Idaho Falls School District 91
Migrant Education Program
Mission Statement
The mission of the Idaho Falls School District 91 Migrant Education Program is to improve the education of migrant children and families through comprehensive, high quality educational assistance and guidance.

Migrant Program Introduction
Congress established the National Migrant Education Program in 1966 in an effort to meet the specific needs of migrant children. This legislation authorized federal funding program Title 1-C for a specific group of children who have limited access to traditional school systems.

“Children of the Road” they are called the sons and daughters of farm workers who cultivate and harvest the fruits and vegetables we eat every day. Moving from school to school, from state to state. Their schooling suffers from repeated interruptions, immersion in unfamiliar surroundings, and constantly changing curricula.

The purpose of the migrant program is to:

- Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves.
- Ensure that migratory children who move among the states are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and state academic content and student academic achievement standards.
- Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner.
- Ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet.
- Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school and to prepare such children to make a successful transition to postsecondary education or employment.
- Ensure that migratory children benefit from state and local systemic reforms.
- Provide supplemental instructional support in a variety of areas including: Reading, Math, English as a Second Language and high school credit completion.
- Provide advocacy, interagency coordination and support services for migrant children and their families.

The challenge of providing these children with the opportunity to succeed in school and attain the standards expected of all students is addressed by a federal program, which provides each state funds to establish supplementary programs to help these children overcome the obstacles inherited by their lifestyle.
Qualifying Activities
The largest agricultural industry in Idaho Falls is the potato industry. Farmers hire migrant workers to complete the following tasks on local potato farms:

- Plowing fields
- Planting of potatoes
- Spraying the fields
- Weeding the fields
- Irrigating the fields
- Harvesting the potatoes
- Hauling potatoes

Numerous potato warehouses operate year round in Idaho Falls. These warehouses hire migrant workers to complete the following tasks:

- Transport potatoes
- Sort potatoes
- Clean potatoes

The next largest agricultural industry in Idaho Falls is the growing of barley, wheat and hay. Farmers hire migrant workers to assist with the following tasks:

- Plowing fields
- Planting of crops
- Spraying the fields
- Weeding the fields
- Irrigating the fields
- Harvesting the crops
- Hauling the crops

Idaho Falls has a large number of cattle farms. The cattle farms hire migrant workers to complete the following tasks:

- Herding cattle
- Feed cattle
- Water cattle
- Assist with cow calving
- Transport cattle
Demographic Information
Many of the migrant families in our district move to local area school districts (Shelley, Hamer, Jefferson & Bonneville) then back to Idaho Falls. These migrant families move around the Eastern Idaho region seeking agricultural work.

Families moving to Idaho Falls are typically not prepared for the cold weather. They move to Idaho Falls from Mexico, California and Arizona with nothing but the clothes on their backs. The Student Achievement & School Improvement Department assists with providing classroom essentials for students (backpack, school supplies, etc), clothing, food, household items, furniture and bedding for the families.

Every year the Student Achievement & School Improvement Department applies for and receives a grant from the local Deseret Industries. These funds are used to provide household and personal items free of charge to families in need. The District assists families with finding resources for paying utility bills, obtaining furniture, eyewear and medical assistance when needed. Parents are transported to/from appointments when needed by the Family Liaison and/or Migrant Coordinator.

All migrant families enrolled in the Idaho Falls Migrant Program speak Spanish and English is their second language. One of the main roadblocks the migrant parents have is their inability to speak English.

The Student Achievement & School Improvement Department provides training and support to district staff regarding the special needs of migrant families. Agencies the district coordinates with for the migrant program include but are not limited to the following agencies:

- Migrant Head Start
- Community Family Clinic
- Eastern Idaho Technical College
- Eastern Idaho Public Health
- Department of Labor
- Lion’s Club
- Community Resource Worker
- Deseret Industries
- The Haven homeless shelter
- Catholic Charities
- Idaho State University
- Boise State University
- CAMP
- HEP
Migrant Eligibility Procedure

The Home Language Survey indicates the family has moved within the last three years seeking agricultural work. The Home Language Survey is then forwarded to the Student Achievement & School Improvement Department. The Migrant Coordinator gathers all of the information about the family and shares it with the Family Liaison. The Family Liaison contacts the family to set up an appointment with the family to determine if the family qualifies for the Migrant Education Program.

The Migrant Coordinator and/or Family Liaison learn of a family that has moved into the district and may qualify for migrant program services. The Migrant Coordinator and/or Family Liaison gather all of the information about the family. The Family Liaison contacts the family to set up an appointment with the family to determine if the family qualifies for the Migrant Education Program.

The Family Liaison conducts a home visit and interviews the family to determine if the family qualifies for the Migrant Education Program. If questions arise during the home visit the liaison contacts the Migrant Coordinator for assistance. If the eligibility determination cannot be made by the Migrant Coordinator and liaison the Regional Recruiter will be contacted. If the Regional Recruiter is unable to assist the Migrant State Department will be contacted for assistance.

Once the family has been interviewed and qualified for the Migrant Program the Family Liaison will complete a Certificate of Eligibility (COE) on the family. The family signs the COE verifying the information obtained is true. The Family Liaison signs the COE and gives a copy of the signed COE to the newly identified migrant family. The original COE is given to the Migrant Coordinator to review for accuracy and completeness.

The Migrant Coordinator and/or Family Liaison learn of a family that has moved into the district and may qualify for migrant program services. The Migrant Coordinator and/or Family Liaison gather all of the information about the family. The Family Liaison contacts the family to set up an appointment with the family to determine if the family qualifies for the Migrant Education Program.

The Certificate of Eligibility is then given to the Regional Recruiter to submit to the State Department of Education where it is then processed and entered into Migrant Student Information System database.

After the COE is entered in the SDE data base the Regional Recruiter will enter the student’s immunization records, grades, school information, school services provided, ISAT, IELA & IRI scores. The Migrant Coordinator will review the data on the MSIS data base for accuracy.

All eligible Migrant students are flagged with a migrant flag on Powerschool. The qualifying enrollment date and the end of eligibility date are entered on Powerschool.
Eligibility Criteria
Children are eligible for the Migrant Education Program (MEP) if they meet the definition of a “migratory child” and if the basis for their eligibility is properly recorded on a Certificate of Eligibility (COE). Determining whether a child meets the definition is often difficult and depends on the District Migrant Coordinator & Family Liaison’s assessment of information presented by a parent or other family member, guardian or other individual responsible for the child.

A migratory child is:
- A child who is, or whose parent, spouse or guardian is, a migratory agricultural worker
- Who in the preceding 36 months, in order to accompany or join such parent, spouse, or guardian who is a migratory agricultural worker has moved from one school district to another
- A child that is not a high school graduate or does not hold a high school equivalent certificate
- A child who is younger than 22

The families must move to the district in order to obtain qualifying work in the agriculture field. Qualifying work means temporary or seasonal employment in agricultural. Agricultural work is described as:

- Processing crops (Potato Warehouse)
- Cutting beef (King B)
- Dairy products (Milking Cows)
- Poultry
- Livestock
- Farm cultivation
If the family meets the Migrant eligibility criteria, a Certificate of Eligibility is completed by the Family Liaison and signed by the family. The family is given a copy of the signed COE. The Migrant Coordinator reviews the completed COE for accuracy before giving the COE to the Regional Recruiter to submit to the State Department of Education.
Identification & Recruitment

Identification and Recruitment includes seeking out and identifying children who potentially qualify for the migrant program. It also requires completing the paperwork necessary to establish the child’s eligibility and enrolling them in the migrant program at the local level and gathering the information and data needed to enroll them in the State Migrant Information System. Migrant families in the district are located through the District’s Home Language Survey, community agencies, local agricultural agencies, churches, and word of mouth from local migrant families.

Once a migrant student is enrolled in the Migrant Program their educational data must be updated continually and accurately. Funding for the Migrant Program is based upon student enrollment numbers, services provided for the student, summer school attendance, and number of moves the student has made throughout the school year.

The Migrant Coordinator and Family Liaison will attend all local, regional and state trainings regarding the Migrant Program to keep up to date on all migrant program changes and requirements.

Identification & Recruitment Guidelines

- Ample time must be given to the Family Liaison for conducting home visits and interviews
- Eligibility interviews need to be conducted in the dominant language of the interviewee
- Flexible work hours are essential to accommodate the parent’s daily work day/shift
- Local Education Agencies will be required to demonstrate how they identify and recruit migrant students. This includes networking, advertising, searching for and recruiting students outside of the school building and in the community where migrant students reside
- A Migrant Family Liaison visitor log or other documentation is required
- Certificates of Eligibility (COE) must be completed accurately according to State and Federal guidelines, and must be kept on file according to the record retention requirements

Out of School Youth Identification & Recruitment

Identification and recruitment of OSY requires thinking outside of the box to locate these hard to find students. The Migrant Coordinator and Family Liaison have been trained by the Idaho State Department of Education on the identification and recruitment of OSY.

Out of School Youth are located by contacting and posting program information at local farms, potato warehouses, churches, grocery stores and libraries. When OSY are located and identified they are given a “Welcome Pack.” Items included in the welcome pack include: Spanish/English dictionary, local resources for medical, dental, counseling, educational resources, maps and many more resources are provided. The resources are explained and discussed with the OSY. Transportation to and from appointments or educational programs is provided upon request.
**District Migrant Coordinator & Family Liaison**

Migrant Education is the only Federal Program that requires recruitment. These are two very important jobs. Some reasons why these are important are:

- The children of migratory workers are often invisible. They quietly come and go and do not attract attention. Sometimes they attend school on their own and sometimes they do not attend school. If the children were not recruited, many would not be in school.
- Because eligibility requirements are complex and often difficult to interpret, a trained Migrant Coordinator and Family Liaison are necessary to ensure that only eligible children are enrolled in the migrant program.
- Migrant families tend to be very self-sufficient. They are not accustomed to looking outside of their own family for help. Unless they are recruited into the program, many would not seek these services.
- Many migrant families do not speak English in their home, and frequently there are cultural differences between the home and school. For these and other reasons, it is important that someone provide a link between the school and home.

It is the responsibility of the Migrant Coordinator to ensure the Family Liaison is following the identification and recruitment procedures accurately. The Family Liaison is located in close proximity to the Migrant Coordinator for constant collaboration. The Migrant Coordinator communicates daily with the Family Liaison regarding the identification and recruitment of migrant students. A yearly evaluation of the Family Liaison and Migrant Coordinator is conducted yearly by the Student Achievement & School Improvement Director.

The district will collaborate with area district’s to conduct a re-interview process of migrant families in our district. If there is an eligibility issue the district will take all necessary steps to resolve the issue. This may include removing the family from the migrant program due to a non qualifying Certificate of Eligibility.

**Certificate of Eligibility (COE) Purpose**

The COE services a variety of purposes. It is a legal document that contains the information necessary to demonstrate a child’s eligibility in the Migrant Education Program. A parent or guardian’s consent for a child to participate in the Migrant Education Program is recorded on the COE. The COE is used to enroll eligible migrant children into the Idaho Migrant Student Information System, a web based system that allows a migrant child’s academic and health information to be accessed by authorized educators as the child makes new moves. The State Migrant Education Department uses the COE data to document the number of migrant students in the state who have been identified and recruited. The District Migrant Coordinator and Family Liaison thoroughly document the facts of a child’s “case” in each of the items contained in the following sections of the COE.
Certificate of Eligibility (COE) General Instructions

The COE is designed to record on a single form all eligible children in a family who arrive on the same date in the School District. A separate COE must be completed on each child of a family who has the following:

1. Different Residency Date or
2. Different Qualifying Arrival Date (QAD)

Only eligible children are to be listed on the COE. Children aged birth through 21 who have not graduated from high school or obtained a general education development (GED) certificate.

District Quality Control

The Family Liaison submits all completed COE’s to the District Migrant Coordinator. The District Migrant Coordinator verifies completeness, accuracy and migrant eligibility for all COE’s. The District Migrant Coordinator will accept or deny the eligibility determination made by the Family Liaison. If the COE is accepted the District Migrant Coordinator will initial the COE, verifying the COE is accurate. Once this process is completed the COE will be given to the Regional Recruiter to sign off on the COE. The Regional Recruiter will also initial the COE verifying the COE has been reviewed. The Migrant Coordinator will:

- Give a photo copy of the COE to the Family Liaison
- File the original (yellow copy) COE (which is maintained for 11 years from the last Qualifying Arrival Date) in the district office.
- Submit the completed COE (white copy) to the Regional Recruiter within 7 business days of receiving it from the Family Liaison.
If the COE is denied the District Migrant Coordinator will:

- Indicate a lack of completeness and/or accuracy on the document and return it to the Family Liaison
- Request the Family Liaison return to the family to gather additional information
- Contact the Regional Recruiter and/or State Migrant Department for consultation about a possible qualifying or non-qualifying family

The District Migrant Coordinator and Family Liaison will review all COE’s yearly and update student enrollment information, parent data and address information on the district database. The District Migrant Coordinator will provide updated information on the COE to the Regional Recruiter.

The State will conduct migrant parent re-interviews throughout the state every three years. The procedure helps validate the child(ren)’s Migrant eligibility is correct and the child(ren) have not been mis-identified.

Only the District Migrant Coordinator, Family Liaison and Regional Recruiter who have participated in Identification & Recruitment training are authorized to complete COE’s. Certificates of Eligibility completed by non-authorized personnel will be considered invalid.

**Migrant Children Benefits**
Migrant children qualify for a number of benefits. These include but are not limited to the following items:

- Free breakfast and lunch at school (no form needed)
- Tutoring services
- Before/after school/evening classes
- Summer School
- Referrals to local service agencies
  - Medical
  - Immunizations
  - Dental
  - Financial
  - Housing
  - Legal
  - Food
  - Clothing
- ESL Parent Classes
- Parenting Classes
- Translation Services
- Home Visits
- PASS Program
- CAMP
- HEP
- GED Classes
- Parent Advisory Council
Migrant Family Referrals
Schools may contact the District Migrant Coordinator and Family Liaison for migrant student referral needs. All information gathered will remain confidential. All staff paid with migrant funds may refer migrant students and families to local agencies for services. These referrals must be tracked by using the State Department of Education Referred Service form (see attachment). Forms must be submitted monthly to the District Migrant Coordinator for submission to the Regional Recruiter. The Regional Recruiter will input the data on MSIS then submit the forms to the State Migrant Department.

Idaho State Migrant Education Program

Referred Service Student Listing

In the table below, provide the names (unduplicated) of participating migrant children who, during the regular school year, received an educational or educationally related service funded by another non-MEP program/organization that they would not have otherwise received without efforts supported by MEP funds. Children should be reported only once regardless of the frequency with which they received a referred service. Examples of referred services may include: eye or dental appointments, eyeglasses paid for by another organization, but for which the MEP referred the child, an afterschool program paid for solely by non-MEP funds, for which the MEP referred the child to that program. Include children who were served by a referred service only or who received both a referred service and MEP-funded services. These forms are submitted to the SDE monthly.

Do not include children who were referred, but received no services.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Grade Level</th>
<th>Referred Service</th>
<th>MEP Funded Staff Who Referred Student</th>
<th>Date Services Received Confirmed by MEP Staff</th>
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Priority for Services
The District realizes the importance of identifying and tracking migrant students academic progress, since these students are at a higher risk of failing than other students due to their migratory lifestyle. At least one indicator in the blue (State assessments: IELA, ISAT, IRI, Other) and one in red (Interruption in Education) must be met in order to be qualified as PFS migrant. The Migrant Coordinator completes the Migrant for Priority Service information for all migrant...
The Migrant Priority for Service information is distributed to building principals. Building principal’s review the information with the migrant student’s teacher and the Migrant Liaison or the Migrant Academic Services Facilitator. The students with the highest priority will receive additional support to achieve academic success in school.

### Priority for Service List
**SY 2014-2015**

#### Directions:
- Indicate the criteria used to qualify each Priority for Service (PFS) migrant student by placing an X in the appropriate box. At least one indicator in the blue (State assessments) and one in red (Interruption in Education) must be met in order to be qualified as PFS migrant. The indicator “other” is used ONLY when Idaho State assessment data is not available.
- Note: For incoming KG migrant students, utilize the placement test for the IELA and record under “other” only after an interruption in education can be identified.

<table>
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<tr>
<th>IELA</th>
<th>DSAT Industry Assessment</th>
<th>Spring 2013 data</th>
<th>RI</th>
<th>Other</th>
<th>Interruption in Education</th>
</tr>
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<tbody>
<tr>
<td>Did NOT score at the Early Proficient (E) or Proficient (P) level and obtain an (EF+) on each domain on the IELA</td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
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<td>NEW</td>
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<td>Name</td>
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**Seven Areas of Concern for Migrant Children**

**Educational Continuity**
Because migrant students often are forced to move during the regular school year, students tend to experience a lack of educational continuity. Migrant students experience differences in curriculum, academic standards, homework policies, and classroom routines. Their course placements reflect inconsistencies. The cumulative impact of educational discontinuity is daunting. In a six year span, students moving more than three times are likely to fall a full academic year behind stable peers. Efforts to overcome this pattern of incoherence are needed to strengthen educational continuity.

**Time for Instruction**
Mobility also impacts the amount of time students spend in class and their attendance patterns. Such decreases in the time students spend engaged in learning leads to lower levels of achievement. Ways to ameliorate the impact of family mobility and delays in enrollment procedures are essential.

**School Engagement**
Migrant students are frequently faced with adjustments to new school settings, making new friends, and social acceptance challenges, which are generally grouped as behavioral, emotional and cognitive, based on Fredricks, Blumenfeld, and Paris (2003).

- **Behavioral engagement** focuses on the opportunities for participation, including academic, social, or extracurricular activities. It is considered a crucial factor in positive academic outcomes and preventing school dropout.

- **Emotional engagement** emphasizes appeal. Positive and negative reactions to teachers, classmates, academic materials, and school in general determine whether or not ties are created. Such responses influence identification with the school and a sense of belonging and feeling valued.

- **Cognitive engagement** hinges on investment in learning and may be a response to expectations, relevance, and cultural connections. Without engagement, students may be at risk for school failure. Migrant students need avenues that ensure they are valued and have the opportunities that more stable students have.

**English Language Development**

English language development (ELD) is critical for academic success. In the school setting, ELD focuses on the literacy skills applicable to content area learning. Since many migrant students have a home language other than English, migrant programs must find avenues to supplement the difficulties faced by migrant students in ELD due to their unique lifestyle, while not supplanting Title III program activities.

**Migrant Parent Involvement**

Parental involvement is an integral part of all Title I programs, including the Migrant Education Program. Research shows that parents play a significant role in the academic achievement of their children. Therefore, it is important for parents and schools to develop partnerships and build ongoing dialogues to improve student achievement. Title I-C supports parental involvement by enlisting individual parents to help their children do well in school.

As the first teachers of their children, parents know the needs of their children best and can provide insight into their children’s strengths and weaknesses. As such, migrant parents can play a pivotal role in planning the educational programs and projects in which their children participate. Involving migrant parents in planning the Migrant Education Programs also builds their capacity to assist in their children’s learning at home. In addition, parental involvement in the planning of the program enables parents to understand the program and have informed conversations with Migrant Education Program staff and school staff regarding their children’s education. Through their participation in the planning process, migrant parents are also more likely to become advocates and supporters of the program because they have a personal stake in its success.

**Parent Advisory Council**

The Idaho Falls School District 91 Migrant Parent Advisory Council (PAC) consists of migrant parent representatives from schools in the District; this includes elementary, junior high, and
high school representatives. PAC representatives are invited and attend State Migrant PAC Meetings.

The purpose of the PAC is to involve migrant parents in an organized, ongoing, and timely way, in the planning, review and improvement of the District’s Migrant Educational Programs. PAC members plan meeting locations and information to be shared and distributed to migrant families. PAC meetings are held at least two times per year.

The PAC goal is to provide parents with knowledge and skills for program solving and decision making. It also provides opportunities for parents to function in a variety of roles, such as advisors, tutors, school program supporters and advocates. The PAC advises the District on concerns of migrant parents that relate to the planning, operation and evaluation of migrant programs in which their children participate.

Home Libraries
The Student Achievement & School Improvement Department applied for and received a First Book grant for migrant students. The grant gives families the opportunity to build their own home libraries. Students select a book of their choice each week for four weeks. Books are available in Spanish & English.

Summer Reading Take Home Book Packs were purchased for all migrant students. The books were selected on each migrant students reading level. Each nonfiction pack includes three nonfiction titles and one fiction title.

ELL Kindergarten
Migrant Kindergarten students that score at the beginning level on the Idaho ELL Placement exam are eligible to attend the ELL Kindergarten Center. Students attend their regular home school Kindergarten for half of the school day. The remaining half of the school day, students attend the ELL Kindergarten.

While in the center, emphasis is placed on increasing the student’s facility in English. Positively impacting English development during the kindergarten year will help students to be more successful in the school setting and will help motivate students to stay in school and graduate.

The goals of the Idaho Falls School District 91 ELL Kindergarten Program are:

- Give students the cultural and linguistic skills in listening, speaking, reading, and writing necessary to achieve academic success and a quality education to ensure their future as full participants in our community.
- Promote student academic success in core content classes.
- Involve parents to the greatest possible extent in their student's education.

The ELL Kindergarten classes start two weeks after the start of school in the fall and run to June of each year. Students are transported to and from the ELL Kindergarten Program.
Migrant Tutorial Services
The District employs two migrant paraprofessional for the secondary students and one migrant paraprofessional for the elementary students. Tutors provide additional academic support to students. Tutors provide translation services for parents and refer parents to agencies for social services support.

The Student Achievement & School Improvement Department provides training and support to paraprofessionals regarding the special needs of migrant families. Agencies the District coordinates with for the migrant program include but are not limited to the following agencies:

- Migrant Head Start
- Community Family Clinic
- Eastern Idaho Technical College
- Eastern Idaho Public Health
- Department of Labor
- Census Bureau
- Lion’s Club
- Community Resource Worker
- Deseret Industries
- The Haven homeless shelter
- Catholic Charities
- HEP
- CAMP

Migrant paraprofessionals attend and translate for migrant parents at parent-teacher conferences and building level parent meetings.

Breakfast & Lunch Programs
All migrant students with a Certificate of Eligibility on file at the District Office are eligible for free breakfast & lunch. The Student Achievement & School Improvement Department provides the district’s lunch coordinator with the names of migrant children enrolled in the district each month. The District lunch coordinator informs cafeterias in the district which children qualify for free lunch each month.

PowerSchool
Migrant students are flagged on PowerSchool. The students qualifying date and end of eligibility dates are included. This allows the schools the knowledge of knowing who the identified migrant students are in their school, when the students were identified as migrant and when the students will lose their migrant eligibility status.
Idaho Falls School District 91 conducts a Migrant Education Program needs assessment yearly. The purpose of the needs assessment is:

1. to evaluate the implementation and effectiveness of the Migrant Education Program;
2. to identify the needs of migrant students currently attending school in the district;
3. to provide detailed information about the migrant program to administrators, project staff, school personnel and parents;
4. to assist Title I, Part C district and school personnel in improving the education of migratory children and making decisions about the program to best meet the numerous needs of the migratory children in the district.

The needs assessment process is completed:
- Through parent satisfaction surveys and interviews
- Through observations (e.g., tutoring, instruction, health-related services)
- Through documentation (e.g., recruitment logs, tutoring logs, student achievement results, health services)

Results of the assessments are shared with parents, staff and administrators. Assessment needs and program improvement ideas are shared and input is received from all participants. Decisions to improve and make changes to the program are implemented the following school calendar year.

**Migrant Student Academic Targets**

The academic targets for migrant students in the Idaho Falls School District are the same as those for all students. These targets include:

- School Readiness – All migrant students will demonstrate readiness on the Idaho Reading Indicator (IRI)
- Reading - 90.4% of all migrant students will achieve proficiency on the Idaho State Achievement Test (ISAT).
- Mathematics: 88.7% of all students will demonstrate proficiency on the Math portion of the Idaho State Achievement Test (ISAT).
Idaho Falls School District 91
Migrant Education Program
690 John Adams Parkway,
Idaho Falls, ID 83401