

Migrant Education Innovative Summer Programs Application

The Kentucky Migrant Education Program is offering supplemental funding for innovative summer programs operating from June 1, 2009-July 31, 2009.

Requirements related to Title I, Part C – The Education of Migratory Children summer programs are:

- A district must complete an application and budget to be eligible for a grant.
- A district must have spent a minimum of 75% of its current grant (July 1, 2008-June 30, 2009).
- The district must submit an approval to the Kentucky Department of Education from the regional coordinator under which the district is assigned.
- Each district shall reflect in its action plan (where appropriate) how the program supports the district in meeting priority needs as outlined in the Kentucky Comprehensive Needs Assessment and the Comprehensive Service Delivery Plan.
 - <http://education.ky.gov/KDE/Administrative+Resources/Federal+Programs+and+Instructional+Equity/Title+Programs/Migrant+Download+Page.html>

Time frames for the project must be included specifically in the plan. District applications should go directly to the appropriate regional coordinator. Regional coordinators will approve and submit applications to the Kentucky Department of Education. All funds must be spent by September 30, 2009.

Contact Charliese Lewis at (502) 564-3791 for questions. The deadline for applications is Monday, March 23, 2009.

ACTION PLAN

I. Identify priority needs of eligible migrant children and families based on the comprehensive needs assessment and service delivery plan.

According to the Kentucky Comprehensive Needs Assessment and the Comprehensive Service Delivery Plan, Todd County's Innovative Summer Program will focus on two of the higher priority needs as deemed by the Needs Assessment Committee:

- The percentage of migrant students receiving supplemental academic support needs to increase (including supplying access to appropriate children's literature).
- Educating parents (and/or other family members) on ways they can help their preschool and school-age (K-5) children with developing their reading abilities.

II. Set measurable goals that address priority needs

In order to increase supplemental academic support, we will increase the number of migrant families which have more than ten English books in the home by 100% in order to supply access to developmentally appropriate children's literature.

Another goal of this program is to educate at least 80% of migrant parents (targeting 100%) on specific ways to help their school-age (K-5) children with developing their reading abilities.

Todd County's Innovative Summer Program will include a Summer Literacy Intervention program: a six week program (18 three-hour days) for children with an emphasis on continuing to build on literacy skills. 75% of targeted students will maintain or improve upon the spring administration of the GRADE assessment.

III. Develop objectives to reach goals based on causes, contributing factors, and future needs

Migrant homes lack the resources to foster literacy skills needed for academic achievement. Based on past home visits, only approximately 1/3 of the migrant households have more than 10 English books in the home. In addition, our migrant families lack the skills to help with literacy and language development at home. As a component of our Innovative Summer Program, the bilingual parent educator will conduct home visits and educate parents in best practices for fostering literacy at home. One element of this will include the completion of a reading log. This will not only foster continuation of the Summer Literacy Intervention, but also serves as an incentive - children who complete their summer reading log will receive a home library at their appropriate reading level.

Migrant students may not be receiving supplemental academic services due to their transient status and the lack of an organized and timely coordination and delivery of

services and resources. Based upon reading assessment data, our migrant students made less progress than their non-migrant peers over the course of the school year. In addition, they showed significant summer loss. The Summer Literacy Intervention program will allow these students to continue receiving intensive reading instruction targeting their specific needs. Rising kindergardeners through second graders will focus on phonemic awareness, phonics, alphabetic principle, and vocabulary. Rising third through fifth graders will focus on building vocabulary (basic communication as well as content vocabulary), comprehension, and fluency.

IV. Design strategies and activities (based on research-based promising practices) to achieve the objectives.

Research shows that reading just six books during the summer may keep a struggling reader from regressing. It is important for us to prevent the summer loss that occurs with our migrant children. We will incorporate research-based reading programs (including a technological component) during the Summer Literacy Intervention program. In addition, the home libraries will provide equitable access to all students for appropriate books.

Research also indicates student gains are greatest when reading-based after-school programs:

- offer one-on-one tutoring or mixed student groupings
- range from 44-84 hours
- focus on early elementary and high school students

Because of this research, we will use one-on-one and/or mixed student groupings (K-2 and 3-5). Our program will last for six weeks (a total of 54 hours) focusing on elementary school students.

V. Specify the expected impact in terms of indicators of progress and success.

We expect by providing the students with materials at home and equipping the parents with the knowledge to assist their children will encourage reading at home over the summer break. We also expect to see that all students either maintain or increase their stanine scores on GRADE to prove a positive outcome of our objectives. Reducing summer loss will minimize the achievement gap between our migrant students and our non-migrant students.

VI. Identify funds needed to support the strategies/activities.

Funds will be needed to pay for personnel (one certified teacher, bilingual parent educator, instructional assistant and bus driver), teaching materials, and incentives. We feel that transportation is a necessity in this situation. Without providing transportation to and from the Summer Literacy Intervention program, our migrant students would be unable to attend on a regular basis, if at all.

We will be collaborating with the Summer Food Program who will be providing free lunch for our children each day of the Summer Literacy Intervention program. We have included funds to furnish a light breakfast each morning.

VII. Build a budget which effectively integrates multiple resources to support activities.

Please see attached budget.

VIII. Evaluation process for assessing the impact the plan is having on student learning and education practices.

The success of this program will be evaluated in several different ways. The instructor will give a post-assessment (same level GRADE assessment, different form) at the conclusion of the six week program and compare each student's progress. In addition, we will continue to monitor these students throughout the 2009-2010 school year to determine the effectiveness of the program. The bilingual parent educator will conduct a survey with each family to determine the impact of the home/school collaboration and placement of the developmentally-appropriate English language books.

Migrant Education Innovative Summer Programs Application

This page must be completed and returned with the application to be approved

DISTRICT:	
SUPERINTENDENT/CEO:	
ADDRESS:	
TELEPHONE:	
GRANT PROJECT COORDINATOR:	
GRANT COORDINATOR'S EMAIL:	
FISCAL AGENT:	
DISTRICT/INSTITUTION FINANCE OFFICER	
EMAIL:	
TELEPHONE:	

I swear under oath, subject to penalty for perjury, that I am authorized to execute this document and assure that the attached application has been reviewed and approved for implementation by all stakeholders and the district offices will comply with all requirements, both technical and programmatic, pertaining to the Migrant Education Program consortia grant. I acknowledge that failure to comply may significantly impact future funding, in addition to any applicable penalties under law.

Superintendent/CEO

Date

Migrant Education Innovative Summer Programs Budget Form

District: Todd County

Please refer to the Non-competitive federal funding matrix at: <http://education.ky.gov/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/Funding+and+Finance.htm> . Use only munis codes and items that apply. Add or delete codes as appropriate. Include a consortium action plan. Final budget approval will be subject to KDE review and amendments may be requested and included in the grant.

1	2	3	4	5
MUNIS CODE	ITEM	EXPLANATION OF EXPENDITURES	Amt. Of Grant Funds	Source & Amt. Of Matching Funds
112	certified	reading teacher and parent educator	4100	0
130	classified	instructional assistant and bus driver	2008	0
221		FICA	124.49	0
222		MC	88.56	0
231		KTRS	537.31	0
232		CER	324.5	0
260		WC	48.87	0
294		Health	2500	0
295		Life	10	0
296		Admin Fee	60	0
297		Flex	350	0
519	Student transportation	mileage	2910	0
580	In district travel	mileage for parent educator	150	0
630	Food	breakfasts and snacks	216	0
640	Books & Periodicals	curriculum/books	1500	0
643	Books & Periodicals-supplementary	home libraries for participating students	600	0

679	other student activities	reward party for attendance	300	0
		lunches provided by summer feeding program	0	277.56
Total			15827.73	277.56