

# Supporting All Students Section Summary

## Executive Priorities

In addition to meeting the requirements of the Every Student Succeeds Act, the Supporting All Students section of the Vermont State Plan reflects the education reform priorities of Vermont's governor, Phil Scott, from his inaugural address. This section of the plan 1) prioritizes support for the most vulnerable students in the state; 2) prepares students to be members of a healthy and growing Vermont economy, and; 3) frames proposals that will be affordable to implement and maintain. Agency proposals' reflection of executive priorities are described below, and recur throughout this section of the plan.

### **1. This section of the Plan prioritizes support for the most vulnerable students in the state**

The Supporting All Students section of the Plan outlines how the Vermont Agency of Education (AOE) will work with schools to leverage federal funds to support Vermont's most vulnerable students. At its core, the Every Student Succeeds Act is a civil rights bill intended to provide equity of opportunity for students who have been historically marginalized. Included in this section of the plan are the processes for identifying and supporting students experiencing homelessness, migratory students, and English learners who are often recent immigrants to Vermont. This section also outlines how schools can leverage their Title I funds to expand educational supports to improve the academic achievement of all students. The AOE will support and monitor schools' efforts to make sure that vulnerable students have an understanding of and access to the full spectrum of opportunities that are available to them.

### **2. This section of the Plan prepares students to be members of a healthy and growing Vermont economy**

One challenge facing Vermont is stagnant population growth, especially for people under the age of 40. Having sufficient human capital to power the Vermont economy for the next generations is a serious concern. The student populations targeted through the Supporting All Student section of the Plan represent a real opportunity to increase the number of youths entering the economy over the coming decades. We want to ensure that these students have access to all the supports they are currently due to maximize their opportunity to receive a high quality education and contribute to a vibrant and innovative economy in the future.

### **3. This section of the Plan promotes proposals that will be affordable to implement and maintain**

With a few exceptions, this section of the plan represents a recommitment to current practice rather than the introduction of new initiatives. The decisions proposed in this section will be generally familiar to schools. In those places where the plan outlines where new initiatives are proposed, the recommendations streamline current practice, reduce redundancies, and create consistency across the state. The affordability of AOE proposals

(also described using the terms “efficiency” and “possibility”) were central to the Agency’s decision-making process.

Additionally, many of these proposals are best when various public and private entities collaborate for a common purpose. Therefore, in delivering the highest quality supports to migrant, homeless, and English learning students, allying with existing community organizations is written explicitly into the plan. Collaboration, rather than duplication, will lead to greater impact for the funds used to support students.

Within the Supporting All Students section of the draft Vermont State Plan, some elements represent a continuation of practice, and others represents an evolution in practice. The proposals contained in this section are categorized accordingly below, and are described in more detail in the plan itself.

**Continuation of Practice:**

- Identification, access, and supports for migratory students
- Identification, access, and supports for students experiencing homelessness
- Title I schoolwide waiver application for schools not meeting the 40% poverty threshold
- Decisions consistent with the Education Quality Standards and Act 77

**Evolution in Practice:**

- Use of a common screener across the state to identify students eligible for English learner supports (change in assessment, but not process)
- Use of updated assessment to measure student English language proficiency to exit English learner supports (change in assessment, but not process)
- Use of state set-aside to create a single position to coordinate applications, technical assistance, and monitoring for Title IV student support and enrichment grants.



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## **Supporting All Students**

### **Well-Rounded and Supportive Education for Students**

#### **Consolidated Federal Programs**

The Vermont Agency of Education's Consolidated Federal Programs (CFP) Team has the responsibility of coordinating federal grants across all sections, or titles, of the Every Student Succeeds Act to Vermont's Supervisory Unions/Supervisory Districts. Each title focuses on a specific component of high quality education and provides funds to address the focus. Title I considers equity in academic achievement; this title is the primary focus of the Accountability section of the state plan, with a few portions addressed in this section of the plan. Title II addresses supporting effective instruction; this title is the focus of Supporting Excellent Educators section of the state plan. Title III (instructional supports for English learners), Title IV (21<sup>st</sup> Century Schools), and Title IX (McKinney-Vento Act to support the education of homeless children) are all addressed in this section of the state plan.

CFP oversees the awarding, monitoring, and evaluation of grants to SU/SDs in Vermont. These grants have the goals of reducing achievement gaps, ensuring all students have equitable opportunities to meet state standards, and improving the quality of all schools through investments aligned with Education Quality Standards (EQS). What is outlined below is the process used by CFP to ensure that schools' investments reflect federal funding constraints. With the exceptions of changes to national assessments for English Learner identification and exiting and state-level support of new Title IV funds, the decisions below do not constitute a change in practice for use or monitoring of federal funds in Vermont.

#### **All Students Meeting Challenging State Standards**

##### i. Continuum of Education

The Education Quality Standards and Act 77 combine to provide a vision of the Vermont educational topography for years to come. Central to this vision is a commitment to having all students demonstrate proficiency in college and career-ready skills by the time they graduate. To achieve this, Vermont has articulated interim proficiencies at grades 5 and 8 and encouraged schools to personalize students' education to achieve these competencies. Act 77 specifically addresses personalized learning and flexible pathways in secondary school, guiding school districts to consider the individual learning needs of all students, provide opportunities for students to experience learning through flexible and multiple pathways, and engage in an ongoing education personalization process to be reflected in a personalized learning plan. Proficiency-based learning is a key component of flexible pathways for personalized learning. Vermont public schools must provide secondary students the opportunity to experience and demonstrate their learning through flexible and multiple pathways that lead to graduation. Students advance when they demonstrate the attainment of academic proficiency in academic disciplines and with transferable skills. Students must be allowed to demonstrate proficiency by presenting multiple types of evidence, including, but not limited to, teacher- and/or student-designed assessments, portfolios, performance-based tasks, exhibitions, and projects. Learning

outcomes emphasize proficiencies that include understanding and application of academic content, along with the development of transferable skills. Student progress is measured and supported through assessments that are intentional, relevant, and authentic for all students. Students receive timely, differentiated support and feedback based on their individual learning needs, strengths, and interests. This approach ensures that every student graduates with the knowledge and skills s/he needs to be a successful citizen. While outside the formal mandate of Act 77, personalized learning and personalized instructional approaches are critical to students in prekindergarten through grade 6, as well.

The Flexible Pathways initiative encourages and supports the creativity of school districts as they develop and expand high-quality educational experiences that are an integral part of secondary education in the evolving 21st-century classroom. Flexible pathways also promote opportunities for Vermont students to achieve postsecondary readiness through high-quality educational experiences that acknowledge individual goals, learning styles, and abilities and increase the rates of secondary school completion and postsecondary continuation in Vermont.

State and local assessment measures determining student competencies, combined with proficiency-based graduation requirements, are integral to personalized, flexible approaches to student learning. Vermont Agency of Education staff are providing SU/SD staff with professional learning opportunities to help them better understand their data and explore ways to better implement local comprehensive assessment systems. The use of data at the local and state level helps inform intervention practices and supports evidence-based decision making for professional learning and staff development.

Specific strategies supported by the AOE include:

- Goals at the local level stem from Comprehensive Improvement Plans aligned with Vermont’s Education Quality Standards. All schools in the state are required to have these plans, based upon Vermont’s continuous improvement framework and belief that all schools can improve.
  - Schools will have their continuous improvement plans in place in the 2017–2018 school year. All schools are encouraged to have plans on file with the AOE in the 2017–2018 school year.
  - State and local funds will be braided with federal school improvement funds to develop and implement comprehensive improvement plans.
- Vermont has personalized learning and flexible pathways guidelines for all students. All public schools serving students in grades 7-12 in Vermont are expected to implement a personalized learning planning process for students aligned with the school’s academic expectations for all students. Students’ learning pathways toward graduation should be included in the process.
  - By the end of each November, schools will ensure all seventh graders have personalized learning plans. This evolving plan is developed, supported, and updated annually by the student, a representative of the school, and guardian/parent, if student is a minor. The personalized learning planning process is an ongoing process that begins in grade seven and ends upon secondary school completion.

- o State funds are utilized in the development and implementation of personalized learning plans that allow for flexible pathways to graduation.
- ii. Equitable access to a well-rounded education

As a small state, Vermont can capitalize on some advantages to allow for increased communication and supports, both within the AOE and to Supervisory Unions/Supervisory Districts. Small schools, low barriers to communication statewide, and a common vision of education all play into how the AOE and Supervisory Unions/Supervisory Districts engage with each other, students, and families.

Vermont has expanded its Consolidated Federal Programs by combining the Titles funded under ESSA into a single team. The State Coordinators for Title I, Title II Part A, Title III, Title IV Part A and McKinney-Vento all work in the same division and for the same director. This team works closely with the Education Quality staff who oversee School Improvement funds, Education Quality Reviews, and the Continuous Improvement Framework. They collaborate to provide the Supervisory Unions/Supervisory Districts with a consolidated federal application so that local schools are encouraged to braid funds in order to accomplish set goals. Under ESSA, the consolidated federal application will include Titles I Part A, Title II Part A, Title III Part A and Title IV Part A. Joint review of these applications allows the teams to share information and develop a comprehensive approach to working with the SU/SDs in their use of funds, as well as ensure that funds are being used in alignment with the continuous improvement plans.

The Consolidated Federal Programs application will become available in March 2017. Staff members at the AOE responsible for the application, implementation, and local monitoring of the consolidated grant are paid through the state-level administrative set-asides for their respective programs.

#### **Title IV, Parts A and B**

Title IV provides states with funds for well-rounded educational opportunities. ESSA outlines numerous permitted activities for the funds. The vast majority of the funds must be used for allocations to SU/SDs; however, the state can reserve limited funds for monitoring, training, and technical assistance with the grants. As these are an expansion of funds, this constitutes a proposed change in practice.

Vermont is planning to use its limited state level funds for Title IV to support Supervisory Union/Supervisory District Title IV Coordinators. The AOE will reserve funds at the state level to ensure there is support and appropriate allocation of local funds before engaging in other statewide activities. These funds will be used to hire a full-time employee to monitor and provide technical assistance to Supervisory Union/Supervisory Districts receiving Title IV, Part A money through the formula grant, as well as institute an in-house advisory group of AOE staff whose work intersects with Title IV, Part A. This group of staff members will ensure that school systems know the different agency and state level programs available to them to support the goals of Title IV at the local level. Housing coordination with one individual streamlines

communication within the AOE and creates transparency and confidence for Supervisory Union/Supervisory Districts.

Vermont is including Title IV, Part A in its Consolidated Federal Programs application for SU/SDs. Consolidating Federal Funds across titles allows in a streamlined application process and greater flexibility in how an SU/SD uses its funds. This allows Supervisory Unions/Supervisory Districts to braid the funds with other title funds to approach school-based programs from a holistic perspective. As a small state, Vermont SU/SDs often receive small allocations and need to utilize them creatively. Setting up ease of transferability and flexibility is important for Supervisory Unions/Supervisory Districts receiving small allocations or with small or rural populations.

The Title IV, Part B coordinator will continue to engage with the consolidated federal programs team and the Education Quality staff. This coordinator will have a greater focus on Comprehensive School Supports allowing 21<sup>st</sup> Century Learning grants to provide wrap-around services for those receiving schools, while augmenting existing implementation of comprehensive improvement plans.

Title IV, Part B will be used to grant funds to comprehensive support schools in accordance with their continuous improvement plans and in coordination with the Education Quality team. The Title IV, Part B coordinator will continue working closely with the Education Quality staff in order to ensure efficient use of funds at the SU/SD and school level.

## **Title Program-Specific Requirements**

### **Title I, Part A**

#### **i. Waiving the 40 percent schoolwide poverty threshold**

In general, schools in the US with 40% or more of its student population in poverty can operate as “schoolwide Title I school.” This designation allows for greater flexibility in the use of Title I funds to ameliorate academic achievement gaps. ESSA allows for schools to seek a waiver to operate as a “schoolwide Title I school” even when their student population in poverty is less than 40%; however, they must apply for an receive a waiver from the state education agency in order to do so. As an approved Ed-Flex state, Vermont has been granting waivers for schools under 40% poverty to operate as Schoolwide Programs under NCLB. The application and approval process is outlined below. The proposed solution is a continuation of current practice.

To meet this requirement, AOE will begin by notifying all SU/SDs with Title I schools with less than the required 40% poverty rate that they may operate as a Schoolwide Program if they receive a waiver. The notification will include a delineation of the potential benefits and risks of operating as a Schoolwide Program. The Consolidated Federal Programs (CFP) Team will distribute the waiver application to the SU/SDs with ample time to complete it in advance of the submission deadline. Once the application is complete, SU/SDs will submit their application to the CFP Team in late winter/early spring (in advance of the opening of the CFP application window). The request must be signed by both the superintendent and the principal of the school seeking the waiver and include the school’s needs assessment and continuous improvement plan (CIP).

The AOE will convene a review panel consisting of AOE staff members including representatives from each Title, representatives from the Education Quality team, and representatives from Integrated Support for Learning (ISL) Team. Other appropriate staff will be included as needed. The panel will first complete a technical review to determine if the needs assessment includes the required data from Integrated Field Reviews and results from State assessments and accountability determinations as well as other pertinent data. The review team will then analyze the waiver request to ensure that the CIP addresses the needs identified in the assessment and that the proposed actions will result in improved student academic achievement, especially for lowest-achieving students in the school. The panel will also determine if the funds will be used to supplement state and local funds (§1114 (a)(2) and if the CIP contains the required elements outlined in §1114(b)(7). As needed, the review panel will request additional information from the applying school.

The review panel will approve the waiver if the panel agrees by consensus that the CIP implemented will result in improved student achievement, particularly for the school's lowest-achieving students.

Waivers will be granted for a period of up to three years, at which time the review panel will assess the school's success in meeting the goals of their CIP and the resulting improvement in student achievement. If the panel determines the implementation of the plan is achieving the desired results, the waiver will be continued.

**Timeline:**

- January 2017 – Waiver applications are sent to SU/SDs.
- January 31, 2017 – Waiver applications are due to AOE.
- February, 2017 – Review panel is convened to review Schoolwide waiver applications.
- Early March, 2017 – Decisions are made and waiver applicants are notified if their waiver has been granted.
- Late March, 2017 – Online CFP applications are opened for SU/SDs.

**Title I, Part C: Education of Migratory Children**

Title I also outlines the supports Vermont is responsible to meet to support migratory children. Consistent with Vermont's overall commitment to equity for all students, Vermont takes meeting this responsibility seriously. Essential to this process is collaboration with other agencies supporting Vermont's migrant population. The process of identification, enrollment, and determination of "priority for services" is outlined below. This process is a continuation of current practice.

i. Identification and recruitment of eligible migratory children

The primary goal of the Vermont Migrant Education Program (VMEP) Identification and Recruitment is to find and enroll every migratory child and youth in the state under the age of 22 who has moved with a family member, a guardian, or independently in order to seek or obtain temporary or seasonal work in qualifying agricultural activities. To achieve this goal, AOE partners with the University of Vermont Extension Program.

The Vermont Migrant Education Program recognizes that positive relationships between parents, students, and schools are essential to the success of every child's academic life. Furthermore, the VMEP recognizes that youth who are not formally enrolled in an academic institution yet lack a high school diploma or its equivalent are also entitled to receive quality educational opportunities. UVM Extension MEP Recruitment staff support this philosophy and recognize that without an efficient, comprehensive, and multi-tiered statewide recruitment plan, necessary educational services will not reach eligible migratory students. UVM Extension MEP Recruitment staff form the essential bridge of the program by locating eligible migrant families and individuals so they can receive the supplemental educational support and services VMEP offers.

UVM Extension MEP Recruitment staff works closely with Supervisory Union/Supervisory Districts, local schools, teachers, Vermont Adult Learning, parents, social service agencies, and the agricultural community to identify and recruit eligible migratory children and youth following the requirements in MEP legislation, regulations, and guidance. Statewide recruitment is carried out by a creative combination of staff arrangements; part-time seasonal staff, part-time year round staff, and a part-time State Identification and Recruitment Program Coordinator. The state is divided into five designated recruitment areas: the 3 higher density farming regions (Franklin and Addison County and the Northeast Kingdom) are covered by part-time year round staff while the 2 remaining regions are covered by part-time seasonal staff. Recruiters are expected to visit each school and farm in their regions at least annually. Farms that have an historically high turnover rate will be visited by recruiters more frequently. In addition, all schools disseminate an agricultural employment survey with school registration packets and those are then sent to UVM Extension to follow up on students potentially eligible for VMEP. The goal of Vermont's identification & recruitment program is to assure timely and accurate identification and recruitment of all eligible migratory students.

The recruiter completes a *Certificate of Eligibility (COE)* for the student once identified. The COE is checked for accuracy and eligibility by the State ID&R Program Coordinator, reviewed by the VMEP Data Technician, and, finally, reviewed and signed by the State Director of VMEP. VMEP enters student information into the MIS2000 data system. Student COE information is checked against current information in that system and also in the national Migrant Student Records Exchange Initiative (MSIX) database. To ensure accuracy of student data, each year a residency check is completed and a minimum of 10% of new COEs are selected for prospective re-interviews. Every 3 years, the State completes an intensive re-interview process to determine accuracy of our recruitment system.

ii. Assessing the unique educational needs of migratory children

Assessing migrant student needs begins at identification and recruitment when the recruiters complete either an *Out-of-School Youth Profile* or an *In-School Youth Profile*. Both profiles are modeled after the profile developed by the Out of School Youth (OSY) Consortium – a multi-state consortium funded to identify the needs of migrant out-of-school youth and to develop appropriate services for that population. The profiles contain information such as last grade completed, health issues, social issues, home language, and other data informing staff of the unique needs of each student. In addition, families and school staff are interviewed to

determine needs and barriers that must be addressed so that each student can succeed academically. When available, state and local assessment data is used to further pinpoint students' academic needs.

The state needs assessment is a formal process directed by the Office of Migrant Education guidance that includes a committee comprised of people familiar with the migrant population in Vermont. The needs assessment includes an examination of efficacy in meeting individual student to determine effective programming, along with an analysis of various demographic data.

iii. Meeting the unique educational needs of migratory children

Vermont's service delivery plan focuses on our three groups of students with unique needs: migrant pre-school students, migrant in-school students, and migrant out-of-school youth. Pre-school students benefit from Vermont's newly implemented law, Act 166, subsidizing high-quality pre-school program to all 3 and 4 year olds and 5 year olds not yet in kindergarten. Our first goal is to enroll migrant preschoolers into those programs. Program mentors and teachers work with the families and schools to eliminate barriers to attendance. For our migrant families those barriers most commonly involve addressing transportation and home language barriers. For our migrant children under 3 years old, mentors and teachers work with the families using a research-based family literacy program.

Vermont's in-school migrant students benefit from a comprehensive continuum of services offered in the school and community. VMEP's first goal with in-school students is to assure that they are accessing all the services the school has to offer. Those services include Title I support, Title III and federally required ELL services, afterschool and summer learning programs, extracurricular activities, and other academic and social supports. VMEP's mentor/teachers work with both the families and schools to meet individual student needs and to enable the students to meet State academic achievement goals, including assisting secondary students in accruing credit towards high school graduation. If needed, the program will provide additional tutoring to assure student success. All enrolled preschool and in-school students receive all the benefits of federal child nutrition programs at no cost.

Vermont's out-of-school migrant population presents the hardest challenges. Most have left school to work and many were disengaged from school when they did attend. VMEP hires tutors to assess the student's academic and English language acquisition needs. They then create and implement an educational plan. Some students receive individual tutoring each week while others attend classes jointly offered by VMEP and Vermont Adult Learning. Resources and tools developed by Vermont participation in the OSY Consortium are used to meet previously identified student needs.

iv. Promoting interstate and intrastate coordination of services for migratory children

Educational continuity is the highest priority for Vermont's migratory students. Once a student or family is located, the first goal is to ensure that the family's children are enrolled in school. If needed, migrant staff will accompany the family to the appropriate school to register the children. Record transfer, health information including immunization records, and other requests from the school registrar is of secondary importance to enrollment. VMEP staff work

with schools within the state to ensure all records are transferred in a timely manner. This is especially important for students experiencing homelessness, those in the process of or have been identified for special education services, and English learners. VMEP staff meet regionally each month to discuss common students following a case study design.

Through Vermont's participation in two Migrant Education Program consortia, staff have developed strong relationships with state leadership and program staff from other states. This is especially true within the New England region where students tend to be transitory across state lines. As soon as VMEP staff identify where a student resided previously, that state is contacted for all appropriate student information.

VMEP uses the MSIX to determine where a student previously attended school as well as other pertinent information. That information is passed along to the current school to make sure the student records are transferred in a timely manner. If leaving Vermont, a student or his or her family can inform VMEP of an impending move, allowing the VMEP staff to expedite the transition to the new school and minimize a student's time out of school.

v. Implications of comprehensive needs assessment on migrant student services

VMEP is currently engaged in completing a comprehensive needs assessment and service delivery plan. In the summer of 2016, VMEP contracted with META Associates to facilitate the comprehensive needs assessment following the guidance set forth by the Office of Migrant Education. A needs assessment committee was chosen, met, and reviewed the following data:

- Student demographics including recent changes
- State assessment data for participating migrant students
- Parent survey results
- Staff survey results
- Out of school youth performance and survey data
- Concerns expressed from committee members

The needs assessment process initially identified the following challenges for migrant students in Vermont.

- A low percentage of migratory students is proficient in reading and English language arts as measured by the State assessment. Additionally, there is a significant achievement gap between the performance of migratory students and non-migratory students in Vermont.
- A low percentage of migratory students is proficient in mathematics as measured by the State assessment. Additionally, there is a significant achievement gap between the performance of migratory students and non-migratory students in Vermont.
- VMEP is not currently assessing the ELA and mathematics skills of out-of-school youth.
- Migrant children under age 5 do not have consistent and sufficient early education due to lack of transportation, parental work schedules, limited of English proficiency, and limited access to available and appropriate PK programs.
- Parents who are migratory lack abundant strategies to support their pre-school and in-school children's academic success.
- Secondary students who are both migratory and OSY struggle to attain their educational goals.

- OSY who have limited English proficiency have commensurate limited access to education and other associated services, resources, and opportunities.

vi. Measurable program objectives and outcomes strategies to achieve outcomes.

VMEP is currently engaged in completing the work on our comprehensive needs assessment and service delivery plan. The plan will identify measurable program objectives and strategies to be adopted based on the needs summarized above.

Please see Appendix 1. This is a draft of the assessment and plan; the final version will be completed in January 2017, with objectives incorporated into the final version of the Vermont state plan.

vii. Consultation with parents of migratory children

VMEP recognizes that parents play a central role in the academic success of their children. As such, parent input into the design and implementation of the program is extremely important. Mentor/teachers are in frequent contact with parents to ascertain both a student's needs and to determine if the supports provided are helpful to the student's success. Parents are asked to complete a parent survey (currently available in English and Spanish) annually, in which they are able to comment on the services they received and suggest improvements to the program.

Additionally, VMEP has implemented regional, day-long, family events at least twice a year. These events include family learning activities, student activities, and time reserved for a parent meeting. The parents select a topic of interest (that typically originates with a parent suggestion) and then spend time in a facilitated discussion on the planning and implementation of the VMEP. From the participating parents, representatives are nominated to represent the region in the annual statewide parent advisory meeting.

The agenda for the state-wide meeting includes team building activities and, most importantly, an opportunity for parents to register their thoughts on strengths and limitations of the VMEP's services for students. For example, the measureable program objectives and strategies will be presented to parents at the advisory council. Parents provide feedback. The feedback guides modifications to program objectives and strategies.

The VMEP In-School Coordinator's job description includes organizing the regional meetings, the annual meeting, and the responsibility for meeting the parent advisory council requirements of MEP under ESSA.

viii. "Priority for services"

Under ESSA, students are identified as "priority for service" if they have made a qualifying move within the previous one year period and are failing—or most at-risk of failing—to meet the challenging State academic standards or who have dropped out of school. To identify these students, a monthly list of all students who have a qualifying move within the previous twelve months is created from our MIS2000 database. All students who are currently out-of-school will be priority for service students. From the remaining names on the list, mentor/teachers are asked to identify which students are failing or at risk of failing by one or more of the following criteria:

- Scoring below proficient on the ELA, mathematics, or science state assessments
- Scoring below proficient on a valid local assessment in literacy or math
- Retention at any time in the last 3 years
- Previously dropped out of school
- Performing below grade level in literacy or math according to the classroom teacher
- Receiving one or more “D’s” or below on the last student report card
- Missing 10 or more days of school since the beginning of the school year.

The responsibility of documenting priority for services determination ultimately falls to the State Director of Migrant Education, who uses the monthly list to prioritize services, beginning with out-of-school youth. The remainder of the list is sent to the mentor/teachers to make determinations based on the criteria listed above. After the initial determination is made, the VMEP program manager makes a final determination of priority status.

Priority for Service (PFS) students receive services immediately. Currently, VMEP has sufficient funds to serve all students, but PFS receive further support—more time, more services, more supplies—as needed to succeed academically or, in the case of a secondary student, to stay in school and progress to graduation.

VMEP is a year-round program. Each month, the State Director sends the Program Coordinator and the regional mentor/teachers the list of eligible students, the list of students needing PFS determinations, and the list of students currently designated as PFS. The reports are run at the beginning of every month and made available to the Program Coordinator at that time. As Vermont moves to the MIS2000 web-based platform, field staff will receive training on how to create and run a report themselves, allowing a timely lists of all currently eligible students with the PFS determination. VMEP’s goal is to move to a system where information about our students is available immediately to all full and part-time staff that work with our students.

### **Title III, Part A: Language Instruction for English Learners and Immigrant Students**

Students who are English Learners are a substantially expanding population in Vermont. They are both among the most vulnerable students and an important source of population growth to meet Vermont’s economic challenges. This section of the state plan address the identification, entrance, and exit procedures for English Learners in Vermont. How English learners fit into the broader school accountability system is addressed in greater detail in the Accountability section of the state plan. Though there are some updates to the assessments being used for identification and exiting of services, conceptually, this is a continuation of current practice.

Vermont is a member of the WIDA state assessment consortium that has been actively involved in the collaborative work to develop a “common definition of English learner.” This work, encapsulated in CCSSO’s *Moving Toward a More Common Definition of English Learner*, has guided the standardization and strengthening of Vermont’s entrance and exit procedures. The AOE plans to host additional consultations with SU/SDs to both share the guidance learned through the WIDA collaboration and collect feedback on its efficacy from SU/SDs across the state.

## **Vermont's standardized entrance procedures**

Vermont's standardized entrance procedure includes two parts, identification and classification. For identification, the AOE requires all schools in Vermont use the home language survey form to determine potential English Learners. Typically, SU/SDs administer the survey to parents/guardians at the time of a student's initial school enrollment. Based on survey responses and, when additional clarification is needed, a follow-up parent interview, an English learner professional evaluates whether further screening/assessment of the student's English language proficiency is required.

After a student has been identified as a potential English learner, Vermont uses a screener to confirm whether a student should be classified as an EL and, if so, to determine the student's current level of English proficiency. Previously there were multiple screeners used by SU/SDs across the state; however, beginning in the 2017-18 school year, all Vermont schools will begin using the WIDA Screener for initial classification/placement purposes. The screener was developed through an enhanced assessment grant to the WIDA "ASSETS" project and is more valid and reliable for classifying initial listening, speaking, reading, and writing skills than the screeners currently allowed. Moving to a single screener will also create consistency in eligibility determinations across Supervisory Union/Supervisory Districts.

## **Description of Vermont's standardized exit procedures**

Once identified, English learner students take an English language proficiency assessment annually to gauge their progress toward achieving proficiency. Proficient scores in numerous domains are required to exit services. For a more in-depth discussion of the how targets are set for English learners, please see the Accountability section of the state plan. Starting in school year 2015-2016, Vermont transitioned to the ACCESS 2.0 online assessment of English language proficiency for ELs in Grades 1-12. Kindergarten students still take a paper form of the ACCESS test. Students with severe cognitive disabilities take the ACCESS Alternate Assessment.

Consistent with guidance from WIDA, Vermont requires a composite proficiency level score of 5.0 on the ACCESS 2.0 assessment, plus a minimum score of 4.0 or higher on the reading and writing domains of the test to exit supports. Kindergarten students are required to be assessed again in Grade 1 before they can exit.

Currently, Vermont uses only the state English language proficiency assessment for purposes of exit from EL status. The State does *not* include performance on an academic content assessment as an exit criterion from EL status. The legislation allows for consideration of other measures, and the WIDA Consortium is helping states calibrate EL proficiency scores with scores on state content assessments, including the SBAC. In the future, we will monitor these developments and consult to the field to see if pursuit of a multiple measure determination of proficiency is desired and possible. If the field and data trend in this direction, we would consider a revision of our state plan. For now, however, we will continue to use only ACCESS to make determinations of English language proficiency.

## **Title V, Part B, Subpart 2: Rural and Low-Income School Program**

Vermont does not participate in this program as no Vermont SU/SDs qualify for these funds.

### **McKinney-Vento Education for Homeless Children and Youth Program**

Title IX outlines the supports Vermont is responsible to meet to support children and youth experiencing homelessness. Consistent with Vermont's overall commitment to equity for all students, Vermont takes meeting this responsibility seriously. Essential to this process is collaboration with other agencies supporting Vermont's homeless population. The process of identification, enrollment, and supports is outlined below. This process is a continuation of current practice.

#### i. Identification and assessment of homeless children and youths

McKinney-Vento exists to ensure school entrance and supports for students experiencing homelessness. SU/SD-level liaisons receive training in identification of students potentially experiencing homelessness.

Under the Vermont process, each SU/SD must name a Homeless Liaison in the SU/SD's Consolidated Federal Program application. Once identified, the liaison participates in trainings that are staggered throughout the year (in person and via the National Association for the Education of Homeless Children and Youth's (NCHY) webinars). These trainings are intended to assist Homeless Liaisons in understanding the McKinney-Vento definition of homelessness and how to assess students' needs. There are numerous ways in which children who are experiencing homelessness can be identified in Vermont. The redundancies are intentional to minimize the chances that students would be missed. Identification strategies include:

- Homeless families and unaccompanied youth self-identify as homeless to school staff.
- Schools identify potential homeless families through their registration process and make a referral to the SU/SD's Homeless Liaison.
- Teachers, counselors, after-school providers, school nutrition, and other school staff identify potential homeless families and unaccompanied youth and make a referral to the SU/SD's Homeless Liaison.
- Community partners (housing providers, social service agencies, pediatricians, faith-based organizations, etc) refer homeless families and unaccompanied youth to the SU/SD's Homeless Liaison.
- Liaisons post informational posters in places where homeless families and unaccompanied youth will likely see them. The posters include the Homeless Liaison's contact information.

Once a student is identified and is enrolled in school, a needs assessment closely follows. Parents/guardians and unaccompanied youth are informed of supports available to them under McKinney-Vento and school staff assess academic and social/emotional needs and arrange additional supports for students when needed. Homeless liaisons identify individual student needs to determine the services the SU/SD will provide to homeless students. Those identified services are then used to create investments in the CFP application.

ii. Heightening the awareness of school personnel of the needs of homeless children and youths

In addition to the regular trainings referenced above, there are several additional supports available to SU/SD homeless liaisons. Liaisons have both the responsibility to work with the homeless population in the SU/SD and to work with other educators to create a supportive environment where students experiencing homelessness have access to a high quality education.

- Homeless liaisons regularly receive technical assistance from the State Director of Homeless Education via email and phone.
- Homeless liaisons can access the National Center for Homeless Education (NCHE) helpline if there is an immediate need for technical assistance and the State Director is not available.
- The AOE maintains a listserv for the SU/SD Homeless Liaisons and the State Director sends out reminders and resources on a regular basis.
  - The State Director provides targeted technical assistance during the McKinney-Vento grantee and Consolidated Federal Programs monitoring processes.
  - The State Director notifies the SU/SD Homeless Liaisons of the requirement to train school staff, especially registrars, on the McKinney-Vento Act, and ensures SU/SD Homeless Liaisons have the resources they need to do so.
  - The AOE offers in-person training to the SU/SD Homeless Liaisons at least once a year (more if time and resources allow). Topics are chosen by the liaison based on perceived need.
  - All SU/SD Homeless Liaisons are trained in the process to direct certify students experiencing homelessness for programs covered under the Child Nutrition Act.
  - The State Director and SU/SD Homeless Liaisons participate in the NCHE webinars and other state and local training opportunities focused on supporting homeless children and youth. Liaisons also use these webinars and other NCHE resources when they train school staff.
  - The State Director encourages the Homeless Liaisons to attend the NEHC's annual conference and provides technical assistance on the sources of funds that may be used to attend.

In addition to those supports provided to the homeless liaisons, SU/SD Title I coordinators also have access to trainings offered by the State Director on the homeless education set-aside requirement.

It is an absolute requirement in the CFP application to set aside Title I funds for the needs of homeless students. An application will not be approved without at least a minimum set-aside. The CFP application includes a set of McKinney-Vento assurances for SU/SDs and participating schools that they agree to upon submission of the application.

iii. Resolving disputes regarding the educational placement of homeless children and youths

The AOE has established an SU/SD-level dispute resolution process so all SU/SDs are consistent and timely with their response to disputes. The process begins with the State Director informing and training SU/SD Homeless Liaisons of their responsibility to inform homeless families and

unaccompanied youth of their right to appeal decisions related to eligibility and school placement.

Students and their families are given information regarding their rights based on their homeless status. The State Director's contact information is given to parents/guardians and unaccompanied youth; they are encouraged to call if they have questions or concerns about the dispute process. If the family or unaccompanied youth is not satisfied with the outcome of the SU/SD-level dispute process, they can make an appeal to the AOE. In the event of an appeal, the AOE employs an established appeal procedure that clearly defines the process and timelines for each step. See Appendix 2 for a more detailed discussion of the appeals process. The State Director, the Vermont Secretary of Education or designee, and the AOE legal staff work as a team to resolve McKinney-Vento disputes in a timely manner.

Homeless families and unaccompanied youth are enrolled (or stay enrolled) in the school where placement is desired and provided the services they are entitled to under the McKinney-Vento Act until the dispute process on the SU/SD or AOE (if applicable) level is complete.

iv. Equal access to appropriate secondary education and support services

Secondary youth experiencing homelessness are identified in the same manner as described above; however, for youth separated from the public school system there are additional considerations in the identification process, including:

- The AOE actively partners with statewide community organizations serving youth experiencing or at risk of experiencing homelessness. These include the Runaway and Homeless Youth Act and the U.S. Department of Housing and Urban Development funded programs. Other statewide partners include the Vermont Department of Children and Families, Vermont Coalition to End Homelessness, the Vermont Migrant Education Program, and the Vermont Network against Domestic and Sexual Violence.
- The State Director ensures that SU/SD Homeless Liaisons are familiar with locally affiliated programs.
- The SU/SD Homeless Liaisons partner with the locally affiliated programs mentioned above and other local programs: pediatricians, law enforcement, faith-based organizations and food shelves, and other programs serving children and youth who may be disenfranchised from school. These local social service programs encourage youth to re-enroll in school and the Homeless Liaisons make sure they have the support they need to attend and participate in school.

The SU/SD Homeless Liaison works closely with the appropriate school system staff to make sure secondary students experiencing homelessness have equal access to education and support services. They support each student individually to meet their unique needs and make sure there are no barriers to full participation in school, credit accrual, or graduation. If needed, Title I set-aside funds are used to remove barriers. For homeless students who have been enrolled in multiple high schools, tracking credit accumulation can be a major impediment to graduation. As outlined in Vermont's Education Quality Standards and supported by Act 77, Vermont high schools have moved toward a proficiency model for high school graduation. Students in schools need to demonstrate proficiency in order to complete individual classes and, ultimately, earn a diploma. As such, schools do not issue Carnegie credits and the accumulation of such credits do

not lead to graduation; instead, schools acknowledge the proficiencies a student has demonstrated at previous schools in the accumulation of proficiencies leading to graduation. Ultimately, the school granting the diploma determines that a student has met sufficient proficiencies for graduation.

v. Access to public preschool programs, academic and extracurricular activities and Federal, State, and local nutrition programs.

By State law, Vermont's public education system includes preschool subsidies for all 3 and 4 year olds and 5 year olds not yet enrolled in kindergarten. If a family loses their housing, the homeless liaison follows the same process for preschool students as they would for K-12 students. Preschool students are immediately enrolled in the school determined to be in their best interest to attend and SU/SD Homeless Liaisons ensure that preschool students have access to the supports they are entitled to under McKinney-Vento. The AOE will provide technical assistance on how best to serve homeless preschoolers.

The SU/SD Homeless Liaison and appropriate school staff have the responsibility to ensure homeless students have equal access to academic programs and extracurricular activities by assessing and then addressing the individual student's needs. They work closely with other federally funded programs like Title I, 21<sup>st</sup> Century, and locally supported academic and extracurricular program staff to enroll homeless students. If extracurricular activities include fee, uniform, or other requirements, the Homeless Liaison or designated staff person ensures the student has access to financial and other supports needed to meet the enrollment/registration requirements. Often community programs provide students the supports they require for full participation and to remove barriers.

The SU/SD Homeless Liaisons also work closely with the school nutrition staff to ensure that homeless students have access to free meals upon enrollment. Homeless students are automatically eligible (directly certified) for free meals and are not required to complete paperwork or produce income documentation. Some schools are food pantry satellite locations and will ensure homeless students and their families have access to food to take home with them. The State Director works closely with the AOE child nutrition staff to ensure the programs they coordinate are aware of this entitlement.

vi. Enrollment delays and retention

It is the State's priority to ensure that homeless children and youth are enrolled in school immediately and that enrollment delays are minimized. To achieve this goal, the AOE assists SU/SD Homeless Liaisons. Homeless Liaisons are proactive and try to reduce the number of problems by ensuring staff are regularly trained on McKinney-Vento requirements. Most schools provide registration materials that include housing questions that cue the registrars and school secretaries that the family or unaccompanied youth is experiencing homelessness. If the family or unaccompanied youth indicates on the paperwork or verbally that they may be homeless, the registrar immediately enrolls the family and makes a referral to the Homeless Liaison. The AOE works closely with the State Department for Children and Families (DCF). If DCF suspects that a family is homeless and not attending school, they will notify the SU/SD Homeless Liaison or the State Director and the family will be contacted.

When problems arise, the Homeless Liaison works quickly to resolve them. If there is an issue of enrollment, the liaison works with the school administrator and registrar to enroll the student as quickly as possible. If transportation is an issue, the Homeless Liaison works with the previous SU/SD attended to ensure that transportation or the cost of transportation is not as barrier to school attendance. If homeless families or unaccompanied youth lack typical enrollment documentation requirements such as health records, guardianship paperwork, birth certificates, and other required documents, the Homeless Liaison or other designated staff determine what is absolutely necessary and works with the family or unaccompanied youth to help obtain them. These activities occur after the student is enrolled and attending school. If the family or unaccompanied youth need financial support to obtain the required documents, school staff work with the Title I Coordinator or use other funding to help pay those fees.

If a homeless child or youth needs academic support, they are enrolled in Title I or other academic supports including afterschool and summer programming. If social-emotional support is needed, the school counselor and/or nurse is connected to work with the student. Homeless Liaisons and other key staff check in regularly on homeless students and touch base with teachers and families about supports needed to attend and participate in school. Supports may include transportation, school supplies, tutoring, afterschool programming, credit accrual support, and social services referrals. If a student disengages with the school, the Homeless Liaison and school staff contact the family or unaccompanied youth to offer supports to get the student back in school. School staff also partner with community organizations who provide the supports the family or unaccompanied youth might need reengage in school.

# Appendix 1: MPO Planning Chart

## MPO Planning Chart

### GOAL AREA 1: English Language Arts/Literacy Achievement

**CONCERNS: 1.1)** We are concerned that less than 30% of migrant students in school are proficient in ELA and we have no comparable measurable data on OSY.  
**1.2)** We are concerned that MEP staff do not have access to ELA/Literacy data in a timely way to identify needs and deliver appropriate ELA/literacy instruction to students who are migrant. **1.3)** We are concerned that parents who are migrant do not have sufficient strategies to support their children with ELA/literacy homework.

<u>Solution strategy identified in the CNA</u>	<u>Performance Target/AMO</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>	<u>Evaluation Tools</u>
1.1a) Provide full access to the variety of high quality intervention programs in schools 1.1b) Work with schools to share data on students' ELA progress quarterly and problem solve around student needs (sharing results, info, etc.) 1.1c) Identify appropriate ways to assess the literacy level of OSY in English and/or home language 1.2a) Collaborate with the Vermont Principal's Association to emphasize the importance of data and obtain their assistance with the timely sharing of progress reports 1.2b) Establish communication structures and identify individuals responsible	<b>100% proficient on the state assessment in English Language Arts</b>	1.1 Provide individualized year-round coordination and mentoring services for students in grades K-12 in collaboration with schools to increase grade-appropriate ELA skills.	1a) Each year, 80% of children enrolled in grades K-12 and participating in MEP services will be promoted to the next grade or graduate as reported by the children' school.	· In-school Coordinator Report (new)
			1b) Each year, MEP students receiving services for at least five months will increase ELA skills as reported on the Classroom	· Classroom Teacher Rubric (new)

<u>Solution strategy identified in the CNA</u>	<u>Performance Target/AMO</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>	<u>Evaluation Tools</u>
<p>for specific actions to address barriers identified</p> <p>1.2c) Conduct independent math assessments and/or internal ELA/literacy assessments to establish baseline with post assessment after migrant students receive services</p> <p>1.2d) Provide training for schools on sensitivity to migrancy and mobility, the importance of making communications accessible, and resources for migrant families to assist with interpretation and translation</p> <p>1.2e) Inform schools of their legal responsibilities to provide appropriate language services and share lists of translators/interpreters</p> <p>1.3a) Continue family field days to increase family learning/development of ELA/literacy skills</p> <p>1.3b) Provide two or more age/grade appropriate ELA/literacy resources, games, activities, and other ELA/literacy materials to parents</p>			Teacher Rubric.	

<u>Solution strategy identified in the CNA</u>	<u>Performance Target/AMO</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>	<u>Evaluation Tools</u>
1.3c) Offer parent workshops covering strategies for helping with ELA/literacy homework, school-readiness pre-literacy, and how to set up homework space in the home				

**GOAL AREA 2: Mathematics Achievement**

*NEED/CONCERN: 2.1) We are concerned that MEP staff do not have access to data in a timely way to identify needs and deliver appropriate math instruction to students who are migrant. 2.2) We are concerned that students who are migrant do not have the fundamental math skills to be successful in later grades and their adult lives. 2.3) We are concerned that parents who are migrant do not have sufficient strategies to support their children with math homework.*

<u>Solution identified in the CNA</u>	<u>Performance Target (Goal)</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>	<u>Evaluation Tools</u>
2.1a) Collaborate with the VT Principal’s Association to emphasize the importance of data and obtain their assistance with the timely sharing of progress reports 2.1b) Establish communication structures and identify individuals responsible for specific actions to	<b>100% proficient on the state assessment in mathematics</b>	2.1 Provide individualized year-round coordination and mentoring services for students in grades K-12 in collaboration with schools to increase grade-appropriate math skills.	2a) Each year, MEP students receiving services for at least five months will increase math skills as reported on the Classroom Teacher Rubric.	· Classroom Teacher Rubric (new)

<u>Solution identified in the CNA</u>	<u>Performance Target (Goal)</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>	<u>Evaluation Tools</u>
<p>address barriers identified</p> <p>2.1c) Conduct independent math assessments and/or internal math assessments to establish baseline with post assessment after migrant students receive services</p> <p>2.2a) Contract tutors for migrant students who are behind their non-migrant peers in math</p> <p>2.2b) Enroll migrant students with needs in math in existing after-school academic/homework support programs</p> <p>2.2c) Provide activities/technology applications/resources in the home to increase evidence-based math skills through apps, games, etc.</p> <p>2.3a) Provide two or more age/grade appropriate math resources to parents to support their child's math achievement</p> <p>2.3b) Offer parent workshops covering strategies for helping with math homework, school-readiness pre-math, homework space,</p>				

<u>Solution identified in the CNA</u>	<u>Performance Target (Goal)</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>	<u>Evaluation Tools</u>
doing routine math games 2.3c) Provide math activities, games, manipulatives, and resources to help parents assist their children in the home with math homework and studies				

### GOAL AREA 3: School Readiness

**NEED/CONCERN: 3.1)** We are concerned that children who are ages 0-5 and migrant do not have consistent and sufficient early education due to lack of transportation, parents' work schedules, lack of English proficiency, and lack of available and appropriate PK programs.

**3.2)** We are concerned that parents of children who are ages 0-5 do not know how or do not have enough resources/time to support their children's social, emotional, and academic development to prepare them for kindergarten.

**3.3)** We are concerned that preschool students who are migrant do not have access to high quality preschool (minimum of 10 hours/ week).

**3.4)** We are concerned that preschool students who are migrant do not have a home supported literacy-rich environment.

<u>Solution identified in the CNA</u>	<u>Performance Target (Goal)</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>	<u>Evaluation Tools</u>
3.1a) Support parents/schools in identifying local transportation options when needed. 3.1b) Promote networking to help provide transportation to early education and preschool programs	N/A	3.1 Provide year-round coordination and mentoring for preschool students and their families to increase school readiness and enrollment in high quality	3a) Each year, 80% of 3-5 year old children enrolled in a high quality preschool for at least 10 hours/week or receiving at least six in-home early literacy interventions per trimester, will receive an age-	In-school Coordinator Report (new)

<b><u>Solution identified in the CNA</u></b>	<b><u>Performance Target (Goal)</u></b>	<b><u>Strategy</u></b>	<b><u>MEP Measurable Program Outcome (Objective)</u></b>	<b><u>Evaluation Tools</u></b>
<p>for children ages 0-5.</p> <p>3.1c) Provide professional development for staff and providers on how to overcome barriers that impede full participation in early education by children ages 0-5 who are migrant.</p> <p>3.2a) Provide instructional home visits to model school readiness strategies</p> <p>3.2b) Establish networks within the school and community to which parents can be referred to meet medical, dental, social services, ELL, and other needs.</p> <p>3.2c) Provide parent leadership activities.</p> <p>3.2d) Provide training for parents and prepare materials for parent use in the home to assist with preparing their children to be ready for school.</p> <p>3.2e) Provide literacy resource</p>		preschool programs.	appropriate score on the Vermont Ready for Kindergarten! Survey.	
		3.2 Develop and support family literacy through early literacy intervention services and increase parents' ability to support their children's education.	3b) Each year after participating in family literacy services, 80% of participating parents will report an increased ability to support their children's education through a rating of four or five on a five-point scale.	· Parent Survey

<u>Solution identified in the CNA</u>	<u>Performance Target (Goal)</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>	<u>Evaluation Tools</u>
<p>materials for parents to use with their children in the home.</p> <p>3.3a) Work with state ECE leadership to coordinate assessments and facilitate communication about pre-K services.</p> <p>3.3b) Work with parents to identify and access high quality preschool, and help problem-solve barriers to attendance.</p> <p>3.3c) Coordinate with community resources providers to remove barriers to migrant children’s attendance in pre-K programs.</p> <p>3.4a) Support parents with literacy materials including books to read to their children</p> <p>3.4b) Provide family literacy home visits to model activities that parents can do with their children</p>				

<u>Solution identified in the CNA</u>	<u>Performance Target (Goal)</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>	<u>Evaluation Tools</u>
3.4c) Sponsor parent events that promote pre-literacy strategies and activities to do in the home.				

#### GOAL AREA 4: High School Graduation and Out-of-School Youth

**NEED/CONCERN: 4.1)** We are concerned that over 50% of OSY have not attended school beyond 8<sup>th</sup> grade and have limited literacy. **4.2)** We are concerned that H.S. students who are migrant and OSY are not able to attain their educational goals. **4.3)** We are concerned that secondary-aged students exhibit many characteristics associated with at-risk for H.S. dropout. **4.4)** We are concerned that OSY are limited in English proficiency which may limit their access to education and other services, resources, and opportunities. **4.5)** We are concerned that schools are not assessing OSY readiness for a high school programs. **4.6)** We are concerned that OSY do not have access to, or skills to use, computers and the Internet.

<u>Solution identified in the CNA</u>	<u>Performance Target (Goal)</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>	<u>Evaluation Tools</u>
4.1a) Develop research/evidence-based literacy instruction for OSY 4.1b) Provide targeted instruction based on assessment data on OSY 4.2a) Promote the economic benefits of education to students who have not attained their	<b>Number of 12<sup>th</sup> grade migrant students is less than 30.</b> <b>Number of graduate is reported</b>	4.1 Provide secondary-aged migrant students with individualized year-round guidance, mentoring, and counseling that leads to high school graduation and informed by their Personalized Learning Plan (PLP).	4a) Each year, 80% of MEP students in grades 9-12 will be on track toward graduation as measured by a PLP that meets Vermont's Education Quality Standards' requirements.	· Coordinator report (new)

<b><u>Solution identified in the CNA</u></b>	<b><u>Performance Target (Goal)</u></b>	<b><u>Strategy</u></b>	<b><u>MEP Measurable Program Outcome (Objective)</u></b>	<b><u>Evaluation Tools</u></b>
<p>established educational goals</p> <p>4.2b) Work with schools on flexible graduation plans using a template (i.e., HSCP)</p> <p>4.2c) Establish goal setting incorporating student work and economic goals</p> <p>4.3a) Provide guidance, mentoring, and counseling assistance to migrant families on the benefits of staying in school &amp; post-secondary options</p> <p>4.3b) Offer professional development for staff on migrancy/mobility and H.S. completion strategies</p> <p>4.4a) Partner with ABE providers for local ELL classes</p> <p>4.4b) Bring formal, practical English classes onsite with employer buy-in</p> <p>4.4c) Continue to promote distance learning and “bite-</p>		<p>4.2 Provide year-round coordination and mentoring for OSY to increase academic skills to include English language lessons, life skills, and technology skills.</p>	<p>4b) Each year, 75% of OSY receiving direct instruction for at least 10 hours will score proficient on at least one appropriate OSY lesson.</p>	<ul style="list-style-type: none"> <li>· Modified Student Assessment Score Sheet</li> </ul>
		<p>4.3 Assist OSY to articulate goals and create a personalized learning plan in coordination with the OSY consortium materials.</p>	<p>4c) Each year, all OSY who enter Tier 2 services will have a personalized learning plan that meets VT MEP standards.</p>	<ul style="list-style-type: none"> <li>· Coordinator report (new)</li> </ul>
		<p>4.4 Provide year-round coordination and mentoring for OSY to make progress on their personalized learning plan toward career and/or high school graduation.</p>	<p>4d) Each year, OSY participating in Tier 2 services for at least 30 hours will complete at least 50% of their personalized learning plan objectives.</p>	<ul style="list-style-type: none"> <li>· Coordinator report (new)</li> </ul>
		<p>4.5 Provide professional development on identification, recruitment, and instructional services for MEP-</p>	<p>4e) Each year, 75% of .75 to full-time staff participating in a monthly average of four hours of professional</p>	<ul style="list-style-type: none"> <li>· Staff survey</li> </ul>

<u>Solution identified in the CNA</u>	<u>Performance Target (Goal)</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>	<u>Evaluation Tools</u>
<p>sized” app-based practice</p> <p>4.5a) Identify instruments to assess OSY readiness for high school programs (e.g., TABE-M)</p> <p>4.5b) Help students and staff request transcripts</p> <p>4.5c) Utilize the OSY Consortium to identify promising practices in assessment in other states</p> <p>4.6a) Provide technology mentors</p> <p>4.6b) Increase access to basic computer classes through local ABE providers</p> <p>4.6c) Establish a system for a device setup and distribution program</p> <p>4.6d) Use the OSY Profile and Farm Sheet to monitor OSY with Internet and cell service</p>		<p>funded administrative and instructional staff to include an average of 4 hours per month for .75 to full-time staff and an average of 2 hours per month for staff funded at least half-time.</p>	<p>development will report an increased capacity for delivering instruction or providing services by 20% as measured by the staff survey.</p>	
		<p>4.6 Ensure that all .75 and full time staff have a professional development plan in place that responds to their annual performance appraisal for continuous program improvement.</p>	<p>4f) Each year, all .75 to full-time staff will have a professional development plan that supports their needs and goals as outlined in their annual performance appraisal.</p>	<p>· Coordinator report (new)</p>

# **Appendix 2: Homeless Appeal Procedure**

## **McKinney-Vento Homeless Assistance Act Appeal Processing Procedure**

### **Purpose**

This procedure sets forth the steps for processing a written appeal submitted by a parent/guardian or unaccompanied youth (referred to as appellant) regarding a decision made by a Local Education Agency (LEA) related to the McKinney-Vento Homeless Assistance Act (<http://www2.ed.gov/policy/elsec/leg/esea02/pg116.html>). *Please note that an appeal submitted via email is acceptable.*

### **Investigation and Resolution of an Appeal**

1. *Written Receipt.* When a written appeal is received, the State Education Agency (SEA) will provide a written receipt to the appellant via email and return receipt mail within 10 business days, which will include the following information:
  - a. The date that the appeal was received;
  - b. A tentative resolution date;
  - c. The name and phone number of a contact person for status updates;
  - d. A copy of the SEA's appeal procedure.
2. *Investigation and Resolution.* On behalf of the Vermont Secretary of Education, the SEA Homeless Coordinator will:
  - a. Notify the superintendent of the LEA involved within 10 business days of receipt of the appeal via email and return receipt mail. The notification will include instructions for requesting a copy of the appeal.
  - b. Request documentation needed from the appellant and the LEA to clarify the facts.
  - c. Review documentation and, if needed, request additional documentation and/or interview the parties involved.
3. *Recommendation and Final Decision.* Within 30 business days of receipt of the appeal, the Homeless Coordinator will make a recommendation to the Secretary of Education, who will make the final decision to support or deny the appeal. The timeframe for this step may be extended if additional investigation time is needed. The appellant and the LEA involved will be notified if additional time is required.
4. *Notification and File.* The SEA will notify the appellant and the LEA involved of the final decision and, if the appeal is granted, the LEA will be expected to follow through on the Secretary's ruling. The SEA will retain a record of all appeals, findings and final decisions. These documents are considered public record and may be made available to the appellant, the LEA, and other members of the general public in a format that meets privacy law requirements.