

Consortium Incentive Grant

Using Innovative Educational Technologies
to Improve Interstate Coordination and
Support Educational Continuity and Achievement
for Eligible Binational Migrant Students



Submitted by:
Lead State of Nebraska with Arizona, Colorado, Idaho, Minnesota,
Oregon, Pennsylvania, and Washington
and the
Collaborating Partner States of
Arkansas, Florida, Kansas, New Jersey,
North Carolina, Utah, and Wisconsin

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Office of Migrant Education

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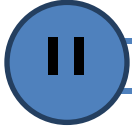


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ACRONYMS

AA	Accountability Audit
App	Technology Application
APR	Annual Performance Report
BN	Binational
CAMP	College Assisted Migrant Program
CIG	Consortium Incentive Grant
CME	Center for Migrant Education
CNA	Comprehensive Needs Assessment
ED	U.S. Department of Education
EL	English Learner
e-Zine	Electronic Magazine
FII	Fidelity of Implementation Index
GEPA	General Education Provisions Act
GPRA	Government Performance Results Act
HEP	High School Equivalency Program
ILT	InET Leadership Team
InET	Innovative Educational Technologies

LEA	Local Education Agency
LEP	Limited in English Proficiency
LOA	Local Operating Agency
MEP	Migrant Education Program
NSF	National Science Foundation
OME	Office of Migrant Education
OSY	Out-of-School Youth
PD	Professional Development
PPT	PowerPoint
RBR	Rubric-based Review
SDP	Service Delivery Plan
SEA	State Education Agency
SMG	Statistical Means and Gains
TD	Transfer Document
TEP	Teacher Exchange Program
TA	Technical Assistance
TrA	Trend Analysis



Project Abstract

Using **I**nnovative **E**ducational **T**echnologies (InET) is a consortium of 8 states (AZ, CO, ID, MN, Lead State of NE, OR, PA, and WA) seeking Consortium Incentive Grant (CIG) funds and 7 collaborating states (AR, FL, KS, NC, NJ, UT, and WI) not seeking CIG funds. We are addressing the **Absolute Priority** of expanding access to innovative educational technologies to increase the academic achievement of eligible migrant students whose education is disrupted due to frequent moves across state lines and international borders.

Through InET, states will use innovative technologies to foster awareness of binational migrant student needs; imagine, plan, and design systems for services; create and deliver resources, materials, and programs; improve existing infrastructures; produce solutions for raising student achievement; and disseminate effective practices to the MEP community.

InET will build on existing interstate collaborations among MEPs to promote the design, delivery, and evaluation of services to eligible migrant children and youth by addressing the following goals: 1) *Provide standards-and technology-based professional development to support teachers and administrators who serve binational migrant students;* 2) *Design and adapt instructional materials and resources that use innovative technologies for improving access to services by binational migrant students;* 3) *Institute policies, practices, products, and protocols in InET consortium states to improve the educational attainment of binational migrant students.*

A brief summary of the outcomes/deliverables based on the measurable outcomes found on the chart in Section 3 (Quality of the Project Design) includes 6 training modules developed and piloted, increased staff capacity to deliver services to binational migrant students as a result of professional development and targeted technical assistance, increased capacity of states through piloting and using at least three new InET electronic instructional materials, increase

percentage of binational students identified and recruited, increased percentage of binational students pursuing education and/or career goals, CNAs updated to include data addressing the identified needs of binational students, SDPs updated to include measurable program outcome(s) and activities specific to binational students and services; and increased interstate coordination around policies, practices, products, and protocols to benefit binational migrant students.

Key features of InET will be: **virtual meetings** connecting MEP directors and resource persons to explore ways to amplify and improve programs and services through innovative uses of technology; a **website** to share information, post resource documents, promote the Teacher Exchange Program, post frequently-asked questions and answers; and clarify the benefits of using the Transfer Document, *Apostille*, and other tools for student access to educational programs; providing **technology-based lessons, curricula, and instructional materials** utilizing portable devices for serving students; **annual strategy meetings** for InET states and representatives from Mexico that are taped, archived, and available to states serving this population; a **Cadre of Coaches** to provide onsite technical assistance to help states meet InET Objectives; and downloadable standards-based **training-of-trainer modules** that address the unique educational needs of students who make temporary residency moves between the U.S. and Mexico to accompany their parents who are working in qualifying temporary and seasonal work pursuant to Title I, Part C of the NCLB.

InET will be evaluated using various techniques to determine the effectiveness of activities to reach the measurable outcomes. Monthly discussions using a Fidelity of Implementation Index will result in ratings for tasks based on the degree of implementation to determine needed mid-course corrections. An InET Leadership Team (ILT) will oversee project activities, allocate state resources to accomplish objectives, and provide feedback on outcomes and deliverables.

IV

Project Narrative

1. Need for the Project/Value to Each Participating SEA – The State Education Agencies (SEAs) partnering on InET include the lead state of Nebraska and Arizona, Colorado, Idaho, Minnesota, Oregon, Pennsylvania, and Washington (plus Arkansas, Florida, Kansas, New Jersey, North Carolina, Utah, and Wisconsin as collaborating partner states not competing for CIG funds) are working together to promote the **absolute priority to design and provide services** (based on a review of scientifically-based research) to expand access to innovative educational technologies intended to increase the academic achievement of migratory students whose education is interrupted.

Extreme needs exist in eligible migrant children residing in the U.S. who make temporary residency moves between the U.S. and Mexico to accompany their parents who are working in qualifying temporary and seasonal work pursuant to Title I, Part C of the NCLB. *A binational student is an eligible migrant student who has moved between Mexico and the U.S. with his/her parents or as an emancipated youth at least once in the last 36 months.* These students are the most disenfranchised of all students who are characterized as being highly mobile which affects their educational continuity and credit accrual, limited in English proficiency (LEP), behind their peers in academic achievement in reading and math, living in poverty, having health-related issues, and marginalized by the community in which they live.

Gaps or weaknesses in services to this population were only recently assessed systematically by 8 states serving nearly 50,000 binational students (Arizona, Colorado, Florida, Nebraska, Oregon, Pennsylvania, and Texas). This study found that of the binational students in grades K-12, **65% are LEP (72% in grades K-5 are LEP); 79% are not proficient in**

reading; and 74% are not proficient in mathematics. (*Binational Migrant Program Initiative Comprehensive Needs Assessment Final Report*. CME, 2008).

Data from a representative sample of these 8 states showed that about 25% of the students were placed in a grade that was below their appropriate age—a factor which contributes to drop out. Survey results from secondary-aged binational revealed that 46% who enrolled in school after coming to the U.S. from Mexico did not receive all of the credits for core coursework completed in Mexico. When projected to the population of binational children and youth, the number of students at risk of failure to reach state performance standards is staggering.

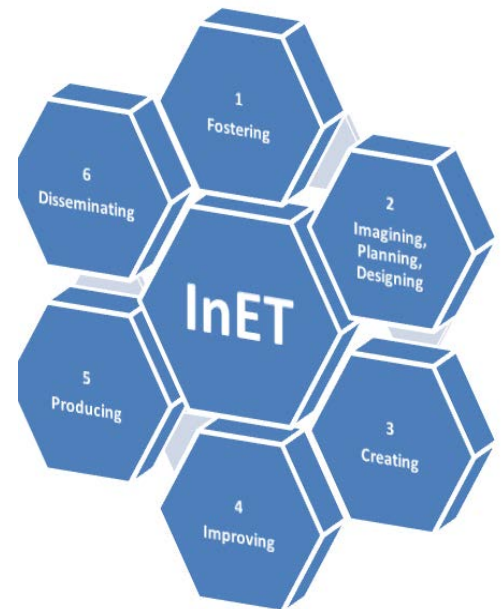
The consortium states are well aware of the weaknesses in services that exist for binational students as they have sought for several years—with limited resources—to seek joint solutions to address educational and supportive service needs for BN students. Nevertheless, the reality is that without a broader awareness of the needs and an infrastructure for the delivery of services to this disenfranchised sub-population, more and more will fall behind and drop out of school.

Migrant educators and administrators in the states with the most experience in binational migrant programs identified concerns for binational migrant students as described below.

- Missing school because they lack proper paperwork (e.g., *Apostille*, Certificate of Completion from Mexico, Transfer Document).
- Lacking credits for coursework completed (i.e., reciprocity in credit transfer).
- Having less time for instruction resulting in poor achievement due to high mobility.
- Lacking access to technology to help students succeed and stay in school.
- Falling behind in language development. When in the U.S., binational students' lack of English proficiency puts them behind their peers; when returning to Mexico, binational students' lack of Spanish proficiency puts them behind their peers.

- Accessing educational and community services when making frequent international moves is difficult and often results in educational and social isolation.
- Training is needed for instructors on the binational migrant lifestyle and for effective strategies for this population which results in more effective instruction.

The value of the InET consortium to each participating SEA is immeasurable. A review of InET state CNAs and SDPs reveals only a cursory mention of services to binational students. Of the 8 InET states—some of the most active in serving binational students—none had measurable outcomes relating to BN students, and only 2 had strategies mentioned. Developing a formal structure for SEA joint problem solving, visioning, and using innovative educational technologies; focusing on evidence-based strategies for binational children and youth; and sharing lessons learned and resource among states will transform interstate coordination around the unique needs of binational children and youth—the sub-population of migrant students we have found to have the greatest needs.



2. Significance – The significance of InET lies in its innovative approach, the promise that it holds for expanding services beyond the consortium states, and the new strategies that it will bring this population. InET will be the linchpin for: 1) **fostering** awareness among all states of the needs of binational migrant students; 2) **imagining, planning, and designing** systems for service delivery; 3) **creating** and producing resources, materials, products, and programs; 4) **improving** existing infrastructures; 5) **producing** solutions for raising binational student achievement; and 6) **disseminating** effective practices to ensure sustainability beyond the 2-years of the grant.

The existing strategies for binational migrant students rely heavily on traditional means of communication—phone, email, and an annual face-to-face meeting. While these networks have begun to identify the need that exists, they are inadequate for accomplishing the kind of transformation that is needed to establish systems nationwide to serve binational migrant children and youth. For example, state comprehensive needs assessments and service delivery plans do not factor in binational (BN) students; neither, is there a way for most state databases to even identify students as binational. This project aims to address these deficiencies through strong communication and technical assistance networks; tools for states to bring the needs of the binational student into focus; and instruction, professional development, and services for states to use to address student needs. Strategic features of InET that will result in producing **promising new practices** include:

- **virtual meetings** connecting MEP directors and resource persons to explore ways to amplify/improve programs and services to BN students through innovative technology;
- a **website** to share information, post resource documents, promote the Teacher Exchange Program (TEP), post frequently-asked questions and answers; clarify the benefits of using the Transfer Document (TD), Apostille, and other tools for student access to educational programs; and adapting existing materials for use with BN students;
- providing **technology-based lessons, curricula, and instructional materials** utilizing inexpensive portable devices for serving highly mobile students;
- **bridging** state data systems (e.g., New Generation System, COEstar, MIS2000) and MSIX to identify binational migrant students served;
- **annual strategy meetings** for InET states and representatives from Mexico that are taped, archived, and available for other states serving this population; and

- preparing downloadable **training-of-trainer modules** that address the unique educational needs of eligible binational migrant children and youth.

The utility of the products resulting from InET will be considerable, especially given that most states lack knowledge about the binational student population and their needs, resources to design systems for services, and staff that are able to navigate the complexities of Mexican school systems and the accrual of credits internationally.

Product	Likely Utility	Beneficiary
InET website	A website to share info and strategies for serving BN students does not exist and would serve as a critical resource, teaching tool, and information repository	InET state MEP staff; MEP community at large
Virtual meetings	Monthly topic-driven and informational webinars focused on key BN topics will be useful for PD, technical assistance, and serve to answer questions	InET state MEP directors and staff
Technology-based lessons, curricula, instr. mats; apps; loaded Mp3s; <i>Plazas Comunitarias</i>	Access to InET’s compendium of online and electronic instructional materials will be useful for working with students to complete partial/full credits; learn English; and practice reading and math curriculum as they travel; link with materials produced by other CIGs	BN migrant students and staff; school counselors
Annual strategy meeting/Bi-national Forum	In conjunction with the Binational Forum, an extension to the meeting will allow InET states to strategize, problem solve around BN issues, network, and share successful and promising practices.	InET and other State MEP staff; Mexico state MEP coordinators

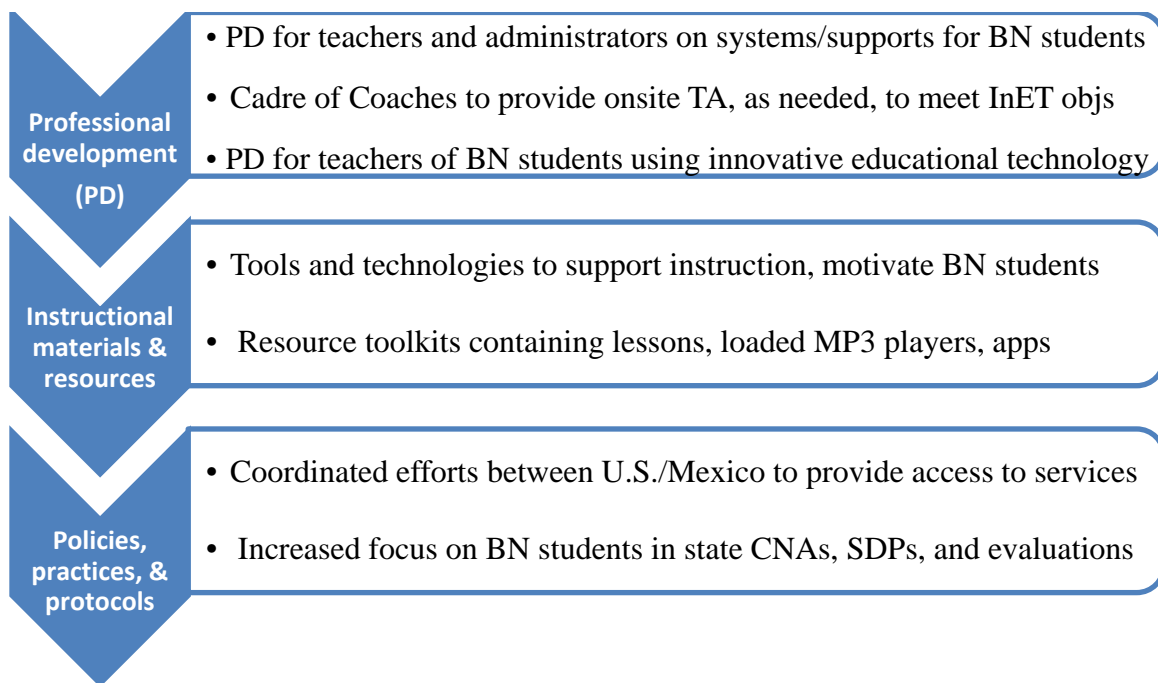
Electronic Training-of-Trainers Modules	Topic-based modules allow broad dissemination of info on the BN student/BN lifestyle, materials, lessons, curricula, instructional strategies & assessments	BN students; SEA staff; regional and local MEP staff
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There is a strong likelihood that the products resulting from InET will be used effectively in a variety of other settings such as: 1) other state MEPs that serve binational migrant children and youth; 2) state MEPs in Mexico that serve BN students coming from the U.S.; 3) agencies providing technical assistance to state MEPs (e.g., ESCORT, Center for Migrant Education, educational laboratories, and comprehensive centers); 4) universities preparing teachers to work with diverse populations; 5) on the RESULTS and other websites; and 6) local education agencies that enroll BN children, especially those in the border states of Arizona, California, New Mexico, and Texas. The likelihood of InET products being used will be enhanced because of our multi-tiered dissemination plan that considers the project website; links to other websites (e.g., <http://results.ed.gov>, Mexico’s binational site); an annual face-to-face dissemination meeting; presentations at national meetings and conferences and at Mexico’s *Convocatoria*; InET e-zine newsletter; and through InET states’ local MEP directors’ meetings. Our materials will be downloadable, portable, and sharable.

3. Quality of the Project Design – The design for InET came from several years of discussion and planning among state MEP leaders whose states are highly impacted by binational migrant children and youth. These states have come together informally to discuss common issues (e.g., how to ensure that students who leave the U.S. have access to school in Mexico, how to ensure that students have instructors that are qualified and well prepared with knowledge of the unique educational needs of BN students), share successful and promising

practices, and discuss strategies with colleagues from Mexico on how to ensure continuity of instruction across borders.

A review of the literature on expanding access to innovate educational technologies provides a rich selection of strategies, but when narrowing the review to migrant children, fewer options present themselves. By narrowing the search even further to include binational migrant students, the absence of research is stunning. Therefore, to refine the design for InET, we looked more broadly at the research to identify needs, surveyed state experts in the field with experience and expertise in working with binational students and families, and used a process for coding the outcomes to determine needs-driven aspects of the design (see arrows in the graphic), all of which imply expanded access to innovative uses of technology. The literature review follows.



[Review of the Literature](#) – Binational migrant students typically attend several schools during the academic year which results in the need for them to adapt to new classrooms, teachers, curricula, and school policies while meeting new peers and adjusting to unfamiliar communities and school surroundings. Evans, et. al. (2011) investigated the Seven Areas of Concern put forth by OME as

a model for conducting state MEP Comprehensive Needs Assessments. Four factors were identified that presented barriers and challenges to migrant students and their families with **high mobility** emerging as having the strongest impact on their educational achievement. Other factors having a substantial impact were **poverty**, lack of **language** proficiency, and lack of **access to supportive services**.

The negative impact of **high mobility** on academic achievement, academic progress, test scores, grades, graduation from high school, behavior, and non-academic outcomes such as increases in community involvement and accessing of local resources cannot be refuted (Rumberger, 2011; Reynolds, et. al., 2009). Walls (2003) noted that it can take four to six months for students to recover academically from changing schools. For highly mobile students who move more than three times during a school year, the effects can be devastating.

In a review of 16 studies, Reynolds, et al., (2009) found that mobility was associated with significantly lower reading and math achievement and that each additional move added to a decline in achievement. Children who moved three times or more were found to have significantly higher dropout rates than students who were more stable.

Several studies found that school mobility between the first and eighth grades increased the odds of dropping out of school during high school (Rumberger and Larson, 1998; Swanson and Schneider, 1999; Teachman, Paasch, and Carver, 1996). Average reading scores for students who moved three or more times were half of those attained by students who did not move.

Many migrant students experience educational disadvantages caused by **poverty** and poverty-related health problems (e.g., malnutrition, chronic illness) which can directly affect educational performance. These factors are compounded by lack of health care as typically,

parents of migrant students do not receive health insurance, paid leave, disability insurance, or other job benefits (Housing Assistance Council, 2006).

In addition to these risk factors, migrant children come from low-income families that research shows are more likely to receive poorer quality instruction, have fewer high-caliber teachers, and have access to fewer support services (Stullich, et. al., 2007; Viadero, 2007). Children in high-poverty schools were found to be much more likely than their more advantaged peers to be assigned to novice teachers, teachers lacking subject matter knowledge, and teachers with lower academic skills (Peske and Haycock, 2006).

Raudenbush (2010) found that migrant students tend to attend schools where large numbers of new students enter/leave during the school year. Teachers in these schools have difficulty with a reasonable pace of instruction as new students require substantial review of studies covered or orientation to classroom procedures. High mobility schools are more likely to have anti-social peer networks (South and Haynie, 2004) with highly mobile students being more likely than others to be victimized by violence (Fauth and Leventhal, 2005). On a related note, administrators in high poverty schools spend time meeting new parents, enrolling new children, and placing students in classes rather than providing instructional leadership (Bryk, et al., 2009).

Migrant students often are marginalized in traditional school settings and experience isolation that is intensified by **language** barriers, achievement issues, and retention. Factors that lead students to disengage from school and drop out include not feeling “connected” to the school, not seeing the relevance in the work they are doing, not enrolling in extracurricular activities, and pressure to work (Bridgeland, DiIulio, & Morison, 2006, Solis, 2004).

Migrant students who are English learners (ELs) face the challenge of learning a new language while learning grade-level content and skills. To learn these skills, ELs must develop

academic language proficiency—a greater mastery of language features than is needed for basic conversation (e.g., vocabulary and grammar used in instruction, textbooks, and assessments).

Migrant students and their families encounter barriers in accessing **supportive services** and resources to help children succeed in school. These include a lack of transportation; students' need to help support their families, making them unavailable to participate in academic activities after school; and the lack of space in after-school programs, especially if migrant students enroll after the beginning of the school year (California Dept of Education, 2007; U.S. Department of Education, 2001; Gibson, 2003; Durón, 1995; Martínez & Velázquez, 2000).

Many migrant children suffer **health** issues. In studies of migrant and seasonal farmworkers, Weigel (2007) and Borre, et. al (2010) found that lack of access to enough food to fully meet basic needs at all times due to a lack of financial resources affected a majority of migrant households. Families experience hunger, widespread occurrences of blood lipid and glucose disturbances, and symptoms of gastrointestinal infection. Rosenbaum and Shin (2007) reported that 85% of migrant and seasonal farmworkers were uninsured, more than half the percentage found among low-income adults in the United States. Migrant children were almost four times more likely to be uninsured than other low-income children (85% vs. 22%).

The organizers for this section were identified in a pilot study of state MEPs in four states: Arizona, Michigan, Pennsylvania, and Texas (OME, 2002). Over the past several years, states have utilized the 7 Areas of Concerns as a framework to on which to build their statewide CNAs. This same framework was used for the binational CNA (Center for Migrant Education, 2008). Key recommendations resulting from this study that influenced the InET design include:

- Create a pool of binational resources and best practices for credit accrual via the Internet.

- Provide staff development for teachers to learn about the issues that binational students face in bridging two language and cultures.
- Provide binational students with tools and training to develop their technology skills.
- Develop a nationwide system for reviewing high school and *bachiller* transcripts, determining equivalence, and awarding full and partial credits.
- Provide information/training for school administrators and counselors on the enrollment and continuity of instruction for binational migrant students.

InET’s [goals](#) (NOTE: Goals in the RFP are referred to as *Project Objectives* on ED’s 524b Performance Report Form), [measurable outcomes](#) (NOTE: Goals in the RFP are referred to as *Performance Measures* on ED’s 524b Performance Report Form), and [activities](#) were designed and aligned to address the identified needs and support the delivery of services to BN migratory children whose education is interrupted. Our plan ([Project Narrative Summary Chart](#)) follows.

<i>Goal 1: Provide standards- and technology-based professional development to support teachers and administrators who serve binational migrant students</i>
1.1 By 5/30 of each project year, at least 3 InET electronic training modules will be developed.
1.2 By 9/30 of each project year, 87% of all consortium states will pilot at least two InET electronic training modules (either with binational teachers coming to the U.S. and/or U.S. teachers working with binational children).
1.3 By 9/30 of each project year, 90% of staff participating in InET PD will rate the activities/products as useful for delivering services to BN students (level 4 or above on a 5-point scale).
1.4 By 9/30 of each project year, 90% of staff participating in InET TA will rate the activities/products as useful for delivering services to BN students (level 4 or above on a 5-point scale).
1.5 By 9/30 of each project year, there will be rating of 4 or above for 95% of the Objective 1

activities included in the InET FII that are scheduled for completion.

Goal 2: Design and adapt instructional materials, products, and resources that use innovative technologies for improving access to services by binational migrant students

2.1 By September 30 of each project year, 87% of all consortium states will pilot at least two InET electronic materials.

2.2 By September 2014, 100% of consortium states will use at least three new innovative technologies to deliver instruction to binational migrant students.

2.3 By 9/30 of each project year, 90% of staff in consortium states who use InET instructional materials/resources developed/adapted through the project will rate them as useful for delivering services to BN migrant students (level 4 or above on a 5-point scale) on a SurveyMonkey survey.

2.4 By 9/30 of each project year, there will be rating of 4 or above for 95% of the Objective 2 activities included in the InET FII that are scheduled for completion.

Goal 3: Institute policies, practices, and protocols in InET consortium states to improve the educational attainment of binational migrant students

3.1 Between baseline and September 2014, there will be a 25% increase in the instructional and support services provided to eligible binational migrant children in the InET consortium states.

3.2 Between baseline and September 2014, there will be a 20% consortium-wide increase in the in the education and/or career goals achieved by BN students.

3.3 By the end of the project, 87% of consortium states will demonstrate capacity to serve binational students through an update to their statewide Comprehensive Needs Assessment (CNA) to include data addressing the identified needs of binational students.

3.4 By September 2014, 87% of consortium states will demonstrate capacity to serve binational students through an update to their state Service Delivery Plan (SDP) to include measurable

program outcome(s) and activities specific to binational students and services.
3.5 By 9/30 of each project year, 90% of all respondents will report that participation in webinars, meetings, and other interstate coordination activities has resulted in policies, practices, products, and protocols to benefit BN migrant students.
3.6 By 9/30 of each project year, there will be rating of 4 or above for 95% of the Objective 3 activities included in the InET FII that are scheduled for completion.

As described in Section 2 –Significance, InET’s [high quality plan for project implementation](#) involves 1) **fostering** awareness among all states of the needs of BN migrant students; 2) **imagining, planning, and designing** systems for service delivery; 3) **creating** and delivering resources, materials, and programs; 4) **improving** existing infrastructures; 5) **producing** solutions for raising binational student achievement; and and 6) **disseminating** effective products, processes, protocols, and effective and promising practices.

This plan will be carried out through the strategies/activities described in the charts that follow. However, a well-conceived set of strategies is not enough. InET also has safeguards built in to ensure success in implementation as follows:

- A system that formalizes communication through monthly coordination conference calls between the InET project coordinator, evaluator, and state MEP directors; an annual coordination meeting of InET stakeholders; a quarterly e-zine; and a website updated monthly;
- A management plan (see Section 5) that provides project oversight through an InET state Leadership Team (ILT) and a committed Lead State with experience in serving BN migrant students, participating in binational events, and collaborating with InET states;
- An InET coordinator experienced in binational and MEP initiatives, knowledge of migrant programs/services and technology solutions, fluent/literate in English/Spanish, and experienced

providing TA to state MEPs. This is a critical safeguard in recognition that CIG responsibilities for materials development, initiating communication, and managing logistics is a strategic position—not work that is easily added to state MEP director responsibilities.

- Formative and summative evaluation addressing all Federal requirements that uses a Fidelity of Implementation Index (FII) maintained jointly by the project evaluator and coordinator that lists all tasks, by objective, and tracks project progress on at least a monthly basis;
- Capacity building through the establishment of **systems** for providing services, **tools** such as electronic training modules, and useful, portable **products**; and the establishment of interstate and international **procedures and policies** that will have a lasting impact after project end;
Methodological tools that contribute to the quality of the project design include protocols for meetings, agendas, PowerPoint shells and presentations, and sample fiscal, accountability, and Annual Performance Reports; the FII (described above); sample agreements for binational services; contact lists to promote interstate/international networking; legal frameworks for hiring the coordinator and contracting resource consultants; fiscal agent (Cindy Bartelsmeyer at Fort Scott Community College) who is experienced with managing fiscal requirements, hiring and contracting procedures, and managing logistics for an existing CIG; and a Lead State MEP director and SEA staff who is in a position in their state to marshal the resources needed to ensure success in achieving InET’s measurable program outcomes.

InET will coordinate with similar or related efforts, and with other appropriate state, and Federal resources. Examples show the wealth of resources to assist InET achieve its objectives.

- InET states (to discuss strategies, and share products and promising practices);
- Office of Migrant Education (to share progress toward meeting measurable outcomes, lessons learned, and other available Federal resources);

- Center for Migrant Education (to learn about available materials and presentations; and to obtain staff expertise and technical assistance about ongoing binational initiatives);
- Mexican resources such as the *Secretaría de Educación*, BN states in Mexico (*PROBEM*), and the Mexican Institute for Citizens Abroad (to exchange information; collaborate on the Teacher Exchange Program, *Apostille*, Transfer Document, Free Textbook Program, *Convocatoria*, and other ongoing efforts; to coordinate on the annual meeting);
- other 1308 funded Consortium Incentive Grants (to link websites, disseminate effective and promising practices, share outcomes, and network around binational students);
- Binational Migrant Education Initiatives in non-CIG states (to learn about ongoing initiatives and successful practices); and
- Migrant councils, local advocacy groups, Department of Labor, High School Equivalency Programs (HEP) and College Assistance Migrant Programs (CAMP), Farmworker Health Programs, Mexican Consulates and Embassies, other programs funded under Title I, and Title III Federal and state programs (to exchange information, resources, and outcomes).

4. Quality of Project Services – The InET consortium recognizes the need to **ensure equal access and treatment for eligible project participants** (members of groups that traditionally have been underrepresented on race, color, national origin, gender, age, or disability). The students targeted are the most highly mobile children that make temporary residency moves between the U.S. and Mexico to accompany their parents who are working in qualifying temporary and seasonal work pursuant to Title I, Part C of NCLB. They are the most disenfranchised of all migrant sub-populations, left behind educationally in two countries. Strategies InET will use for ensuring equal access and treatment include:

- Putting systems in place for services to BN children and youth;

- Maintaining interstate coordination/coordination with states in Mexico around BN services;
- Conducting cross-state planning to share effective and promising practices, lessons learned, and innovative instructional technologies for binational students; and
- Establishing policies in each SEA for Part VI, Response to Section 427 of GEPA Guidance.

InET will be addressing five GPRA objectives: 1a, 2a, 3a, and 4a that address elementary and middle school reading and mathematics; and *GPRA f* that addresses high school graduation.

Activity/Timeline Chart – September 1, 2012 – September 30, 2014

Goal:1	<i>Provide professional development to support teachers and administrators who serve binational migrant students</i>	State Responsible							
		AZ	CO	ID	MN	NE	OR	PA	WA
MEASURABLE OUTCOME									
1.1 By May 30 of each project year, at least three InET electronic training modules will be developed.									
1.1.1 - Convene InET state content experts and consultants to discuss and design plans for electronic training modules building on the model designed by California	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.1.2 - Finalize the list of electronic training modules (e.g., the Mexican School System, Increasing Use of the Transfer Document) in collaboration SEA directors	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.1.3 - Prepare outline for module #1					✓				
1.1.4 - Prepare outline for module #2					✓				
1.1.5 - Prepare outline for module #3					✓				
1.1.6 - Obtain feedback from states on module #1 outline	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.1.7- Obtain feedback from states on module #2 outline	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.1.8 - Obtain feedback from states on module #3 outline	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.1.9 - Prepare draft of module #1					✓				
1.1.10 – Provide and incorporate feedback and revise module #1	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.1.11 - Prepare final draft of module #1					✓				
1.1.12 - Post module #1 online					✓				
1.1.13 - Prepare draft of module #2					✓				
1.1.14 - Incorporate feedback and revise module #2	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.1.15 - Prepare final draft of module #2					✓				
1.1.16 - Post module #2 online					✓				
1.1.17 - Prepare draft of module #3					✓				
1.1.18 - Incorporate feedback and revise module #3	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.1.19 - Prepare final draft of module #3					✓				
1.1.20 - Post module #3 online					✓				
1.2 By September 30 of each project year, 87% of all consortium states will pilot at least two InET electronic training modules.									
1.2.1 - Prepare a sample pilot plan and share with pilot sites					✓				
1.2.2 - Prepare electronic pilot training materials (PPT, agenda, activities, HOs)					✓				
1.2.3 - Conduct a webinar with pilot sites to train on the pilot process	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.2.4 - Provide ongoing technical assistance to pilot sites	✓	✓	✓	✓	✓	✓	✓	✓	✓

1.2.5 - Implement pilot of electronic training modules in two states (or more)					✓			
1.2.6 - Prepare, refine, and report pilot feedback data					✓			
1.3 By September 30 of each project year, 90% of staff participating in InET professional development (PD) will rate the activities and materials as useful for delivering services to binational students (useful= level 4 or above on a 5-point scale).								
1.3.1 - Prepare a needs survey on educ. technology PD topics for BN students					✓			
1.3.2 - Conduct the PD needs assessment in consortium states	✓	✓	✓	✓	✓	✓	✓	✓
1.3.3 - Analyze PD needs assessment survey results and prepare a summary					✓			
1.3.4 - Conduct a conference call to share results and determine final PD topics					✓			
1.3.5 - Prepare InET PD materials (agendas, PPTs, activities, handouts)					✓			
1.3.6 - Conduct 3 PD webinars on topics of greatest need identified in InET states	✓	✓	✓	✓	✓	✓	✓	✓
1.3.7 - Conduct virtual meetings connecting MEP directors and resource persons on how to implement programs/services to BN students through innovative technology	✓	✓	✓	✓	✓	✓	✓	✓
1.3.8 - Prepare a SurveyMonkey survey on the effectiveness of the PD webinars					✓			
1.3.9 - Analyze SurveyMonkey survey results					✓			
1.3.10 – Evaluate web-based materials for teachers and students	✓	✓	✓	✓	✓	✓	✓	✓
1.4 By September 30 of each project year, 90% of staff participating in InET technical assistance will rate the activities as useful for delivering services to binational students (useful= level 4 or above on a 5-point scale).								
1.4.1 - Request TA on innovative educational technologies for BN students	✓	✓	✓	✓	✓	✓	✓	✓
1.4.2 - Respond to all InET technical assistance requests within 2 business days					✓			
1.4.3 - Prepare InET TA satisfaction surveys and follow-up forms					✓			
1.4.4 - Deliver high quality technical assistance to InET states					✓			
1.4.5 - Rate satisfaction with InET technical assistance within 2 days of receipt					✓			
1.4.6 – Summarize surveys and data on technical assistance follow-up needed					✓			
1.5 By September 30 of each project year, there will be rating of 4 or above for 95% of the Objective 1 activities included in the InET Fidelity of Implementation Index that are scheduled for completion.								
1.5.1 - Convene monthly coordination meetings (InET staff, Lead State, evaluator)					✓			
1.5.2 - Prepare an InET Fidelity of Implementation Index for Goal 1					✓			
1.5.3 - Update the FII monthly and disseminate to InET states	✓	✓	✓	✓	✓	✓	✓	✓
1.5.4 - Determine and fine-tune Goal 2 InET activities that need modification	✓	✓	✓	✓	✓	✓	✓	✓
Goal: 2 <i>Provide professional development to support teachers and administrators who serve binational migrant students</i>	AZ	CO	ID	MN	NE	OR	PA	WA
2.1 By September 30 of each project year, 87% of all consortium states will pilot at least two InET electronic materials.								
2.1.1 - Convene InET state content experts and state-designated consultants and	✓	✓	✓	✓	✓	✓	✓	✓

contractors to discuss and design plans for electronic materials									
2.1.2 - Finalize the list of electronic materials					✓				
2.1.3 - Prepare outline for electronic material #1					✓				
2.1.4 - Prepare outline for electronic material #2					✓				
2.1.5 - Obtain feedback from states on electronic material #1 outline	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.1.6 - Obtain feedback from states on electronic material #2 outline	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.1.7 - Prepare draft of electronic material #1	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.1.8 - Provide and incorporate feedback and revise electronic material #1	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.1.9 - Prepare final draft of electronic material #1					✓				
2.1.10 - Post electronic material #1 online					✓				
2.1.11 - Prepare draft of module #1					✓				
2.1.12 - Provide feedback on electronic material #1	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.1.13 - Prepare final draft of electronic material #1					✓				
2.1.14 - Post electronic material #1 on the InET website					✓				
2.1.15 - Prepare final draft of electronic material #2					✓				
2.1.16 - Post electronic material #2 on the InET website					✓				
2.1.17 - Collaborate with Mexico's PROBEM on PD policies and procedures	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.2 By September 2014, 100% of consortium states will use at least three new innovative technologies to deliver instruction to binational migrant students.									
2.2.1 - Conduct research on promising new educational technologies	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.2.2 - Prepare/disseminate a summary of technologies to InET states					✓				
2.2.3 - Design and participate in an InET webinar on innovative technologies	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.2.4 - Provide hands-on opportunities for states to use promising technologies	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.2.5 - Provide technical assistance for states on selecting technologies	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.2.6 - Implement at least one new innovative educational technology with students	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.2.7 - Collect and report implementation data	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.2.8 - Document lessons learned by states in using innovative educ. technologies	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.3 - By September 30 of each project year, 90% of staff in consortium states who use InET instructional materials and resources developed/adapted through the project will rate them as useful for delivering services to binational migrant students (level 4 or above on a 5-point scale) on a SurveyMonkey survey.									
2.3.1 - Prepare an InET instructional materials and resources review rubric					✓				
2.3.2 - Obtain feedback on the rubric from the InET Leadership Team (ILT)	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.3.3 - Revise the rubric incorporating ILT feedback					✓				
2.3.4 - Prepare and post a SurveyMonkey survey					✓				
2.3.5 - Collect, analyze, summarize, and disseminate survey data					✓				

2.3.6 – Disaggregate data and identify states that have not met the target; then work with states to develop an improvement plan		✓	✓	✓	✓	✓	✓	✓	✓
2.4 By September 30 of each project year, there will be rating of 4 or above for 95% of the Objective 2 activities included in the InET Fidelity of Implementation Index that are scheduled for completion.									
2.4.1 - Convene monthly coordination meetings (InET staff, Lead State, evaluator)						✓			
2.4.2 - Prepare an InET Fidelity of Implementation Index for Goal 2						✓			
2.4.3 - Update the FII monthly and disseminate to InET states		✓	✓	✓	✓	✓	✓	✓	✓
2.4.4 - Determine and fine-tune Goal 2 InET activities that need modification		✓	✓	✓	✓	✓	✓	✓	✓
Goal: 3	<i>Institute policies, practices, and protocols in InET consortium states to improve the educational attainment of binational migrant students</i>	AZ	CO	ID	MN	NE	PA	OR	WA
3.1 By September 2014, there will be a 25% increase in binational students receiving services in the InET consortium states.									
3.1.1 - Participate in the Teacher Exchange Program (TEP) by sending or receiving teachers or administrators			✓	✓		✓	✓	✓	
3.1.2 - Initiate or respond to requests for the electronic Transfer Document		✓	✓	✓	✓	✓	✓	✓	✓
3.1.3 - Develop sample agreements for binational services and contact lists to promote problem solving around credit accrual (both interstate and with Mexico)						✓			
3.1.4 - Develop an InET website to share information and post resource documents						✓			
3.1.5 - Provide InET states with sample effective practices for serving BN students		✓	✓	✓	✓	✓	✓	✓	✓
3.1.6 - Provide support to InET state staff through TA and training (see Goal 2.1)		✓	✓	✓	✓	✓	✓	✓	✓
3.1.7 - Collaborate with Mexico’s PROBEM on policies and procedures		✓	✓	✓	✓	✓	✓	✓	✓
3.2 By September 2014, there will be a 20% consortium-wide increase in the binational students pursuing identified education and/or career goals.									
3.2.1 - Develop a procedure for reviewing H.S. and <i>bachiller</i> transcripts, determining equivalence, and awarding full and partial credits						✓			
3.2.2 - Provide binational students with tools, strategies, and materials to develop their technology skills using technology as an instructional tool		✓	✓	✓	✓	✓	✓	✓	✓
3.2.3 - Coordinate with counselors and other school staff by providing information, materials, and resources on planning education and career goals with BN students		✓	✓	✓	✓	✓	✓	✓	✓
3.2.4 - Prepare sample InET goal planning tools and post them on the InET website						✓			
3.2.5 - Provide support to InET state staff through TA and training (see Goal 2.1)		✓	✓	✓	✓	✓	✓	✓	✓
3.2.6 - Create and distribute a pool of BN resources/best practices for credit accrual						✓			
3.3 By the end of the project, 87% of consortium states will demonstrate capacity to serve binational students through an update to their statewide CNA to include data addressing the identified needs of binational students.									

3.3.1 - Contact states to establish baseline <u>services</u> provided to BN students	✓	✓	✓	✓	✓	✓	✓	✓
3.3.2 - Contact states to establish baseline <u>on data collected</u> by BN students	✓	✓	✓	✓	✓	✓	✓	✓
3.3.3 - Prepare sample CNA designs for including BN students in statewide CNAs					✓			
3.3.4 - Prepare sample CNA data collection tools focusing on BN children/youth					✓			
3.3.5 - Provide TA to InET states on updating their CNAs to include BN students	✓	✓	✓	✓	✓	✓	✓	✓
3.3.6 - Compile information on services to BN students into InET state profiles	✓	✓	✓	✓	✓	✓	✓	✓
3.4 By September 2014, 87% of consortium states will demonstrate capacity to serve binational students through an update to their state SDP to include measurable program outcome(s) and activities specific to binational students and services.								
3.4.1 - Contact states to provide TA to establish MPOs related to BN students	✓	✓	✓	✓	✓	✓	✓	✓
3.4.2 - Contact states to provide TA to establish strategies related to BN students	✓	✓	✓	✓	✓	✓	✓	✓
3.4.3 - Prepare sample SDP designs for including BN students in statewide SDPs					✓			
3.4.4 - Prepare sample SDP tools focusing on BN children/youth					✓			
3.4.5 - Provide TA to InET states on updating their SDPs to include BN students	✓	✓	✓	✓	✓	✓	✓	✓
3.4.6 - Compile information on services to BN students into InET state profiles	✓	✓	✓	✓	✓	✓	✓	✓
3.5 By September 30 of each project year, 90% of all respondents will report that participation in webinars, meetings, and other interstate coordination activities results in policies, practices, and protocols to benefit binational migrant students.								
3.5.1 - Plan and develop webinars, meetings, and conference calls.					✓			
3.5.2 - Prepare agendas, PPTs, activities, and handouts to support 3.5.1					✓			
3.5.3 - Participate in quarterly informational webinars focused on key BN topics	✓	✓	✓	✓	✓	✓	✓	✓
3.5.4 - Take notes/document follow-up, and disseminate to InET states.	✓	✓	✓	✓	✓	✓	✓	✓
3.5.5 - Prepare InET Leadership Team mtg #1 agenda, PPT, activities, handouts					✓			
3.5.6 - Participate in InET Leadership Team meeting #1	✓	✓	✓	✓	✓	✓	✓	✓
3.5.7 - Prepare InET Leadership Team mtg #2 agenda, PPT, activities, handouts					✓			
3.5.8 - Participate in InET Leadership Team meeting #2	✓	✓	✓	✓	✓	✓	✓	✓
3.5.9 - Prepare InET Leadership Team mtg #3 agenda, PPT, activities, handouts					✓			
3.5.10 - Participate in InET Leadership Team meeting #3	✓	✓	✓	✓	✓	✓	✓	✓
3.5.11 - Prepare InET Leadership Team mtg #4 agenda, PPT, activities, handouts					✓			
3.5.12 - Participate in InET Leadership Team meeting #4	✓	✓	✓	✓	✓	✓	✓	✓
3.5.13 - Conduct sessions in conjunction with the BN Forum around BN issues					✓			
3.5.14 - Provide information/training for school administrators and counselors on the enrollment and continuity of instruction for binational migrant students	✓	✓	✓	✓	✓	✓	✓	✓
3.5.15 - Prepare a and disseminate a quarterly e-zine newsletter to InET states	✓	✓	✓	✓	✓	✓	✓	✓
3.5.16 - Record, archive, and make meetings/trainings available to InET states					✓			

3.6 By September 30 of each project year, there will be rating of 4 or above for 95% of the Objective 3 activities included in the InET Fidelity of Implementation Index that are scheduled for completion								
3.6.1 - Convene monthly coordination meetings (InET staff, Lead State, evaluator)					✓			
3.6.2 - Prepare an InET Fidelity of Implementation Index for Goal 3					✓			
3.6.3 - Update the FII monthly and disseminate to InET states	✓	✓	✓	✓	✓	✓	✓	✓
3.6.4 - Determine and fine-tune Goal 3 InET activities that need modification	✓	✓	✓	✓	✓	✓	✓	✓

Note: Checkmarks for Nebraska indicate that, as the Lead State of Nebraska has the responsibility to provide oversight to the InET coordinator or consultant/contractor on the activity (not necessarily responsibility for actually conducting the activity). Checkmarks for the InET partner states indicates that the states will be reviewing and providing feedback on the products, processes, protocols, and procedures identified in the activity chart.

4. Quality of Project Services – Strategies for ensuring equal access and treatment for project participants – The InET consortium recognizes the need to ensure equal access and treatment for eligible project participants (members of groups that traditionally have been underrepresented on race, color, national origin, gender, age, or disability). The students targeted make temporary residency moves between the United States and Mexico to accompany their parents who are working in qualifying temporary and seasonal work pursuant to Title I, Part C of the NCLB. They are the most disenfranchised of all migrant sub-populations, left behind educationally in two countries. Strategies InET will use for ensuring equal access and treatment include:

- Putting systems in place for services to BN children and youth;
- Maintaining interstate coordination and coordination with states in Mexico around services for binational students;
- Conducting cross-state planning to share effective and promising practices, lessons learned, and innovative instructional technologies for binational students; and
- Working within the policies that are in place at each SEA as documented in Part VI, Response to Section 427 of GEPA Guidance of this proposal.

The likely impact of the services to be provided by the proposed project on the intended recipients of those services – InET services will have a profound effect on the students served, the staff who serve them, and states' capacity to provide services. Improvements in systems will be made in communication and coordination, service delivery models, professional development (PD), uses of innovative instructional technologies and strategies, and access to materials and resources to serve binational migrant students.

Professional development delivered to MEP staff in InET states will use technology to teach about instructional uses of technology. We will utilize a training-of-trainers model during

virtual meetings to connect MEP directors and staff who come together for improving services to binational students and the educators who serve them.

Educators' and administrators' increased knowledge of innovative technologies, especially web-based solutions, will have a strong impact for improving services in MEPs. MEP staff will be empowered to work effectively with other binational educators, school staff, counselors, and the larger community. Binational migrant students themselves will use technology to achieve greater access to educational services, and coursework/curriculum and other instructional materials. This access will result in greater opportunities to accrue credits and graduate. Clearly, the use of innovative technologies has a strong motivating effect on students and staff.

The extent to which the training or PD services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services

– InET will use innovative technologies for PD for teachers who work with binational migrant students, exchange teachers from Mexico, and SEA staff and school administrators by fusing the standards for professional learning outlined by the National Staff Development Council/Learning Forward (Learning Forward, 2011) with the content and context that is unique to the MEP and its binational students. Specifically, we propose to:

- Utilize webinars, e-learning, and online communities;
- Archive PD activities on the InET website for anytime and anywhere learning;
- Establish a “Cadre of Coaches” experienced in binational issues and programs to work hand-in-hand with InET state staff to accomplish the CIG’s measurable objectives; and
- Establish online communities to maximize interstate coordination and networking with colleagues, have focused discussions, share effective and promising practices, and share resources and tools focused on improving instruction and services to binational students.

InET will provide needs-based PD to build state capacity by providing models, sharing samples across states, and posting materials on the InET website. We will address with the day-to-day issues that arise in the quarterly e-zine newsletter that will contain questions and answers. Further, onsite technical assistance will be delivered through coaches to MEP staff and others working with migrant students in each consortium state.

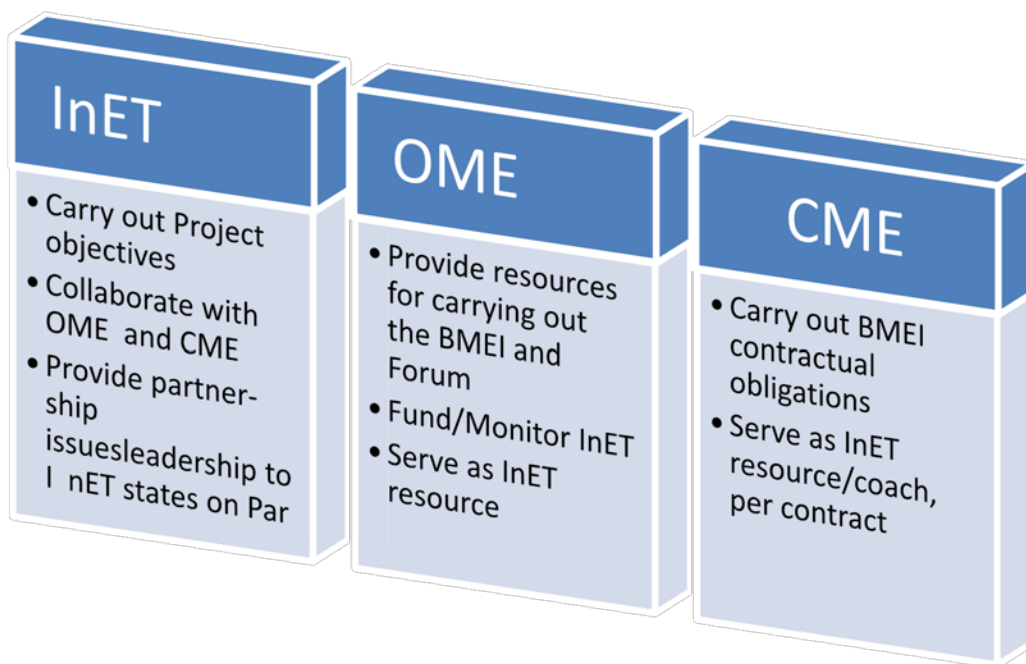
We will provide an “innovative uses of technology best practices round-up” during an annual training that will feature the most relevant knowledge and strategies, and ways to integrate new learnings. The work of InET will be able to develop a sound infrastructure of connections between and among the 8 states to help ensure that content delivery for professional development is sound and functionally integrated for binational educators and other educators working with BN students.

For accountability, we will evaluate the web-based materials for teachers and students to ensure that the materials are valuable for migrant students learning the English Language Arts and Mathematics standards adopted by their respective states (e.g., Common Core Standards, WIDA standards).

Professional development will be planned to respond to identified needs after analyzing data and using it for improvement. These PD safeguards, along with our collaboration and resource systems (i.e., InET Leadership Team meetings twice annually; website information with weblinks), will lead to increase migrant student achievement and outcomes.

5. Quality of the Management Plan – The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks – For details on the tasks included in the management plan, see Section 4, pages 19-23. InET’s plan was with a single focus: to achieve the project goals and measurable objectives. To that end, we will rely on established

networks among consortium states; **expertise** of MEP directors, state-identified resource persons, evaluator, and consultants; and **leadership** provided by a qualified Lead State and consortium and partner state MEP directors accustomed to collaborating around issues to support binational students. The **InET Coordinator** will be responsible for carrying out the day-to-day activities of the project, facilitating the ILT meetings, working closely with the project evaluator, and ensuring that all 8 InET states are informed of the progress toward meeting the measurable objectives. The figure below shows the roles of InET, OME, and CME with respect to binational issues.



The roles/responsibilities of the Consortium States of AZ, CO, ID, MN, NE, OR, PA, and WA) are: 1) participating in InET-sponsored PD delivered through technology; 2) attending two annual ILT meetings and sharing successful strategies, lessons learned, and examples of promising practices; 3) reviewing and providing feedback on InET instructional materials and resources; 4) reviewing and/or piloting InET materials; 5) collecting and reporting data on progress toward meeting InET and GPRA objectives; 6) contributing funds to support the implementation and evaluation of InET (e.g., project evaluation, program

coordination, materials development, technology use, meeting logistics); 7) contributing articles to the InET e-zine; 8) collaborating with OME and CME on their BMEI Forum, and attending the Forum, as feasible.

The role of InET’s partner states of Arkansas, Florida, Kansas, North Carolina, New Jersey, Utah, and Wisconsin will be to support the project (without receiving CIG funds) through participating in InET activities as time and resources permit (e.g., sharing state-level expertise, reviewing InET materials, providing feedback and consultation).

The role of the InET state-identified staff and consultants will be to assist CIG states to carry out InET activities (see the chart of activities and timelines on pages 18-22), especially managing project logistics, conducting project evaluation, providing technical assistance, expanding instructional use of innovative technologies in InET states, and planning and delivering PD.

The InET management plan has [activities](#), [timeline markers](#), [milestones/deliverables](#), and a [person/entity responsible](#) designation to guide in determining the consortium’s progress and whether we are on schedule in meeting our proposed timelines (See pp. 18-22).

The chart below shows the InET activity number and person responsible. A Fidelity of Implementation Index (FII) will measure activity implementation rated on a 5-point scale (1=not yet implemented, 2=planning stage, 3=initial implementation, 4=partial implementation, and 5=fully operational or complete). In the chart that follows, the responsible person or entity are signified as: All states=**red**, Lead State of Nebraska=**blue**; InET coordinator=**green**, consultants=**orange**, and evaluators=**purple**.

Activity/Person or Entity Responsible	Milestone/Deliverable	End Date
Hire InET coordinator & evaluator; 1.1.1, 1.3.1, 1.5.2, 2.4.2, 3.6.2, 2.2.1, 3.5.5, 3.5.6,	Staff hired, module list, survey, FII, ILT meeting #1, BN forum	<u>10/30/12</u>

Activity/Person or Entity Responsible	Milestone/Deliverable	End Date
3.5.13, 3.5.16		
1.1.2, 1.1.3, 1.1.4, 1.2.1, 1.3.2, 1.3.3, 1.3.4, 2.1.2, 2.2.2, 2.3.1, 3.5.2	PD needs results, list of electronic matls, technology summary, rubric	<u>11/30/12</u>
1.1.5, 1.1.6, 1.3.4, 1.4.3, 2.1.1, 2.2.3, 2.2.4, 2.3.2, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.5.1, 3.5.3, 3.5.4, 3.5.14, 3.5.16	PD topics, survey, webinars, conference calls, meetings, sample CNA and SDP tools	<u>12/30/12</u>
1.1.8, 1.2.2, 1.3.5, 2.1.3, 2.2.5, 2.3.3, 3.1.4, 3.5.14, 3.5.15	PD matls, electronic materials outlines, TA, rubric, website, e-zine	<u>1/30/13</u>
1.1.9, 1.2.3, 2.1.5, 2.3.4, 3.2.4	Survey, goal planning tools	<u>2/28/13</u>
1.1.10, 1.1.11, 1.3.6, 3.5.3, 3.5.4	PD webinar, webinar notes	<u>3/30/13</u>
1.1.12, 2.1.7, 2.1.8, 3.1.3, 3.5.16	Sample agreements	<u>4/30/13</u>
2.1.9, 2.1.10, 2.1.11, 3.1.5, 3.5.7, 3.5.8, 3.5.15	Effective practices summary, ILT #2, e-zine newsletter	<u>5/30/13</u>
2.1.12, 2.1.13, 2.1.14, 3.2.1	E-matls #1, credit review procedure	<u>6/30/13</u>
1.1.13, 1.3.6, 1.3.8, 1.3.9, 3.5.3, 3.5.4	PD webinars and notes, survey	<u>7/30/13</u>
1.1.14, 1.2.5, 1.3.7, 2.2.6, 3.1.1, 3.5.3, 3.5.15, 3.5.16, 3.2.7	Virtual mtg, technology in place, TEP, e-zine	<u>8/30/13</u>
1.1.15, 1.1.16, 1.2.6, 2.2.7, 2.2.8, 2.3.5, 3.2.2	Lessons learned, survey results, tools for students	<u>9/30/13</u>
2.1.4, 2.3.6, 3.5.9, 3.5.10, 3.5.13	Impr. plans, ILT #3, BN forum	<u>10/30/13</u>

Activity/Person or Entity Responsible	Milestone/Deliverable	End Date
2.1.6, 2.1.15, 2.1.16, 2.1.17	Electronic material #2	<u>11/30/13</u>
3.1.2, 3.2.3, 3.5.3, 3.5.4	TDs transferred, webinar/notes	<u>12/30/13</u>
3.4.1, 3.4.2, 3.5.15	BN MPOs/strategies, e-zine newsletter	<u>1/30/14</u>
1.1.17, 3.2.5, 3.5.3, 3.5.4, 3.5.14, 3.5.16	Training delivered/notes	<u>2/28/14</u>
1.1.18, 3.2.6, 3.5.3	Resource lists, webinar	<u>3/30/14</u>
1.1.19, 1.1.20, 3.4.3	Updated SDPs	<u>4/30/14</u>
3.3.6, 3.5.11, 3.5.12	BN state profiles, ILT #4	<u>5/30/14</u>
1.3.6, 3.4.6, 3.5.3, 3.5.4, 3.5.16	PD webinar, state BN profiles, webinar, webinar notes	<u>6/30/14</u>
1.4.1, 1.4.2, 1.4.4, 1.4.5, 1.4.6, 3.5.15	TA, survey summary, e-zine newsltr	<u>7/30/14</u>
1.2.4, 1.5.1, 1.5.3, 1.5.4, 2.4.1, 2.4.3, 2.4.4, 2.2.7, 3.1.2, 3.1.6, 3.2.2, 3.2.3, 3.3.5, 3.4.5, 3.5.3, 3.5.14, 3.5.16, 3.6.1, 3.6.3, 3.6.4	Monthly coord calls, FII updates, les- sons learned, TDs transferred, TA/ training, tools for staff and students	<u>8/30/14</u>

Technology and Binational Consultants, Evaluator (META Associates), Lead State of Nebraska, InET States (MEP Directors), InET Project Coordinator

6. Quality of the Project Evaluation – The process each SEA will use to evaluate progress in achieving the measurable CIG outcomes – The evaluation of InET is designed for accountability and the use of evaluation for improving services. The consortium states are committed to evaluate the effectiveness of this project and has involved an evaluator with extensive CIG evaluation experience who has helped shape the design of InET and its evaluation to ensure that the GPRA and project objectives and activities are maintained as the focus of the evaluation.

Dr. Susan Durón (of META Associates) has evaluated hundreds of Federal, state, and regional projects in 23 states. She has evaluated MEP CIGs; Even Start and Migrant Even Start projects; state MEPs; and programs funded under Title I Parts A and B, Title III, Title IV and Title VII; NSF; NEA; Hispanic-Serving Institutions; state equity programs; and university programs for educationally disadvantaged students. She is fluent in English and Spanish, experienced in observing and evaluating binational efforts, supported by evaluation consultants with years of experience evaluating Federal/state programs serving migrant students, and knowledgeable about the context of each of the consortium states. She has served as the Subject Matter Expert (SME), assisting with the preparation of the Annual Binational Migrant Education Initiative Annual Report since 1999. She was the SME for the Binational MEP Needs Assessment conducted in collaboration with many of the InET applicant states.

The evaluation of InET meets the Federal reporting requirements of NCLB, Title I, and Section §75.118 and §75.590 of EDGAR. Based on this guidance, the evaluation was strategically designed to ensure the reporting of required Federal information and other data for local program improvement and to determine program effectiveness. Caution was taken to design a results-based evaluation to ensure that each objective performance measure was aligned with project objectives/outcomes. All performance measures produce quantitative and qualitative data (see the table on pages 24-25).

[The extent to which the evaluation methods provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes](#) – The evaluation plan includes monthly assessment of progress toward achieving the intended outcomes that will be collected through both implementation and performance data. Qualitative evaluation data is an important aspect of the evaluation used for refining, improving, and strengthening the project

while it is being implemented. Observations, surveys, focus groups, record/material reviews, and monthly progress monitoring calls with states and the project coordinator will contribute to the formative data. Methods for ongoing assessment of program implementation are to determine:

- extent to which InET is adhering to its goal and making progress toward its measurable objectives;
- obstacles occurring in implementing InET and how they are proposed to be overcome;
- collection of anecdotal records pertaining to the implementation of InET; and
- lessons learned to improve the activities/outcomes of InET.

Quantitative evaluation data that InET will employ include state needs assessment data, training evaluations, performance standards checklists, and end-of-year survey results on attitudes about project benefit and quality, and student assessment results. The chart below shows how evaluation activities are integrated into InET’s measurable objectives to ensure that the data produce intended outcomes using the **objective performance measures** listed in the second column of the chart.

Evaluation Performance Measures, Outcomes, Qualitative and Quantitative Data, and How the States Will Submit Data to the Lead State

OBJ 1: Was high quality and appropriate professional development provided to support teachers and administrators who serve binational migrant students?				
Outcome	Performance Measure	Quantitative	Qualitative	Submit by
6 InET electronic training modules designed and piloted	Documentation on module design/use	RBR	AA, TrA	Pilot matls via email
Staff capacity increased to delivery services to BN students	Surveys	SMG	TrA	Survey-Monkey

Evaluation of web-based matls for teachers and students	Surveys	SMG	TrA, RBR	Online via web survey
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OBJ 2: *Were instructional materials, resources, and products designed and adapted that use innovative technologies for improving access to services by binational migrant students?*

Outcome	Performance Measures	Quantitative	Qualitative	Submit by
2 InET electronic materials piloted	Documentation on states piloting electronic materials	RBR	AA, TrA, FII	Pilot results via email
InET states using electronic technologies for instruction	Documentation on state use of electronic technologies	RBR	AA, TrA, FII	Online via web survey

OBJ 3: *Were policies, practices, products, and protocols in InET consortium states instituted that improved the educational attainment of binational migrant students?*

Outcome	Performance Measures	Quantitative	Qualitative	
Increased number/percentage of BN students served	Baseline # (%) versus the # (%) at the end of the project	SMG, RBR	AA, TrA, FII	State data-base electronic report
Increased # of BN students enrolled in programs to promote graduation	Baseline # (%) enrolled versus the # (%) at the end of the InET project	SMG, RBR	AA, TrA, FII	State data-base electronic report
Increased # of BN students meeting performance measures	Baseline # (%) meeting PMs goals vs # (%) at	SMG, RBR	AA, TrA,	State data-base elec-

(PMs)/goals	project end		FII	tronic report
States updating CNA to include data addressing the identified needs of binational students	CNA report documentation	RBR	AA, FII	Online survey/report
States updating their SDPs to include MPOs for BN students	SDP report documentation	RBR	AA, FII	Online survey/report
Policies, practices, products, and protocols benefiting BN students put in place	Documentation on policies, practices, products, and protocols	RBR	AA, FII	Online survey/report

AA=Accountability Audit, **TrA**=Trend Analysis, **SMG**=Statistical Means/Gains, **RBR**=Rubric-Based Review, **FII**=Fidelity of Implementation Index

In order to address the indicators for this project in the ED524b format, lessons learned from project implementation will be collected during monthly conference calls, meetings, and end-of-year reporting. They will be summarized, and disseminated to assist states as they implement the products and activities of InET. The evaluation plan also includes the preparation of:

- an interim performance report during the first six months of the project;
- an Annual Performance Report (APR) on year one of the project (due 12/30); and
- a final APR report due no more than 90 days after the end of year 2 of the Consortium.

These reports will summarize InET information by objective, addressing the measurable outcomes proposed. The final APR will include project implementation and outcomes as well as the other components specified in EDGAR (i.e., progress in achieving the GPRA and project

objectives, the effectiveness in meeting InET's purposes, and the effects of the project on binational students).

By the end of year 2 of the project, the 8 states in InET will establish systems and collect the data needed for addressing the MEP GPRA indicators for binational students for the first time ever. We will address student performance in reading (GPRA a and GPRA b for elementary and middle school), mathematics (GPRA c and GPRA d for elementary and middle school), and high school graduation (GPRA f). This is a substantial infrastructure augmentation for states, most of which do not currently have a binational student marker on their state databases.

A detailed Fidelity of Implementation Index (FII) that contains milestones, deliverables, and timelines, along with implementation level ratings and notations on meeting the InET performance measures will ensure that all project activities are implemented in a timely manner and improvement strategies initiated, as needed. Persons responsible will be designated in the FII to ensure that everyone involved in the project is clear about responsibilities and accountable for their implementation and achievement.

A P P E N D I X



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V**Signed Statements**

Signed Statements follow for the InET Consortium Member States of:

- Arizona
- Colorado
- Idaho
- Minnesota
- Nebraska
- Oregon
- Pennsylvania
- Washington

Signed Statements follow for the InET Collaborating Partner States of:

- Arkansas
- Florida
- Kansas
- North Carolina
- New Jersey
- Utah
- Wisconsin

VI

GEPA Statements

Response to Section 427 of GEPA Guidance

Statements from each the InET Consortium states in Response to Section 427 of the GEPA Guidance Statements follow for the States of:

- Arizona
- Colorado
- Idaho
- Minnesota
- Nebraska
- Oregon
- Pennsylvania
- Washington

ARIZONA – Section 427 requires each applicant for assistance under U.S. Department of Education programs to develop and describe in the grant application the steps it will take to ensure equitable access to and equitable participation in its proposed project for program beneficiaries. The Arizona Department of Education (ADE) shall ensure equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in any project or activity carried out under the grant. The ADE already has worked to increase the capacity of providers in the elimination of biased instructional materials/situations relating to gender, age, race, and national origin.

Through extensive professional development offerings, the ADE shall eliminate economic conditions as a barrier to full participation in professional development opportunities in its funded programs to increase their capacity to:

1. Identify and eliminate physical and learning barriers in the educational setting.
2. Identify the individual learning styles and needs of learners and employees.
3. Provide reasonable accommodations to their adult learners and employees
4. Identify and eliminate biased instructional/work related materials/situations

The ADE shall ensure equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in any project or activity carried out. We shall ensure that no person shall, on the ground of race, color, national origin, handicap, or sex be excluded from participation, be denied the benefits, or be otherwise subjected to discrimination under any program or activity for which the State receives Federal financial assistance. Admissions policies for private schools are understood and agreed to be part of such programs. In this vein, the State agrees to assure compliance with the Governor of Arizona's Executive Order 75-5 prohibiting discrimination in employment, as well as Title VI of the Civil Rights Act of 1964 (45 U.S.C.

2000d *et seq.*); Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681-1683); Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); the Age Discrimination Act (42 U.S.C. § 6101 *et seq.*); and the Americans with Disabilities Act (“ADA”) (42 U.S.C. § 12101 *et seq.*).

COLORADO – The Colorado Department of Education (CDE) supports the applicability of Title VI of the Civil Rights Act of 1964 [42 U.S.C. 2000d *et seq.*], Title IX of the Education Amendments of 1972 [20 U.S.C. 1681 *et seq.*], Title V of the Rehabilitation Act of 1973 [29 U.S.C. 790 *et seq.*], the Age Discrimination Act [42 U.S.C. 6101 *et seq.*], and other statutes prohibiting discrimination, to any applicable program. We reaffirm, as a matter of high priority, the goal of equal educational opportunity, and declare it to be the policy of the State of Colorado that every citizen is entitled to an education to meet his or her full potential without financial barriers. No person in the U.S. shall, on the basis of sex be excluded from participation in, or denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal aid.

The Colorado Department of Education, in compliance with the abovementioned regulations, prohibits discrimination of any type. As a recipient of Federal financial assistance from the United States Department of Education, CDE is subject to the provisions of the U.S. Department of Education. The Colorado Department of Education does not discriminate on the basis of disability, race, color, religion, sex, national origin, or age in access to, employment in, or provision of any of CDE’s programs, benefits, or activities.

CDE will consider all languages of natural origin for each individual student through written correspondence, plus interpreting during occasions where students and family members are not proficient in English. We will provide assistance to eliminate barriers to all migrant children’s educational programs and ensure that migrant students are provided services that are

the same or comparable to the services provided other children. These services include extra-curricular activities, transportation services, educational services, meal/nutrition programs, and, if eligible, services through the McKinney-Vento Homeless Education Assistance Act. CDE will fully inform migrant parents of all educational and civil rights pertaining to their child's participation in the LEA attended. If needed, this information will be provided in the person's first language when staff contacts parents, upon enrollment in the LEA, and when staff recruit parents or students for participation.

IDAHO – As required by section 427 of the General Education Provisions Act, the Idaho Migrant Education Program pledges responsibility and commitment to provide educational opportunities to all children, students, and persons involved in the activities of the consortium arrangement and to all who will benefit from the services.

The applicants will foster respect for the individual regardless of economic status, intellectual ability, race, creed, color, religion, sex, age, or handicapping condition and will recognize and respect cultural differences. The agencies will promote good human relationships by removing all messages of prejudice and discrimination in employment, assignment of personnel, in location and use of facilities, in curriculum development and instructional materials, and the availability of programs for children.

The agencies will consider all languages of natural origin for each individual student through written correspondences plus interpreting during occasions where students and their family members are not proficient in English. The agencies will provide assistance to eliminate barriers to migrant children's educational programs. All staff will insure that migrant students are provided services that are the same or comparable to the services provided other children in the LEA and in the community. These services include extracurricular activities, transportation

services, educational services, and meal/nutrition programs. The agencies will fully inform migrant parents of all these and other equitable access to their child's participation. If needed, this information will be provided in the person's first language when staff are contacting parents, upon enrollment in the LEA, and when staff recruit parents or students for program participation.

[MINNESOTA](#) – The Minnesota Department of Education ensures equal access to the services provided by this consortium by adhering to the SEA Affirmative Action Plan, as filed annually with the U.S. Department of Education. The policy of the SEA, in accordance with Minnesota state policy, is to provide equal opportunity and affirmative action in employment and to promote the spirit of the law. The Minnesota Migrant Education Program pledges responsibility and commitment to provide educational opportunities to all children, regard to all persons involved in the activities of the consortium arrangement and to all who benefit from the services described in the re-direct of consortium incentive funds.

The Minnesota Department of Education will promote good human relations by removing all messages of prejudice and discrimination in employment, assignment of personnel, in location and use of facilities, in curriculum development and instructional materials, and the availability of programs for children. We will foster respect for the individual regardless of economic status, intellectual ability, race creed, color, religion, sex, age, or handicapping condition and will recognize and respect cultural differences.

The agency will consider all languages of national origin for each individual student through written correspondence plus interpreting during occasions where students and their family members are not proficient in English. We will provide assistance to eliminate barriers to migrant children's education. For example, guaranteeing that migrant children are enrolled immediately upon arriving at their LEA. Migrant staff can help by assisting in getting necessary

documents and records of migrant children and ensuring that migrant students get comparable services as other children in the LEA and in the community. Those services include extracurricular activities, transportation, education, meals through nutrition programs, and services if they are eligible for the McKinney-Vento Homeless Education Assistance Act. The agency will fully inform migrant parents of all these and other equitable access to their child's participation in the LEA he/she attends. When needed, this information is provided in the language of origin at Parent Advisory Council meetings, upon enrollment, and during identification and recruitment.

NEBRASKA – No person shall, on grounds of race, color, national origin, sex, disability, or age, be excluded from participation in or subjected to discrimination in any program or activity funded, in whole or in part, by Federal funds through the Nebraska Department of Education. The sub-recipient certifies there is compliance with the following:

- Title VI of the Civil Rights Act of 1964, as amended, 45 USC 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving Federal financial assistance;
- Section 504 of the Rehabilitation Act of 1973, as amended, 29 USC 794, which prohibits discrimination on the basis of disability in programs and activities receiving Federal financial assistance;
- Title IX of the Education Amendments of 1972, as amended, 20 USC 1681 et seq., which prohibits discrimination on the basis of sex in education programs and activities receiving Federal financial assistance;

- The Age Discrimination Act of 1975, as amended, 42 USC 601 et seq., which prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance;
- All regulations, guidelines, and standards lawfully adopted under the above statutes by the United States Department of Education; and
- The Americans with Disabilities Act, 42 USC 12101 et seq., is a civil rights law that prohibits discrimination against persons with disabilities in the areas of accessibility, employment, public services, public accommodations, transportation, and communications.

OREGON – The Oregon Department of Education adheres to Oregon’s Administrative Rules (OAR 105-040-0001), which outline policy on equal employment opportunity and affirmative action in keeping with Federal Equal Opportunity Employment regulations. These regulations encourage the submission of employment applications from individuals who are from traditionally underrepresented groups. State staff are subject to these administrative rules and projects are monitored for compliance with these regulations.

The State’s efforts exceed those that are simply non-discriminatory and are approached proactively and purposefully to ensure the adequate representation of underrepresented groups. All job announcements contain the affirmative action/equal employment opportunity statement. There is active recruitment of individuals with disabilities. In addition, diverse representation on Oregon interview panels increases the likelihood that diverse applicants will be interested in new positions. Non-discriminatory practices are in place to protect all personnel at ODE.

PENNSYLVANIA – As required by section 427 of GEPA, the Pennsylvania Department of Education, Migrant Education Program pledges responsibility and commitment to provide

educational opportunities to all children, students, and persons involved in the activities of the consortium arrangement and to all who will benefit from the services.

The applicant will foster respect for the individual regardless of economic status, intellectual ability, race, creed, color, religion, sex, age, or disabling condition and will recognize and respect cultural differences. We will promote good human relationships by removing all messages of prejudice and discrimination in employment, assignment of personnel, in location and use of facilities, in curriculum development and instructional materials, and the availability of programs for children.

The Pennsylvania Department of Education will consider all languages of natural origin for each individual student through written correspondence, plus interpreting during occasions where students and family members are not proficient in English. The agencies will provide assistance to eliminate barriers to all migrant children's educational programs. All staff will insure that migrant students are provided services that are the same or comparable to the services provided other children in the LEA and in the community. These services include extracurricular activities, transportation, instructional, meal/nutrition programs, and, if eligible, services through the McKinney-Vento Homeless Education Assistance Act. We will fully inform migrant parents of all educational and civil rights pertaining to their child's participation, and if needed, we will provide this information in the person's first language when staff contact parents, upon enrollment in the LEA, and when staff recruit parents or students for participation in the program.

WASHINGTON – The Equity and Civil Rights Office of the Washington Office of the Superintendent of Public Instruction is responsible for Section 427 of GEPA and promoting

equal access, academic inclusion, and full educational participation in Washington schools among our State's diverse, underrepresented and underserved populations.

The State is grounded in Federal and State civil rights and non-discrimination laws and the belief that educational systems that address their own biases, include their communities, and adapt to the culture and diversity of their students will realize educational excellence. The Equity and Civil Rights Office is responsible for supporting educators, students, parents and community members by answering questions and assisting them in finding resolution related to non-discrimination and civil rights laws and policies; monitoring school district compliance with State and Federal non-discrimination and civil rights laws and policies; and promoting individual and organizational self-awareness, anti-bias education and cultural competence in order to achieve educational excellence.

VII

Assurances and Certifications

Signed Assurances and Certifications follow for the InET Consortium States of:

- Arizona
- Colorado
- Idaho
- Minnesota
- Nebraska
- Oregon
- Pennsylvania
- Washington