program: 4 weeks/4-5 hours per week/per child
- Pre- and Post-test/instrument or multiple interval assessment to measure impact of instruction/progress in learning
- Structured program - offered at pre-established specific times and places
- Use of scientifically/research-based strategies – e.g. use of highly qualified teacher to provide instruction, tutoring, one-on-one instruction, etc.

Highly Preferred Elements

- Use of scientifically/research-based formal curriculum/program
- Use of standardized pre- and post-test/instrument or multiple interval assessment to measure impact of instruction/progress in learning

➤ **A component that provides assistance in credit accrual toward graduation/promotion** for middle and high school students (if serving this population)

Important Note: For the purpose of accurately reporting summer services, the one-time act of providing an instructional packet to a child as either an instructional or support service cannot be included in your “summer count” of migrant services. The provision of these materials in combination with on-going contact or follow up with the child to guide and assess the child’s progress would constitute a service. This involves implementing a “set” of activities that are supported by scientifically-based research; that will likely help the program meet the measurable achievement outcomes it has set for migrant children.

Four *Best Practice* samples of reading components that include the required elements and some highly preferred elements follow.

Two *Best Practice* samples of a component that provides assistance in credit accrual toward graduation/promotion for middle and high school students follow.

Program Name	Program Description (Provide a detailed description of each summer program)	Activity is Scientific Research-Based Yes or No If yes, please provide reference. If no, please explain.	Program Implementation (How will the district MEP implement the summer program? Include hiring teacher, purchasing materials, transportation, etc.)	Program Focus (Specify program focus)	Expected Outcomes, & Method/Tool to be Used to Measure Outcomes (Be specific about expected outcomes for all summer program components. Use numbers and percentage in outcome. A pre- and post-test/instrument is required for reading and math program components; a pre- and post-test of knowledge gain and/or an assessment of credit accrued is required for credit accrual programs. For all other program components specify how you will document outcomes. For example, if you are providing a Summer Meals Program identify how you will track the number of children who received a meal.)	Sites/Location For Summer Program (Indicate actual sites where program(s) will take place: schools, community centers, homes, etc.)	Target Population/ Grade Span (Indicated the age or grade(s) of the students to be served)	Frequency/ Program Duration (How often: # times per week, once, daily, etc. & How long)	Total Duration Hours (Anticipated # hours to be offered)	Anticipated Number of Student (Indicate the anticipated unduplicated enrollment numbers)	Anticipated Costs
Samples of Reading Components											
SAMPLE #1 In Home Literacy Program	Kindergarten through 7th grade literacy development and reading camp for MEP students in the district MEP. Program will also include parent involvement and family literacy.	Yes	MEP will hire 6 teachers, to serve participating MEP students. Transportation and literacy materials required for this program are included in anticipated cost.	Students will concentrate on improving reading skills and tactics through a variety of activities including reading comprehension , grade level reading materials, prediction strategies, summarizing strategies, etc. Parent	Great Leaps Reading Program words per minute fluency will be utilized to monitor progress. Students will be assessed 3 times during the length of the program. Reading level will be determined during the first tutorial contact with the student. 40 students (100%) will show maintenance of acquired skills, or an increase in reading skills.	In home visits & support at existing summer camp (if attending)	Grades K-7	2 hours four times a week per family for five weeks	40 hours	40 students	\$38,540

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				involvement will include literacy activities and materials.							
SAMPLE #2 Elementary Reading Program	Students in grades K - 5 will be invited to explore various genres of literature, with a heavy emphasis on non-fiction selections. Reader's Theater will be included, along with weekly check in vocabulary and comprehension.	Yes	Twelve elementary teachers will be hired. All are highly qualified. Reading books and reader's theater scripts will be purchased. Transportation will be provided to and from the elementary school sites. School computer labs and libraries will also be	Small groups of no more than 1:10 teacher/student ratio will work with different genres of literature, focusing specifically on vocabulary development and comprehension.	50 students (100%) will show maintenance of acquired skills, or an increase in reading skills as measured by computer-based pre and post tests.	USA Elementary School, County Line Elementary School (These two schools will serve migrant children from all 8 elementary schools)	Grades K - 5	5 days/week @ 6 hours each day for 5 weeks.	144 hours	150 students	\$48,250

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			used								
SAMPLE #3 In the HOME program	Four teachers are hired to work with families who have a child in grades K, - 2 and identified as being below their peers in reading. The teacher visits the family at least two times a week during the summer to help the child with reading strategies. Each teacher works with 20	Yes	Four highly qualified reading teachers target preselected K-2 grade students who have been identified as "at risk" students to work with the family with home literacy reading skill	We have targeted early on Migrant students who have experienced difficulty with reading skills and are providing an extensive in home family literacy program of these children.	Pre and post-test on reading fluency, as well as, pre- and post-assessments for Pre-K students on colors, shapes, number recognition, numbers counting, letter identification, and sound recognition will be administered. 30 students (100%) will show an increase or maintenance in school readiness.	In the homes of Migrant families	Pre-K through 2nd grade with the target of first grade the priority.	3 visits a week for 2 hours each for 4 weeks, and often more than three times a week if additional support is needed.	24 hours	30 students	\$10,354

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	families during the summer.										
SAMPLE #4 District-based Reading and Math Program	Participating migrant students will attend an academic summer enrichment program for elementary students with an emphasis on reading and mathematical strategies.	Yes	Five highly-qualified teachers, one paraprofessional and one clerk typist (bus information, parent information) will be hired for a 10:1 per pupil ratio to provide an academic summer program that includes the following instructional components: oral language, prior	Non-proficient migrant student participants will receive small-group and/or one-on-one instruction as well as, manipulatives will be included when addressing mathematical concepts.	Each student will show an increase in their reading and mathematical skills as measured by Cornerstone Placement Test pre- and post-tests.	Main Street Elementary School	Grades K-5	5 days/week @ 4 hours each day for 28 days	112 hours	100 students	\$25,000

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			Assessment (already purchased). Transportation will be provided to and from the elementary school.								
Samples of a component that provides assistance in credit accrual toward graduation/promotion for middle and high school students											
High School Transition/Pass Credit Accrual Program	Migrant students in grades 9-12 will be able to participate in the PASS Program that will be offered at district high schools with enrollments	Yes	Reading Teachers, Advocates, and Migrant Support Services Aides will be employed at Migrant funded Summer Reading Program Sites.	Participating students will receive individualized instruction to address the students' literacy needs and course requirements.	Pre and Post Chapter tests will be administered to measure students' progress. Test data will be analyzed to determine the percentage of students who have completed PASS courses and the number of credits that have been awarded. 15 students (100%) will have completed PASS courses and awarded credit.	Blueberry High School, Kiwi City High School, and Mango High School	Grades 9 -12 Students (PASS Program) ***** Incoming 9th Grade Students	4 days/week @ 4.5 hours each day for 16 days	288 hours	15 students	\$1,500

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	of migrant students. Participating students will receive instruction from highly qualified Migrant funded Teachers, Advocates, and Migrant Support Services Aides. Students will be able to complete courses and accrue needed credits to meet		Existing Reading books, computer hardware and software programs will be utilized. Transportation will be provided by the District, as well as food, literacy bags, school supplies and books will be purchased utilizing existing MEP funds.								

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	promotions and/or graduation requirements. In-coming 9th Grade Migrant students will be able to participate in a district funded Reading Program and can also enroll in the Study Techniques PASS Program Course. Migrant funded personnel,										

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	including highly qualified teachers will be providing students with instructions and support.										
Credit Accrual	Participating students will need credit accrual/grade replacement in a core area for promotion or credit or grade replacements .	Yes	Highly qualified teachers will be hired at each school. The migrant advocate/recruiter will be assisting at each school. Mini-Pass and PASS programs will be ordered for the students in their needed content area(s).	Students requiring grade replacement or credit accrual will work in identified need areas using Mini-Pass and PASS programs.	25 students (100%) will show competency by achieving a 70% or better on Unit quizzes and tests. PASS students must pass the end exam with a 70% or better as identified by the PASS program.	A migrant summer school program will be at two sites: Stars Elementary and Bright Lights School	Grades 5-8 and 9-12	4 days/ week/3 hours day for 5 weeks	60 hours	25 students	\$2,000

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			Computers and on-line curriculum programs will be available to students for additional intervention services in academic areas.								

Summer Outcome Report

This section of the Guidelines is to assist while completing the District Migrant Education Program (MEP) Summer Program Outcome Report. This will assist the State MEP in analyzing the data submitted by the district by creating more consistency in data reporting. For purposes of this guidance, guidelines will be categorized by program component (i.e., Reading/Math Programs, PreK/School Readiness, Graduation, etc.). Although some programs offered during Summer may not align with the following components, the anticipation is that this document will create an understanding of the data being requested by the State MEP.

Also please note there is a new section included in the Summer Outcome Report. It is the third worksheet in the workbook, Unduplicated Summer Count. In this section, the number of students/participants served based on grade level (PreK – 12, OSY, and Parent) will be reported.

Program Component	Requested Data	Example
Reading and/or Math	<ul style="list-style-type: none"> • Number <u>and</u> percentage of students that showed gains, maintenance, and decrease based on pre/post tests • Number of students served under each component (if component combines reading and math) 	<ul style="list-style-type: none"> • 30 students (60%) showed gains, 15 (30%) remained the same, and 5 (10%) showed decrease based on the computer-based pre/post tests • 50 students (100%) participated in reading component and 35 (70%) participated in math component
PreK/School Readiness	<ul style="list-style-type: none"> • Number <u>and</u> percentage of students that showed gains, maintenance, and decrease based on pre/post tests • Number <u>and</u> percentage of students that take formal assessment (e.g., FLKRS, BRIGANCE, etc.), if administered <ul style="list-style-type: none"> • Number <u>and</u> percentage of students passing and not passing formal assessment (e.g., FLKRS, BRIGANCE, etc.), if administered 	<ul style="list-style-type: none"> • 30 students (60%) showed gains, 15 (30%) remained the same, and 5 (10%) showed decrease based on the computer-based pre/post tests • 20 students (40%) took FLKRS – 20 (100%) demonstrated school readiness
Graduation	<u>Credit Accrual</u> <ul style="list-style-type: none"> • Number <u>and</u> name of courses taken by students • Number <u>and</u> percentage of credits attempted and earned • Number <u>and</u> percentage of students that passed courses/received credit <u>Other</u> <ul style="list-style-type: none"> • Number <u>and</u> percentage of students that showed gains, maintenance, and decrease based on pre/post tests, if applicable 	<u>Credit Accrual</u> <ul style="list-style-type: none"> • 4 courses were taken by students • 8 credits (100%) were attempted and earned • 5 students (100%) passed courses and received credit <u>Other</u> <ul style="list-style-type: none"> • 30 students (60%) showed gains, 15 (30%) remained the same, and 5 (10%) showed decrease based on the computer-based pre/post tests
OSY	<ul style="list-style-type: none"> • Number <u>and</u> percentage of participants that showed gains, maintenance, and decrease based on pre/post tests, if administered 	<ul style="list-style-type: none"> • 30 participants (60%) showed gains, 15 (30%) remained the same, and 5 (10%) showed decrease based on the pre/post tests
Parent Involvement/Activities (including student and parent combined activities)	<u>Stand Alone Parent Involvement Activities</u> <ul style="list-style-type: none"> • Number of parents participated in/attended activity • Number <u>and</u> percentage of parents that showed gains, maintenance, and decrease based on pre/post tests, if administered <u>Student/Parent Combined Activities</u> <ul style="list-style-type: none"> • Number of parents involved 	<u>Stand Alone Parent Involvement Activities</u> <ul style="list-style-type: none"> • 30 parents attended • 30 parents (100%) showed gains based on the pre/post tests <u>Student/Parent Combined Activities</u> <ul style="list-style-type: none"> • 10 parents participated

Technology	<ul style="list-style-type: none"> • Number <u>and</u> percentage of participants that showed gains, maintenance, and decrease based on pre/post tests (or other means), if administered 	<ul style="list-style-type: none"> • 30 participants (60%) showed gains, 15 (30%) remained the same, and 5 (10%) showed decrease based on the pre/post tests • 15 students posted iPad anti-drug PSA videos on YouTube
Services (Health, Transportation, Food Service, etc.)	<ul style="list-style-type: none"> • Number <u>and</u> percentage of students/participants that were served through these services 	<ul style="list-style-type: none"> • 30 students (60%) received health care services • 20 students (40%) received transportation services • 50 of eligible students (100%) participated in the Summer Food Program
Other	<ul style="list-style-type: none"> • Number <u>and</u> percentage of students/participants that showed gains, maintenance, and decrease based on pre/post tests (or other means (e.g., leadership programs, job training,)), if administered • Number of students that attended educational field trip and explanation of activities related to classroom concepts 	<ul style="list-style-type: none"> • 15 students (75%) showed gains and 5 (25%) remained the same in student leadership based on the pre/post test • 16 students attended the educational field trip to the History Museum. These students wrote papers identifying three key figures/events that they learned about in the classroom that was displayed at the Museum.