

Section A: Introduction & Overview

Letter to State Directors

Under the Migrant Education Program, Title I, Part C of the Elementary and Secondary Education Act, state education agencies must develop a plan for delivering and evaluating Migrant Education Program-funded services to migratory children. This plan is known as the Service Delivery Plan (SDP). It is based on the results of an up-to-date statewide Comprehensive Needs Assessment (CNA) and is intended to meet the unique needs of migrant children and their families.

The *Service Delivery Plan Toolkit* is the second in a series of three documents that have been developed by the Office of Migrant Education (OME). Other documents in the series include the *Comprehensive Needs Assessment Toolkit* and the *Program Evaluation Toolkit*.

Taken together, these three *Toolkits* provide a guide for a continuous improvement cycle of program planning, implementation, and evaluation. In this cycle, states identify the current needs and priorities of migrant students and families, select appropriate strategies to meet those needs, implement services that reflect such strategies, and assess the degree to which planned services have been successful at meeting identified needs.

Based on the requirements of the Migrant Education Program and the Department of Education Non-regulatory Guidance, the *Service Delivery Plan Toolkit* is designed to assist you with developing a collaborative planning process in which a team will review results and recommendations from the CNA and state performance goals, and will identify measurable program outcomes and strategies to enable migrant students to reach the state performance goals. In addition, the *Service Delivery Plan Toolkit* provides suggestions for ways to ensure that local projects are provided assistance with and held accountable for implementing the SDP.

A critical component of the SDP is determining which migrant students meet the Priority for Services (PFS) criteria. The SDP Toolkit addresses PFS students, and there is a section specifically devoted to assisting you with ensuring that services are targeted toward these students. As you work with your planning team to develop the SDP, we recommend that you maintain a strong focus on these students, as they are the most vulnerable and in need of support.

We hope that you find the *Service Delivery Plan Toolkit* useful, and we invite you to send us your comments and share your administrative and governance best practices. We would like to express our thanks and gratitude to those states that shared their policies, procedures, and forms with us and made them available as examples.

Thank you,
The Office of Migrant Education

A.1 Purpose of the *Service Delivery Plan Toolkit*

The purpose of the *Service Delivery Plan Toolkit* is to provide state directors for migrant education with information, guidance, and resources for developing an effective SDP. In the *Service Delivery Plan Toolkit* you will find information pertaining to the relevant Federal legislation and guidance, as well as information and specific suggestions to help with the development of your SDP.

The *Service Delivery Plan Toolkit* is a resource that state directors may use as a blueprint to help them plan, implement, and improve services for migrant children, and to this end, the *Toolkit* contains information, planning templates, and suggested practices that address each of the plan components required by statute.

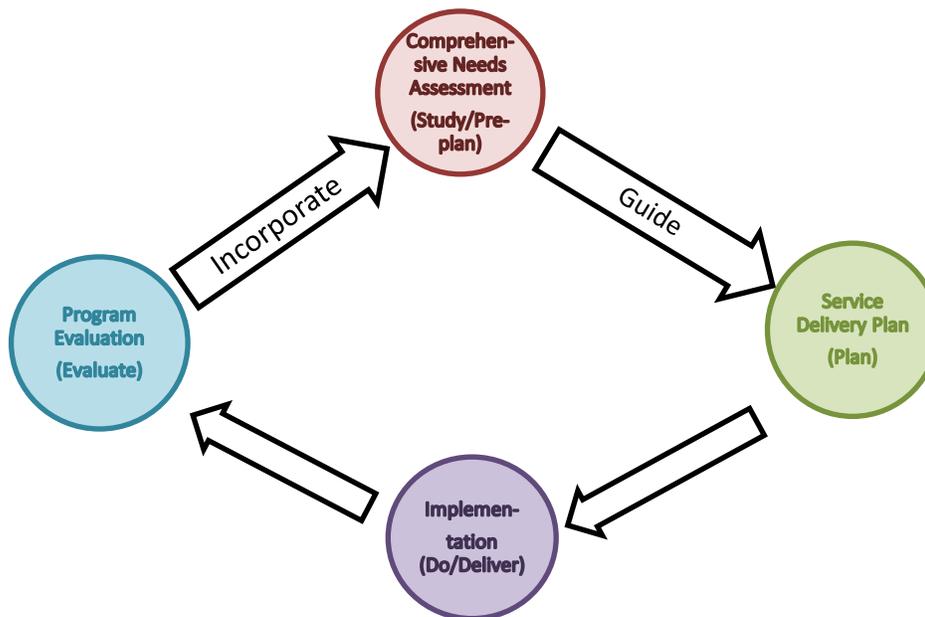
The *Service Delivery Plan Toolkit* is a flexible aid that state directors may customize to meet their state needs. State migrant education programs vary widely in size, structure, and students served. The *Toolkit* offers suggestions and recommendations to help state directors create a plan that works in their unique situations to improve their state's efforts in working with migrant students and families.

A.2 Continuous Process - Connection to the Comprehensive Needs Assessment and the Program Evaluation

The Service Delivery Plan is part of a Continuous Improvement Cycle, as depicted in Figure A.1. In this cycle, each step in developing a program, assessing needs, identifying strategies, implementing them, and evaluating results, builds on the previous activity and informs the subsequent activity.

The Service Delivery Plan is a process in which the state director enlists the input of a planning team and/or stakeholders to select research-based strategies connected to the identified needs of migrant children and youth and develop a plan to help these children achieve state performance goals and targets.

Figure A.1 State Migrant Education Program Continuous Improvement Cycle (Office of Migrant Education, 2012)



A.3 Responsibility of the State Director in Developing the SDP

State directors are responsible for conducting a CNA for the Migrant Education Program (MEP). Using the CNA as a starting point, the *Service Delivery Plan Toolkit* guides state directors through the process of using the results from the CNA to develop their SDP, which forms the basis for delivering comprehensive services to migrant children and their families. The state director, with assistance from a planning team or other stakeholders and experts, reviews the solution strategies proposed in the CNA and then develops measurable program outcomes (MPOs). MPOs are the foundation for determining the direction of the MEP and establishing accountability. The state director and planning team will then USE evaluation questions to determine the extent to which MPOs are achieved and to which the SDP is implemented. The goal of the SDP is to enable migrant children and youth to achieve the same performance targets as all other children in the state.

A.4 Organization of the *Service Delivery Plan Toolkit*

The sections of the *Service Delivery Plan Toolkit* were determined based on an analysis of over 20 SDPs from across the country. The analysis provided guidance on topics for building the capacity of state directors to develop the SDP and on suggested sections for the actual SDP.

The *Toolkit* consists of nine sections, beginning with this *Introduction & Overview (Section A)*.

Section B reviews the legislative mandate (Title I, Part C of the Elementary and Secondary Education Act), and non-regulatory *Guidance* governing the development of the SDP and required components.

Section C reinforces the importance of targeting services for subgroups of migrant students with unique needs, including migrant students identified as PFS, preschool migratory children, and out-of-school migrant youth.

Section D features a collaborative planning process for the SDP and provides suggestions for identifying members of a planning team, conducting meetings, and obtaining input and assistance needed to develop a SDP that is reflective of a wide range of expertise and experience in migrant education. This section also provides instructions for group process strategies to generate information and make the most efficient use of time.

Section E focuses on the general framework of the SDP. It includes suggestions for identifying state performance targets, reviewing and summarizing the CNA, selecting service delivery strategies, establishing MPOs, and developing evaluation questions. This section also assists with developing a project plan to operationalize the strategies.

Section F includes recommendations for including sections in the SDP on PFS students, identification & recruitment, parent involvement, and exchange of student records.

Section G addresses ways to assist local programs in implementing the SDP and holding them accountable. Specific topics include communication, technical assistance, subgrants, and local project monitoring.

Section H includes recommendations for how to communicate the SDP to local projects and other stakeholders, reconvene the planning team periodically to review formative evaluation data and discuss needed changes to the SDP, and build or maintain collaborations.

Section I offers concrete suggestions for writing the SDP and getting feedback in a review process.

At the end of each section, appendices include additional information, planning templates, and specific examples from existing SDPs.

A.5 Developing the SDP – a Step-by-step Approach

A thoughtful and systematic approach to developing your State SDP will result in a Plan that is comprehensive, aligned, and clearly written. The Plan will connect needs, state performance goals, MPOs, and strategies in a way that will have the greatest potential to increase the performance of migrant students, particularly those most at risk of school failure and dropout. Moreover, the Plan will lay out clear expectations and accountability for migrant program staff at the state and local project levels.

The following table provides a step-by-step approach for planning and developing your SDP, referencing specific sections of the SDP to assist you in these efforts.

Table A.1 A Step-by-Step Approach to Developing the Service Delivery Plan (SDP)

| STEPS | RELATED SECTIONS OF THE SDP | SUGGESTIONS |
|--|---|---|
| <p>Step 1: Conceptualize the big picture of the task of developing the SDP.</p> <ul style="list-style-type: none"> • Review requirements for the SDP • Review the Comprehensive Needs Assessment (CNA) • Identify programs with which to coordinate and collaborate in providing services to migrant children and youth • Determine the sections of your SDP | <p>Section A, Section B, Appendix B.2 and B.3 Section I, Appendix I.1 (Suggested Table of Contents)</p> | <p>Developing the SDP is a continuum of planning, implementation, and evaluation focused on enabling migrant students to meet state performance targets. You should become familiar with the requirements of the SDP in Section B. Since coordination with other programs is both required and strategic, you should review Appendix B.2 and B.3 for lists of Federal programs and Office of Migrant Education Coordination Grants to include in planning and service delivery. Appendix I.2 provides a list of suggested sections and table of contents for the SDP.</p> |
| <p>Step 2: Become familiar with the needs of the most vulnerable populations of migrant students, such as Priority for Services (PFS) students, preschool migratory children, and out-of-school migratory youth.</p> | <p>Section C</p> | <p>Services should be targeted toward vulnerable populations of students throughout the SDP. There should be MPOs specific to PFS students, preschool migratory children, and out-of-school youth, and evaluation questions that determine the progress of these students disaggregated from the general population of migrant students.</p> |
| <p>Step 3: Develop a timeline for developing the SDP.</p> | <p>Section D</p> | <p>Migrant Education Programs generally allow 6–12 months to develop the SDP. You will need to develop your timeline based on the effectiveness of your current Plan and the resources available for the planning process. States that need significant revision of their Plan</p> |

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|---|--|--|
| | | should allow more time for the input and planning to create a strong Plan. The time spent on the front end will result in a greater likelihood of increased migrant student performance. |
| Step 4: Determine how you will make the process collaborative. | Section D | While many states convene a planning team of 10–20 people that meets face-to-face several times during the planning process, some states with more limited resources will work with a small core team and include the input of other stakeholders only as needed. |
| Step 5: Plan the process for developing the SDP. | Section D | Taking time to plan the process and identifying a planning team and other critical stakeholders and experts will enable you to conduct an efficient and collaborative process. |
| Step 6: Develop a schedule of meetings, establish purpose and goals of each meeting, and set agenda items. | Section D Section E Section F Section G | You should plan your schedule of meetings, set purposeful agendas, and plan activities that will maximize the effectiveness of your planning team in generating the information you need to develop your Plan. The agendas for your meetings should reflect the topics included in Sections E, F, and G. |
| Step 7: Develop a system for collecting information that is generated throughout the planning process. | Section D Appendix I.1 (Suggested Table of Contents) | We suggest that you save as much information electronically as possible in files that correspond with each section of the SDP. By the end of the planning process, you should have all the necessary information to write the SDP. |
| Step 8: Develop and compile information from planning team meetings for each of the components of the SDP – state performance | Section E | The planning team (and additional experts) will be instrumental in developing the components of the SDP. The templates and charts |

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| targets, CNA review and summary, service delivery strategies, measureable program outcomes, and evaluation. | | provided in the appendices are great resources that can be included in the SDP. |
| Step 9: Develop a project plan with activities, timeline, persons or agencies responsible, and resources to operationalize the strategies. | Section E | A project plan will provide the details needed to put the Plan into place and to communicate responsibilities to implement the SDP. |
| Step 10: Develop and compile information from planning team meetings for suggested sections on PFS students, Identification & Recruitment, parent involvement, and student records exchange. | Section F | Each of these sections should provide specific information on ways that these topics will be addressed, including specific project activities, a timeline, and persons responsible. While PFS students and parent involvement may be addressed in strategies and project activities, actual sections specific to these groups in the SDP will focus on support provided at the state level to ensure that local projects have the capacity to carry out the activities relevant to these groups, as well as ID&R and student records exchange. |
| Step 11: Develop plans for supporting local projects in implementing the strategies in the SDP and holding them accountable. | Section G | This section addresses ways to foster ongoing communication with local projects and provide technical assistance. In addition, you will be encouraged to include a plan for how to integrate the SDP in the local granting process, and to develop a process for monitoring local projects. |
| Step 12: Develop a plan for “Looking Forward” that includes how to communicate the SDP and create buy-in, revisit the Plan to keep it relevant, and build and maintain collaborations. | Section H | You should include strategies in a section of the SDP that ensure that the Plan will become a sustainable guide for state and local projects to use to help migrant students achieve state performance targets. Without concrete “next steps,” the SDP is likely to become a document that sits on a shelf. |

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| Step 13: Write the SDP. | Section I | You should have a wealth of information, charts, and input organized by the sections determined for the SDP that will facilitate the actual writing of the Plan. |
| Step 14: Send the SDP for review. | Appendix I.2 | Getting feedback from a range of stakeholders who will read the document from beginning to end will enable you to gauge the readability, alignment, and utility of the SDP. |
| Step 15: Revise the SDP. | | Use the feedback from the review process to revise the SDP. |
| Step 16: Communicate the SDP and begin implementation. | | Begin the activities that you included in the SDP in the section on “Looking Forward.” |

A.6 How to use the *Service Delivery Plan Toolkit*

State MEPs vary widely from the demographics of the students they serve, types of migrant programs in place, and size of the program. Moreover, state directors have a wide range of experience and expertise in migrant education and in program planning. Therefore, a toolkit cannot meet all needs.

As a state director, you need to assess what your expertise is, and that of those who may be able to assist you through the SDP planning process, and determine how the *Toolkit* will best benefit you. Some state directors will want to read the *Toolkit* as a total document, while others will want to utilize only those sections and tools that they feel they need.

The *Toolkit* is made available on the OME website in two formats. One is a downloadable document that includes all sections and appendices. The other is a list of individual sections and appendices that may be downloaded individually.

Please note that the *Toolkit* provides only suggestions and recommendations for developing the SDP. While the state MEP is required to develop a SDP, it is not required to utilize the specific format depicted in the *Service Delivery Plan Toolkit*.

A.7 How to Adapt the Process for Small States

The *Service Delivery Plan Toolkit* is directed toward state MEPs that have the capacity to convene a team to carry out the process and to enlist the support of state education agency

staff or consultants. This level of involvement in developing the SDP may not be practical for small states (defined as those with \$1m or less in MEP funding). Therefore, if you are a director in a small state, you will need to consider ways to scale down the activities in the process to meet your needs, while still developing a quality Plan.

Considerations for adapting the process outlined in the *Toolkit* for small states will be included in each section.

A.8 Resources and Tools in Appendix A

Appendix A.1 A Step-by-Step Approach to Developing the Service Delivery Plan (SDP)

Appendix A.2 Terms and Definitions Related to MEP Comprehensive Needs Assessment, Service Delivery Plan, and Program Evaluation

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| <p>Step 3: Develop a timeline for developing the SDP.</p> | <p>Section D</p> | <p>Migrant Education Programs generally allow 6–12 months to develop the SDP. You will need to develop your timeline based on the effectiveness of your current Plan and the resources available for the planning process. States that need significant revision of their Plan should allow more time for the input and planning to create a strong Plan.</p> |

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| | | The time spent on the front end will result in a greater likelihood of increased migrant student performance. |
| Step 4: Determine how you will make the process collaborative. | Section D | While many states convene a planning team of 10–20 people that meets face-to-face several times during the planning process, some states with more limited resources will work with a small core team and include the input of other stakeholders only as needed. |
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Appendix A.2 Terms and Definitions Related to the MEP Comprehensive Needs Assessment, Service Delivery Plan, and Program Evaluation

Concern Statements: clear and consistent interpretations of the points that the Needs Assessment Committee discussed that should be used to guide the work in developing the CNA. Concern Statements identify particular areas that require special attention for migrant students.

OME Seven Areas of Concern: a broad area based on the root causes of the unique characteristics of the target group. The Office of Migrant Education has identified seven areas of concern which are: Educational continuity, Instructional time, School engagement, English language development, Educational support in the home, Health, and Access to services

Expert Work Groups: Technical experts who provide input on research and evidence-based strategies that support solutions which contribute to closing the gaps identified during the needs assessment.

Implementation Question: An evaluation question that addresses the extent to which a strategy is implemented

Priority for Services: Section 1304(d) of the Elementary and Secondary Education Act establishes a Priority for Services (PFS) requirement. In accordance with this requirement, MEPs must give PFS to migrant children: who are failing, or most at risk of failing, to meet the state's content and performance standards and whose education has been interrupted during the regular school year

Management Team: A core group of advisors that helps develop the management plan and oversees the process

Measurable program outcomes (MPOs): outcomes (i.e., objectives) that a State's migrant education program will produce to meet the identified unique needs of migratory children and help migratory children achieve the State's performance targets.

Need: The difference between "what is" and "what should be"

Needs Assessment Committee (NAC): broad-based committee of partners (stakeholders) that provide input and direction throughout the CNA process.

Need Indicator: a measure that can be used to verify that a particular gap/discrepancy exists for migrant children and sets a parameter to specify the severity of that gap.

Results Question: An evaluation question that addresses the level of improvement resulting from a program or strategy

Service Delivery Plan: a plan for delivering and evaluating Migrant Education Program-funded services to migratory children. It is based on the results of an up-to-date statewide Comprehensive Needs Assessment and is intended to meet the unique needs of migrant children and their families.

Solution Strategy: a strategy that addresses an identified need