

Section D: Planning the Process

Developing the Service Delivery Plan (SDP): A Step-by-Step Approach
Step 3: Determine how to make the process collaborative
Step 4: Identify the planning team and other stakeholders.
Step 5: Develop a Management Plan (Task and Timeline) for the SDP planning process.
Step 6: Develop a schedule of meetings and establish purpose and goals of each meeting.
Step 7: Develop a system for archiving information that is generated throughout the planning process.

D.1 Importance of a Collaborative Planning Process

The Service Delivery Plan (SDP) is required to reflect joint planning among local, state, and Federal programs. It should include input from a variety of stakeholders, such as educators, administrators, service providers, and parents.

A collaborative planning process can:

- Bring a range of expertise and experience to the process
- Increase stakeholder buy-in, as various role groups are brought to the table
- Identify opportunities for coordination among programs

Collaboration can take the form of a planning team, work groups, ad hoc stakeholders convened at strategic times during the planning process, or stakeholders who are consulted as needed. The *Service Delivery Plan Toolkit* will describe the process of involving a planning team, but you have the flexibility to determine what type of collaboration is most appropriate for your state context and adapt the recommendations provided in the *Toolkit* as appropriate.

Title I, Part C—Section 1306 Elementary and Secondary Education Act on the Comprehensive Needs Assessment and Service Delivery Plan:

(1) IN GENERAL- Each State that receives assistance under this part shall ensure that the State and its local operating agencies identify and address the special educational needs of migratory children in accordance with a comprehensive State plan that —

(F) is the product of joint planning among such local, State, and Federal programs, including programs under part A, early childhood programs, and language instruction educational programs under part A or B of title III; and

(G) provides for the integration of services available under this part with services provided by such other programs.

D.2 Establishing a SDP Planning Team - Purpose and Expectations

A planning team can play an instrumental role in guiding the work of developing the SDP. Specifically, the planning team should undertake the following tasks:

Review the status of migrant students against state performance goals and targets.

- Review state performance goals and targets for the required areas in the Consolidated State Plan.
- Review the Comprehensive Needs Assessment (CNA) and Migrant Education Program (MEP) evaluation report, and contribute any additional insights on the needs of migrant students in the state.
- Review gaps in performance between migrant students, including Priority for Services (PFS) students in particular, and other students in the state.

Provide input on the development of a SDP that is aligned and implementable.

- Select strategies that will enable migrant students to reach the state performance targets.
- Establish Measurable Program Outcomes (MPOs) for the strategies.
- Develop questions for the Evaluation Plan.
- Develop a project plan with activities to operationalize the strategies and at the state and local level.
- Develop recommendations for featuring PFS and other vulnerable migrant subgroups.
- Ensure parent involvement.
- Develop strategies for Identification & Recruitment
- Develop recommendations for migrant student records exchange.

Ensure that the plan is implemented and remains relevant.

- Develop recommendations and strategies to ensure local implementation.
- Discuss ways to communicate the plan.
- Discuss tasks and a timeline for reviewing formative evaluation data and updating the plan.

D.3 Considerations for Selecting Planning Team Members

The composition of the SDP planning team will be unique to your state. There is a wide variation in the size and nature of migrant education programs (MEPs) in each state and the programs and agencies that serve migrant students. Questions to consider as you think about recruiting planning team members include:

- What programs and agencies are most involved in serving migrant students?
- What areas of the state or what local programs (or types of local programs) should be represented?
- What expertise and experience is critical for developing the SDP?

- What perspectives should be represented in the SDP?
- How will parents be involved in developing the SDP?
- What individuals will be willing to devote significant time and effort to developing a quality plan?

The following are some suggested stakeholders and other resource individuals to include on the SDP planning team:

- Members of the CNA committee
- MEP program evaluator
- Local migrant project directors
- Representatives from other Federal education programs (e.g., Title I, Title III, Homeless Education, etc. – see Appendix B.2 for a list of Federal programs that serve migrant students.)
- Migrant parents and Parent Advisory Council representatives
- Migrant students
- Community agencies that serve migrant families and children (e.g., Department of Health, Department of Social Services)
- Teachers with experience in teaching migrant students
- Early childhood educators (e.g., Head Start)
- Drop-out prevention specialists
- Representatives from institutions of higher education
- State advocacy groups for migrant children and their families
- Experts in content for state performance goal areas
- Experts in providing services for English Language Learners (ELL)

Having several members from the CNA committee and the MEP evaluator will ensure the continuity of the planning process.

Some additional considerations when identifying a potential team member are:

- Does this person have a unique skill or perspective necessary for the planning process?
- Does he/she work well in a team setting?
- Does he/she have the time to commit to the process?
- Is he/she effective in interpersonal communication?

D.4 Inviting Planning Team Members

Once you identify potential planning team members, you should contact them. You should use a consistent approach to invite those you wish to participate on your team and explain the following:

- Purpose of the SDP
- Reason they have been nominated to serve on the team
- Types of tasks they will be asked to undertake
- Overall time commitment expected and duration of the planning process

- Approximate number and types of meetings (face-to-face, Web-based, conference call)
- Travel support (travel, lodging, etc.) that they can expect

If a candidate declines to participate, ask if he/she might be willing to participate in a short-term work group, serve on the extended team as a reviewer, or be available for consultation as needed.

When someone agrees to participate on the SDP planning committee, you should follow up with a formal letter that is signed by a state education agency administrator if possible.

D.5 Establishing Work Groups

You may also consider convening work groups at strategic points in the SDP planning process. Work groups are comprised of individuals who are charged with carrying out specific tasks in the planning process. For example, you may want to convene a work group to develop Measurable Program Outcomes for selected strategies or to develop the section of the SDP on parent involvement.

Work groups should include both those who are participating in the needs SDP planning process (to ensure continuity) and those from other programs and agencies (to provide external perspectives or to fill the gaps where additional expertise is warranted).

Work groups should be small and topic-focused. They may be established only for a short time to complete the task provided to them. You may consider establishing several work groups for one of the SDP planning team meetings that can work simultaneously and bring their efforts to the whole planning team at the end of the meeting for review.

Considerations for Small States. If you are the state director in a small state or if you have limited resources in your state, consider the following alternatives to a planning team for keeping the process participatory.

- Form a small core team that will meet on a regular basis and a broader extended team that will meet occasionally.
 - We recommend establishing a core team of no more than eight members who agree to meet regularly to do the majority of the planning. The core team should include people who are most involved with the issue on a regular basis, such as state MEP staff, local project directors, and staff representing programs that provide services for migrant students. Members of the core team would be responsible for building on recommendations in the CNA, providing input on the various components of the SDP, and reviewing (or perhaps even writing) drafts of the plan.
 - A more extended team could include others who are important to the MEP and are available to provide support to the team, such as migrant parents or a

representative from an institution of higher education. Extended team members would not necessarily attend all meetings. They may participate in the planning process only as needed based on the knowledge and experience that would be needed at various stages of the planning process. For example, representatives from programs that operate after school programs may only need to attend when developing strategies and activities to ensure that migrant students have access to supplemental instruction after school.

- Convene work groups at strategic points in the planning process; once the task of the work group is completed, the group will disband.
- While we encourage face-to-face meetings, utilize conference calls and virtual electronic meetings to save on travel costs and to make meeting more convenient for team members.
- Identify key areas where you would like input, and identify stakeholders to contact and discuss decisions and action items by phone.
- Meet with individual stakeholders or convene stakeholder groups at conferences and meetings where they will be attending.

D.6 Roles and Responsibilities in the SDP Planning Process

The roles and responsibilities of those involved in developing the SDP will vary with the tasks assigned to each. The state director ultimately bears responsibility for the SDP and will plan the process and the work of the team and other stakeholders to get the input and expertise needed to develop a quality plan. Some team members will need to play a consistent role throughout the entire planning process while others may be called upon to assist with a particular portion of the plan bringing unique expertise to the task at hand.

Table D.1 describes suggested roles of the state director and planning team in developing the SDP.

Table D.1 Roles and Responsibilities of Planning Team Members

TITLE	ROLE AND RESPONSIBILITIES
State Migrant Education Program (MEP) Director, Management Team	<ul style="list-style-type: none"> • Organize the SDP planning process (or oversee someone who will undertake these tasks) • Establish the planning team • Manage coordination of the partners and working groups engaged in the planning process • Plan meetings and provide notes on recommendations • Maintain good communication across stakeholders • Provide information from CNA, MEP evaluation, and the structure and operation of the MEP to planning team members • Ensure that the team is motivated and functional

TITLE	ROLE AND RESPONSIBILITIES
	<ul style="list-style-type: none"> • Establish deadlines and ensure they are met • Write the plan (or oversee the writing of the plan) • Plan for periodic review of implementation and update as needed
SDP Team Members or Other Stakeholders	<ul style="list-style-type: none"> • Become familiar with the CNA, MEP program evaluation, and all other background information provided for planning the SDP • Provide expertise and experience that informs the planning process • Participate in group discussions and activities • Undertake specific tasks for the development of the Plan • Review drafts • Participate in periodic review of the Plan implementation and provide input on updates
Work Groups	<ul style="list-style-type: none"> • Undertake specific tasks for the development of the SDP • Bring specific expertise to a portion of the SDP planning process • Be willing to meet at times other than in full SDP planning team meetings

D.7 Working with an External Consultant

You and your staff are the ones who are most knowledgeable about your program and in most cases, the ones most qualified to develop the SDP. However, some state directors enlist assistance from an external consultant. Whether or not you choose to work with an external consultant to help you write the SDP depends on several factors—what your budget is, what your timeline is, and what expertise you may already have available to you.

Consultants can:

- Provide additional expertise in program planning
- Facilitate the planning team, particularly when there is a need to reach consensus among team members with different backgrounds, roles, and points of view
- Keep the planning committee on schedule and on track
- Free up staff time so that you and your staff can attend to other responsibilities

If you decide to hire an external consultant, you should consider the following questions:

- Is there a specific component of the SDP with which you need assistance, or do you want help with the overall plan?

- For what tasks will the consultant be responsible? For what tasks will you be responsible?
- What will your budget allow?
- What skills and experiences do you want your consultant to have? Does the consultant's expertise seem to be a good match for what you want him/her to do? Is the consultant familiar with migrant education?
- Can you view a work sample of the potential consultant?

Working with your Consultant

Although you may hire a consultant, you need to keep in mind that you are still the person responsible for the SDP. We recommend that you stay involved and keep track of how the work flow is progressing and communicate frequently with the consultant.

D.8 Planning the Process for Developing the SDP

Developing the SDP is a complex process of gathering information, involving stakeholders, and developing specific components of the plan. We encourage you to spend time on the front end planning the process. The time spent organizing the process will save you time later and ensure that all tasks will be completed in a quality fashion.

D.8.1 Establish a Management Team

We encourage you to establish a management team. The management team is a small core group who will provide support to you throughout the planning and the writing of the SDP. A management team can assist with:

- Planning and facilitating meetings
- Compiling information from the meetings that can be used for writing the SDP
- Writing the SDP
- Communicating the plan

Skills and knowledge you might want to consider for management team members are:

- Meeting planning and facilitation
- Ability to organize and archive information
- Writing skills
- Understanding of the MEP, both state and local
- Experience in program planning

You should consider having the MEP evaluator as part of the management team since the foundation for the MEP evaluation is the Measurable Program Outcomes for program strategies and evaluation questions developed as part of the SDP.

D.8.2 Identify the Tasks and Purpose of the SDP Planning Team Meetings

Define the starting point for the SDP process.

The CNA should be the starting point for developing the SDP. If the planning process for the CNA followed the steps outlined in the *Comprehensive Needs Assessment Toolkit*, you should have a wealth of information, including a set of prioritized needs, recommended solution strategies that are grounded in research and evidence of effectiveness, and Measurable Program Outcomes (MPOs). You should review summaries and reports developed in the CNA process and determine how to build on the Continuous Improvement Process that is in place. (See *Section A: Introduction and Overview* for a description of the Continuous Program Improvement Process.)

While much of the information related to the SDP should be available to you, including solution strategies, the work of the SDP planning team will be to explore how the solutions can be implemented, both at the state and local level, and how they can be combined into a coordinated and cohesive plan.

Determine Number of and Purpose for Planning Team Meetings

At the outset of the planning process, you should determine what you would like the SDP planning team to accomplish, and how many meetings will be needed for the tasks. We encourage you to review the “big picture” of the SDP planning process in *Section A: Introduction and Overview*, and specifically *Table A.1: A Step-by-Step Approach to Developing the Service Delivery Plan*.

Table D.2 provides an example of how you might plan the work of the SDP planning team around four meetings. While the table describes what would likely be day-long or two-day onsite meetings, you may choose to have a series of short meetings that take place electronically or by conference call, or a combination of planning team meetings on site and work group meetings that take place electronically or by conference call.

Table D.2 Suggested SDP Planning Team Meetings’ Purposes and Outcomes

SDP MEETING	PURPOSE	OUTCOMES	RELATED SECTION OF THE TOOLKIT
#1	<ul style="list-style-type: none"> • Orient the planning team to the SDP purpose and planning process • Familiarize the planning team with the MEP, CNA, and MEP evaluation • Solicit additional information on what’s known about migrant children and youth in the state (including root causes), based on perspectives of team members • Review solution strategies proposed in the CNA; consider implementation challenges and strategies 	<ul style="list-style-type: none"> • Additional information on migrant children and youth in our state to supplement the CNA and MEP evaluation • List of solution strategies finalized from the proposed strategies in the CNA with recommendations for implementation 	Section D
#2	<ul style="list-style-type: none"> • Development of aligned components that are required in the SDP: <ol style="list-style-type: none"> 1. State performance targets 2. Needs assessment information 3. Service delivery strategies 4. Measurable Program Outcomes 5. Evaluation Plan • Development of project plan 	<ul style="list-style-type: none"> • Alignment chart (See Appendix E.1.) • Project plan (See Appendix E.3) 	Section E
#3	<ul style="list-style-type: none"> • Develop strategies and plans for suggested sections on: <ul style="list-style-type: none"> ○ Addressing the needs of priority for service (PFS) students ○ Identification & Recruitment ○ Parent involvement ○ Exchange of student 	<ul style="list-style-type: none"> • Plans for suggested sections on: <ul style="list-style-type: none"> ○ Addressing the needs of priority for service students ○ Identification & Recruitment ○ Parent involvement ○ Exchange of student 	Section F

SDP MEETING	PURPOSE	OUTCOMES	RELATED SECTION OF THE TOOLKIT
	records	records	
#4	<ul style="list-style-type: none"> • Develop strategies to ensure implementation and accountability in local projects 	<ul style="list-style-type: none"> • Plans for <ul style="list-style-type: none"> ○ Communication with local projects ○ Technical assistance and training ○ Local granting processes ○ Local monitoring 	Section G

Tips for Planning Meetings to Maximize Collaborative Input. When bringing together a group of diverse individuals, you should facilitate the meetings in ways that will get the most input from the group as well as ensure that all perspectives are represented. You will need to create opportunities for team members who are less vocal or less confident than others to register their ideas. Following are some tips to consider:

- Provide the agenda and materials to team members before the meeting.

Providing materials to team members ahead of time will enable them to have the background needed to proceed on the tasks scheduled for the meeting with a minimum of orientation.

- Build the team.

You are most likely bringing together a number of people from diverse backgrounds and professional experiences. It is important to take the time to enable team members to get to know one another and to learn what knowledge and perspectives their teammates will contribute. We encourage you to include sufficient time for team members to introduce themselves and to talk about their background.

It is also important to make sure team members are on the same page regarding the purpose of and expectations for their participation. Be sure to provide sufficient information before the team meets, and provide learning experiences in the meetings (such as learning how to develop Measurable Program Outcomes) so that team members will have common experiences around developing the SDP.

- Use structured group activities.

There are a number of structured group activities that target specific outcomes. While whole group discussions are valuable, structured activities are ways to move people

through a process quickly toward a goal. *See Appendix D.2 Instructions for Conducting Group Activities* for some commonly utilized and easy-to-implement group processes.

- Divide the team into small groups for some activities. Small group activities are another way that team members can get to know one another as they approach tasks together, as well as enable those team members who do not speak up in front of a whole group to have their ideas included. Small group activities are a way to divide the work and accomplish several tasks of the planning team simultaneously.
- Debrief each meeting to determine what team members feel went well and could be improved.

At the end of each meeting, we encourage you to allow team members to express their thoughts on what went well and what could be improved. This feedback will enable you to identify concerns that team members had and what they liked about the meeting. You will be able to meet the needs of the team more effectively in subsequent meetings.

- Celebrate progress.

You are asking team members to tackle challenging and time-consuming tasks that have high stakes in improving educational outcomes for migrant children and youth. Be sure to take time to note the progress the group is making and express your gratitude for their efforts.

D.8.3 Develop a Task and Timeline

Time is usually a critical and limited resource for all. If you think through the activities of the planning team in light of the work that needs to be accomplished to prepare for the writing of the SDP, you will be able to develop a realistic timeline, make preparations in advance, and ensure that team members schedule meetings on their calendars.

Table D.3 is an example of how a state director might create a plan for developing the SDP. *Appendix D.2 Task and Timeline Chart for the Service Delivery Plan Planning Process* provides a customizable template for planning your SDP team meetings.

Table D.3 Sample of a Task and Timeline Chart for the SDP Planning Process

Tasks	Deadline	Responsible Parties	Outcomes/Deliverables
Obtain permission to begin the SDP planning process from Federal programs director	September 15	State director, Federal programs director	Written permission
Review requirements	September 20	State director	List of requirements
Establish management team	September 30	State director	List of management team members
Meet with management team; plan the SDP planning process; identify potential planning team members	October 1	State director, management team	Task and Timeline, list of potential planning team members
Establish planning team	October 15	State director, management team	List of planning team members
Conduct Meeting #1	November 1	State director, management team	Input on proposed solutions in CNA
Finalize list of solution strategies	November 10	State director	Final list of proposed solutions and strategies
Conduct Meeting #2	December 1	State director, management team	Input on required elements of SDP and project plan
Finalize alignment chart and project plan	December 15	State director	Finalized alignment chart and project plan
Invite specialists for work groups for meeting #3	December 15	Management team	List of specialists
Conduct Meeting #3	January 15	State director, management team	Input on plans for PFS students, parent involvement, ID&R, student records exchange
Review and summarize information generated in Meeting #3	February 1	State director, management team	Plans for PFS students, parent involvement, ID&R, student records exchange
Conduct Meeting #4	February 15	State director, management team	Input on plan for implementation in local projects

Tasks	Deadline	Responsible Parties	Outcomes/Deliverables
Develop technical assistance plan for LOAs	March 1	State director, management team	Plan for technical assistance, training, granting, and monitoring
Write SDP	May 1	State director, management team	Final draft
Conduct review	June 1	Management team	Stakeholder comments
Finalize SDP	July 1	State director, management team	Final draft
Communicate the plan	July 15	State director, management team	List of stakeholders and type of communication

D.9 Planning Meeting #1: Launch the Process

Once you have identified planning team members, schedule the first meeting. This will be an important opportunity for team members to get to know one another and to understand the purpose and process of developing the SDP. Following are some considerations as you plan the first meeting.

MEETING #1	
PURPOSE	OUTCOMES
<ul style="list-style-type: none"> • Orient the planning team to the SDP purpose and planning process • Familiarize the planning team with the MEP, CNA, and MEP evaluation • Solicit additional information on what’s known about migrant children and youth in the state (including root causes), based on perspectives of team members • Review solution strategies proposed in the CNA; consider implementation challenges and strategies 	<ul style="list-style-type: none"> • Additional information on migrant children and youth in our state to supplement the CNA and MEP evaluation • List of solution strategies finalized from the proposed strategies in the CNA with recommendations for implementation
<p>Suggestions:</p> <ul style="list-style-type: none"> • Provide ahead of time summaries of the CNA, MEP evaluation (See <i>Appendix D.3 New York State “Parent-Friendly” Comprehensive Needs Assessment</i> as an example of how data can be summarized in a reader-friendly way; include charts and graphs); provide meeting agenda. 	

MEETING #1	
PURPOSE	OUTCOMES
	<ul style="list-style-type: none"> • Spend time on introductions and perhaps a short activity for team members to get to know one another. • Have the CNA data leader and MEP evaluator present major findings on needs related to migrant children and youth; ask group to discuss extent to which this aligns with their perspectives and if additional considerations need to be included in the SDP. If you feel that greater exploration of root causes of the needs is warranted, facilitate a group process called “Five Whys Root Cause Analysis.” (See <i>Appendix D.1</i> for a description of this process, and see <i>Appendix D.4</i> for an example of the “Five Whys” activity.) • Provide information on the operation of the MEP: number of local projects (See <i>Appendix D.5 Texas Map of Local Operating Agencies and Numbers of Migrant Students</i> and <i>Appendix D.6 New York State Migrant Education Program Organizational Chart</i> as examples of how program information can be provided in a visual snapshot. • Have the group complete the chart in <i>Appendix D.7 Programs and Agencies Serving Migrant Students in Our State</i> to identify existing and possible partners and stakeholders to include in the SDP. • In small groups, grouped according to Goal Areas or Needs, have team members discuss solution strategies from the CNA and provide input: <ul style="list-style-type: none"> ○ Will these solutions have an impact? ○ Do additional solutions or strategies need to be included? ○ What additional implementation challenges need to be addressed? ○ How can they be addressed ○ What common themes exist across needs and solutions? • Reach consensus on a final set of recommended solutions and strategies for the needs identified. • Debrief the day
<p>Follow up:</p> <ul style="list-style-type: none"> • Finalize list of solution strategies that will be included in the SDP • Develop a summary of the implementation challenges for the strategies • Keep the chart on programs and agencies serving migrant students on file 	

Considerations for small states If you are not able to convene a large group for the first meeting, we encourage you to convene a small group of stakeholders to discuss the needs and solution strategies identified in the CNA and the progress of the MEP in the program evaluation. Another alternative is to convene small groups (focus groups) at one or two meetings where stakeholders are likely to attend, such as a state Title I conference, or Parent Advisory Committee meeting, or school social workers conference. At the very least, consider conducting a series of phone interviews to gather input from a range of stakeholders. From the input you gather, you should develop a finalized list of solution strategies and implementation issues.

D.10 Organizing and Archiving Information

As you meet with the planning team and various stakeholders, you should keep thorough records of all conversations, meeting minutes, and group activities, and compile them so that you may use the input to actually write the plan. We recommend that you save as much information as possible electronically, creating files for each section of the SDP. Be sure to date all documents so that you will know which information is the most current. Note that the various charts and templates completed by the planning team can be included in the SDP. Much of your work will be completed by the time you actually begin writing your Plan!

D.11 Summary of Key Concepts

- Collaboration in developing the SDP is not only required under the law, it is an important factor in achieving a plan that really works for your state.
- Choose your team members/collaborators thoughtfully so that you can build a workable plan that gives the most benefits to your migrant students.
- Be sure to include important stakeholders, including parents, on your planning team.
- Establish a planning team that is appropriate for the size of your state, and consider alternative or additional ways to ensure that the process is as participatory as possible.
- Establish a management team and develop a plan for conducting the SDP planning process.
- Ask the planning team to review the CNA and MEP evaluation report.
- Provide group activities that foster discussion and sharing of ideas.
- If you hire a consultant to assist with planning and developing the SDP, you should remain integrally involved with the process.
- Keep thorough records of planning team and stakeholder input so that you can use this information to write each section of the SDP.

D.12 Reflection and Application

1. How will I manage the work of the planning team?
2. Who are the key stakeholders whom I should invite to serve on the SDP planning team?
3. What is a realistic timeline and appropriate number of meetings that will facilitate the development of the SDP?

4. What is the most effective way to enable the planning team to review the CNA, MEP evaluation, and structure of and resources for the MEP (context in which the MEP is implemented)?
5. How can I make best use of the expertise and experience of team members?
6. If hiring a consultant, what expertise and experience should this person have?
7. What is the best way to organize the information gathered from the planning team and other stakeholders?

D.13 Resources and Tools in Appendix D

Appendix D.1 Instructions for Conducting Group Activities

Appendix D.2 Task and Timeline Chart for the Service Delivery Plan Planning Process

Appendix D.3 New York State “Parent-Friendly” Comprehensive Needs Assessment (CNA) Summary from the 2009 New York State Migrant Education Program Service Delivery Plan

Appendix D.4 Example of “Five Whys Root Cause Analysis Group Activity”

Appendix D.5 Texas Map of Local Operating Agencies and Numbers of Migrant Students, from the 2011 Statewide Service Delivery Plan Texas Migrant Education Program

Appendix D.6 New York State Migrant Education Program Organizational Chart from the July 2009 New York State Migrant Education Program Service Delivery Plan

Appendix D.7 Chart for Programs and Agencies Serving Migrant Students in Our State

Appendix D.1 Instructions for Conducting Group Activities

Affinity Process

An Affinity Process may help a team with diverse members to discover the values that they hold in common and build consensus to facilitate planning and decision making. The facilitator should provide a series of prompts written on a piece of chart paper. Questions may include:

- What is the purpose of the migrant education program?
- What are the most important things we want for our migrant children and youth?
- What is the goal of the SDP?"

Step 1. Provide each team member with a pad of Post-it Notes and, ask all team members to respond to the prompts, with each idea expressed in a complete sentence on separate Post-it Note. They should work independently on this task.

Step 2. Organize team members into small groups, either by role group or in mixed groups.

- Provide each group with several sheets of chart paper.
- Provide the following instructions for the small group activity:
 - One person will introduce an idea that he/she wrote and stick it on a piece of chart paper.
 - Others will post similar or related ideas on the chart paper.
 - The next person at the table will introduce an idea and follow the same process.
 - The process will continue until all ideas are placed on the sheets of paper.
 - The groups will be instructed to create three to five word headings for each of the sheets of paper.

Step 3. Reconvene the whole group

- Ask one group to place one of its chart sheets on the wall.
- Invite other groups to place any sheets that are similar next to the first one.
- Then invite the next group to place one of its chart sheets on the wall.
- Invite other groups to post ones on similar topics.
- Continue this process until all sheets are posted. This part of the process works best if the team members can walk around and read all the posted ideas.

Step 4. As the final step, reconvene the small groups to discuss which concepts they feel are most important and craft a rough statement that uses the short headings from the chart sheets to convey their perspectives. These statements will be shared with the whole group and later provided to the team as guiding principles for crafting the SDP.

This process will take one to two hours.

Brainstorming

Brainstorming around the question of “Where are we now?” is a quick way to generate a list of concerns or problems that the team feels should be addressed. This technique can be done at various times during the planning process when the group seems “stuck” or the energy is low. The activity can be done easily in five to seven minutes.

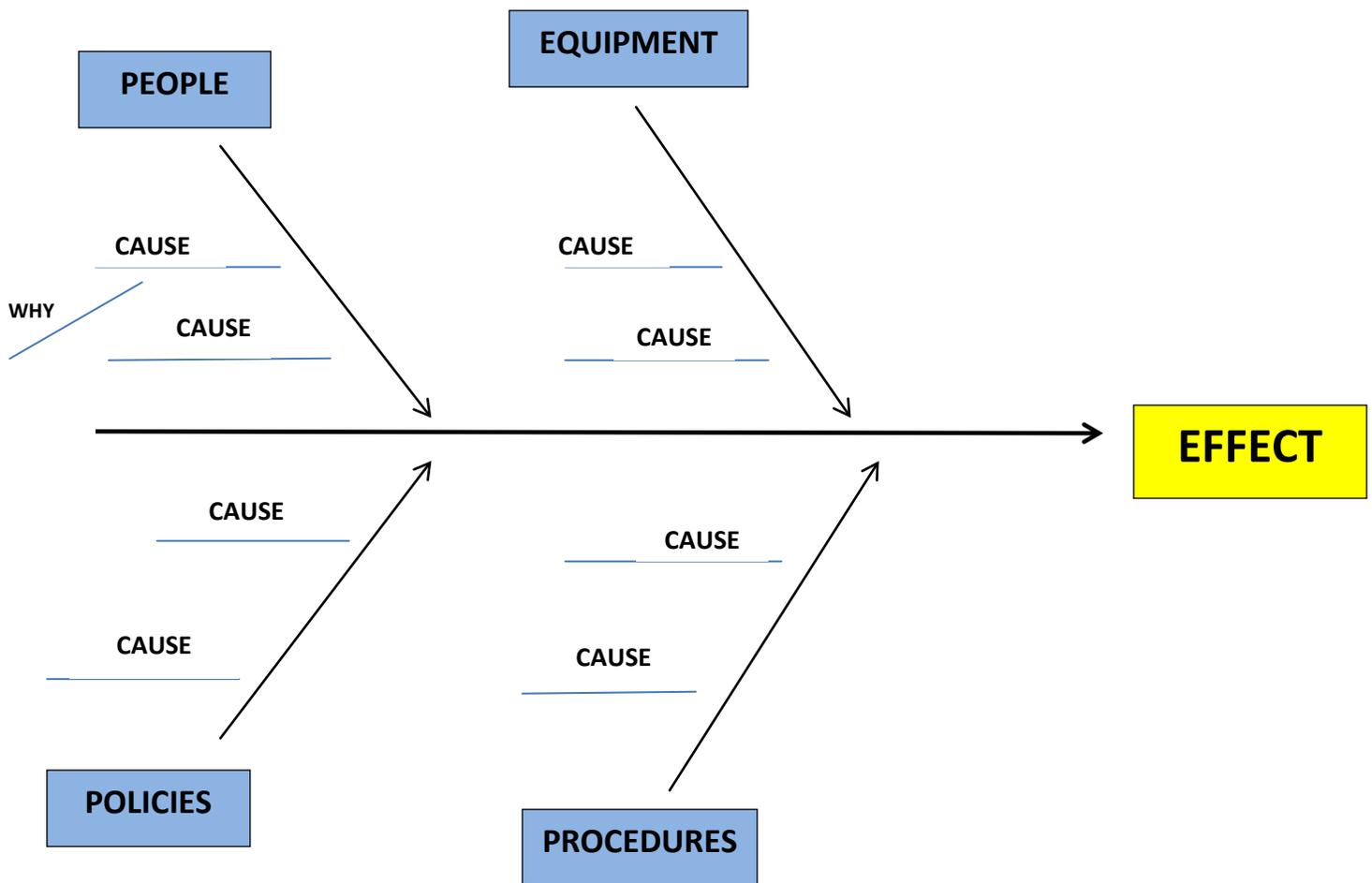
The facilitator should explain that team members should state their ideas briefly without explanation and no idea is to be judged as it is presented. The facilitator should provide a prompt, such as: “The greatest challenges for migrant students in our state are ...” When the activity begins, the facilitator, and perhaps another person to assist, should capture every idea on chart paper.

After the generation phase, one way to determine which ideas resonate with the group or to prioritize the ideas is to provide each team member with three to five colored sticky dots to place on the ideas that they feel are the most important. The ideas on the chart paper that have the most dots are the ones that should form the basis for further discussion.

Cause Effect Diagram (Fishbone)

This activity will help teams identify causes and contributing factors that must be considered in developing an effective plan. The facilitator should provide a problem statement, or elicit one from the group. The problem statement should be written in a box on the right side of a sheet of chart paper positioned horizontally. A line should be drawn across the center of the paper with diagonal lines branching out. The diagram resembles a fish with bones branching out from the spine. On each of the branches, the group can identify causes they feel are related to the problem. After many ideas are written on the diagram, the facilitator may want to have the team members identify the ones that they feel are most important. Providing each team member three to five colored sticky dots will enable them to note which causes they feel are the most significant, and can lead to further discussion for how these will be addressed in the SDP. This activity can be conducted in 15 minutes to a half-hour, depending on the complexity of the diagram.

Sample Cause Effect Diagram



Five Whys Root Cause Analysis

This activity is often used for conducting a root cause analysis because it provides a layered approach to understanding a problem. The facilitator should provide a problem statement (or ask the group to provide such a statement) that is written on chart paper. Then, the facilitator will ask simply, “Why?” The facilitator will write “because” on the chart paper, and summarize the group’s comments into a new statement. The facilitator will repeat this process three to five times until the group reaches consensus on the underlying cause or causes of the problem.

There may be some diverse responses to the “Why?” questions. However, for each analysis, the group needs to focus on one response in order to dig deeper into the root cause of one statement. The facilitator can revisit alternative responses to conduct other analyses at a later time, if he/she determines this is necessary.

Example of Five Whys Analysis

Problem Statement: Migrant students in our state are performing significantly lower in reading and math than other students even though they are provided supplemental services.

Why?

Because migrant students have high rates of absenteeism.

Why?

Because migrant students miss school due to illnesses.

Why?

Because they don’t have easy access to medical care.

Why?

Because there are no medical services near where the families are living.

Why?

Because the area is too rural and population base too small to support a medical clinic.

Note how the process can lead to a very different view of why migrant students may not be performing well in school. The value of this process is to enable team members to consider other strategies beyond instructional solutions for poor academic performance and focus attention on other issues that might have been overlooked.

SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis

A SWOT analysis is helpful in identifying a range of considerations that will facilitate or impede the attainment of outcomes as the team develops the plan. The facilitator should have four sheets of chart paper with the following headings: Strengths, Weaknesses, Opportunities, Threats. After explaining the purpose of the activity to the team, the facilitator should provide a prompt to focus the discussion. An appropriate prompt could be along the lines of, “What are the most important considerations for our state plan to serve migrant children and youth?” Then the facilitator will invite input from the group and capture ideas on the chart paper, beginning with Strengths.

The following questions will help elicit responses for each of the headings:

Strengths:

- What are the best features of our migrant program that we can build on?
- What strengths exist among our migrant children and youth, and their families?

Weaknesses:

- What are the greatest areas of needed improvement in our migrant education program?
- Who or what agencies and programs need guidance and support to help achieve good educational outcomes for migrant children and youth?

Opportunities:

- What untapped resources exist for migrant children, youth, and families in our state?
- Who are the leaders and champions of our migrant program that we need to involve?

Threats:

- What are the barriers to migrant children and youth succeeding in school?
- What will be the challenges to creating a plan that will achieve the Migrant Program Outcomes we desire for migrant children and youth?

Similar to brainstorming, the facilitator will want to keep the group energized and record all ideas quickly. Then, the group can prioritize the ideas by placing colored dots by the ideas that they feel are the most important. The facilitator should spend a few minutes debriefing and summarizing what was learned from the activity.

Think, Pair, Share

Think, Pair, Share is a technique that fosters individual reflection and group discussion on a topic.

Step 1. Provide a prompt, such as a statement, set of data, or article.

Step 2. Ask each individual to reflect on the statement and note ideas in writing. The facilitator should provide team members with a sheet of paper with questions to consider.

Step 3. Ask individuals to pair up and discuss their ideas. Pairs may represent similar roles or very different roles.

Step 4. After pairs have shared their ideas, ask for voluntary comments on what they have learned from each other. This sharing may generate further discussion on the topic that will provide insight into the migrant education program.

Summary of CNA Student Assessment Findings

The New York State CNA, completed in July 2009, analyzed student assessment data from the 2007–08 school year to conduct its “gap analyses.” At that time, it was the most currently available data to utilize for comparison. In April 2010, the 2008–09 student assessment data for migrant students and New York State students overall became available and are included in this service delivery plan. Both years’ data are analyzed in summary fashion below (2008–09 data appear in italics).

1. Area of Concern: English Language Arts (ELA)

- In 2007–08, 53% of 3rd grade migrant students achieved proficiency compared to 70% of all New York State (NYS) 3rd grade students, producing a 17% gap in achievement. *44% of migrant students; 76% of all NYS 3rd graders; producing a 32% gap.*
- In 2007–08, 37% of 4th grade migrant students achieved proficiency compared to 71% of all NYS 4th grade students, producing a 34% gap in achievement. *46% of migrant students; 77% of all NYS 4th graders; producing a 31% gap.*
- In 2007–08, 46% of 5th grade migrant students achieved proficiency compared to 78% of all NYS 5th grade students, producing a 32% gap in achievement. *55% of migrant students; 82% of all NYS 5th graders; producing a 27% gap.*
- In 2007–08, 40% of 6th grade migrant students achieved proficiency compared to 67% of all NYS 6th grade students, producing a 27% gap in achievement. *59% of migrant students; 81% of all NYS 6th graders; producing a 22% gap.*
- In 2007–08, 50% of 7th grade migrant students achieved proficiency compared to 70% of all NYS 7th grade students, producing a 20% gap in achievement. *56% of migrant students; 80% of all NYS 7th graders; producing a 24% gap.*
- In 2007–08, 29% of 8th grade migrant students achieved proficiency compared to 56% of all NYS 8th grade students, producing a 27% gap in achievement. *41% of migrant students; 69% of all NYS 8th graders; producing a 28% gap.*

2. Area of Concern: Mathematics

- In 2007–08, 70% of 3rd grade migrant students achieved proficiency compared to 90% of all NYS 3rd grade students, producing a 20% gap in achievement. *72% of migrant students; 93% of all NYS 3rd graders; producing a 21% gap.*
- In 2007–08, 44% of 4th grade migrant students achieved proficiency compared to 84% of all NYS 4th grade students, producing a 40% gap in achievement. *67% of migrant students; 87% of all NYS 4th graders; producing a 20% gap.*

- In 2007–08, 52% of 5th grade migrant students achieved proficiency compared to 83% of all NYS 5th grade students, producing a 31% gap in achievement. *59% of migrant students; 88% of all NYS 5th graders; producing a 29% gap.*
- In 2007–08, 53% of 6th grade migrant students achieved proficiency compared to 79% of all NYS 6th grade students, producing a 26% gap in achievement. *52% of migrant children; 83% of all NYS 6th graders; producing a 31% gap.*
- In 2007–08, 60% of 7th grade migrant students achieved proficiency compared to 79% of all NYS 7th grade students, producing a 19% gap in achievement. *68% of migrant students; 87% of all NYS 7th graders; producing a 19% gap.*
- In 2007–08, 45% of 8th grade migrant students achieved proficiency compared to 70% of all NYS 8th grade students, producing a 25% gap in achievement. *66% of migrant students; 80% of all NYS 8th graders; producing a 14% gap.*

3. Area of Concern: Graduation/Credit Accrual/Grade Promotion

- The graduation rate for migrant students in the 9th grade 2004 cohort (those who should graduate in June 2008) was determined to be 39%. This compares to a graduation rate of 80% for all members of this cohort in NYS, producing a 41% gap. Migrant cohort graduation rate = 50%; NYS graduation rate = 72%; 2008–09 gap = 22%.
- Of the above referenced migrant graduates, 28% enrolled in college. NYS college enrollment rate for graduates in that cohort was 78%, producing a 50% gap in college enrollment. Migrant cohort college enrollment rate = 28%. NYS college enrollment rate = 79%; 2008–09 gap = 51%.
- Since there is no NYS data available for all of its students relative to being “below modal grade”, we are only able to capture data for migrant students. For grades K through 9th, the median percentage of migrant students who were below modal grade was 26.5% (lowest Kindergarten at 15%; highest 8th grade at 53%). In the 2008–09 program year, 31.7% of migrant students were below modal grade.
- Similarly, no statewide data is available for the retention rate for NYS students. We did capture data for migrant students who had been retained at least once (2007–08 data) for each grade level. For grades K through 12th, the median retention rate for migrant students was 4% (lowest 12th grade at .5%; highest Kindergarten at 11%). In the 2008–09 program year, 7.4% of migrant students had been retained at least once.

Appendix D.4 Example of “Five Whys Root Cause Analysis Group Activity”

The following example of “asking why” leads to a deeper analysis of root causes. Planning teams often jump to a solution before the problem is accurately identified. Notice how digging deeper identifies a root cause or need that, when addressed, will have a much greater impact on the academic performance of migrant children.

A local school district noticed that the migrant children in their community were consistently scoring poorly in math.

Why are students scoring poorly?

At first glance, the district suspected the new math curriculum; however, they also noticed that attendance was extremely poor among the migrant students.

Why is attendance poor among migrant students?

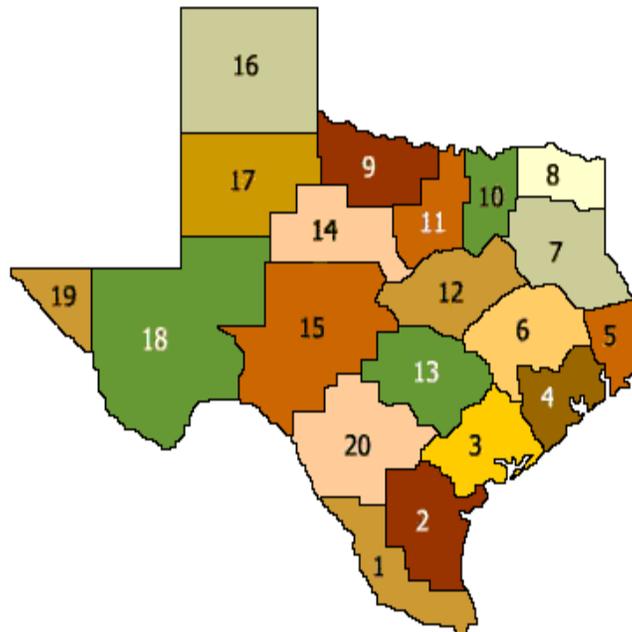
After meeting with groups of parents and teachers, the district realized that the parents desperately wanted to send their children to school; however, the children were often sick and unable to attend.

Why are students sick?

Administrators learned that many of the families could not afford insurance and children were in need of proper healthcare. This awareness prompted the district to collaborate with the local health department to deliver services out to the migrant community. In addition, the district was able to recruit local doctors to provide a health clinic once a month to treat migrant children and their families. These efforts have resulted in an increase in student attendance and a rise in achievement scores across all subjects.

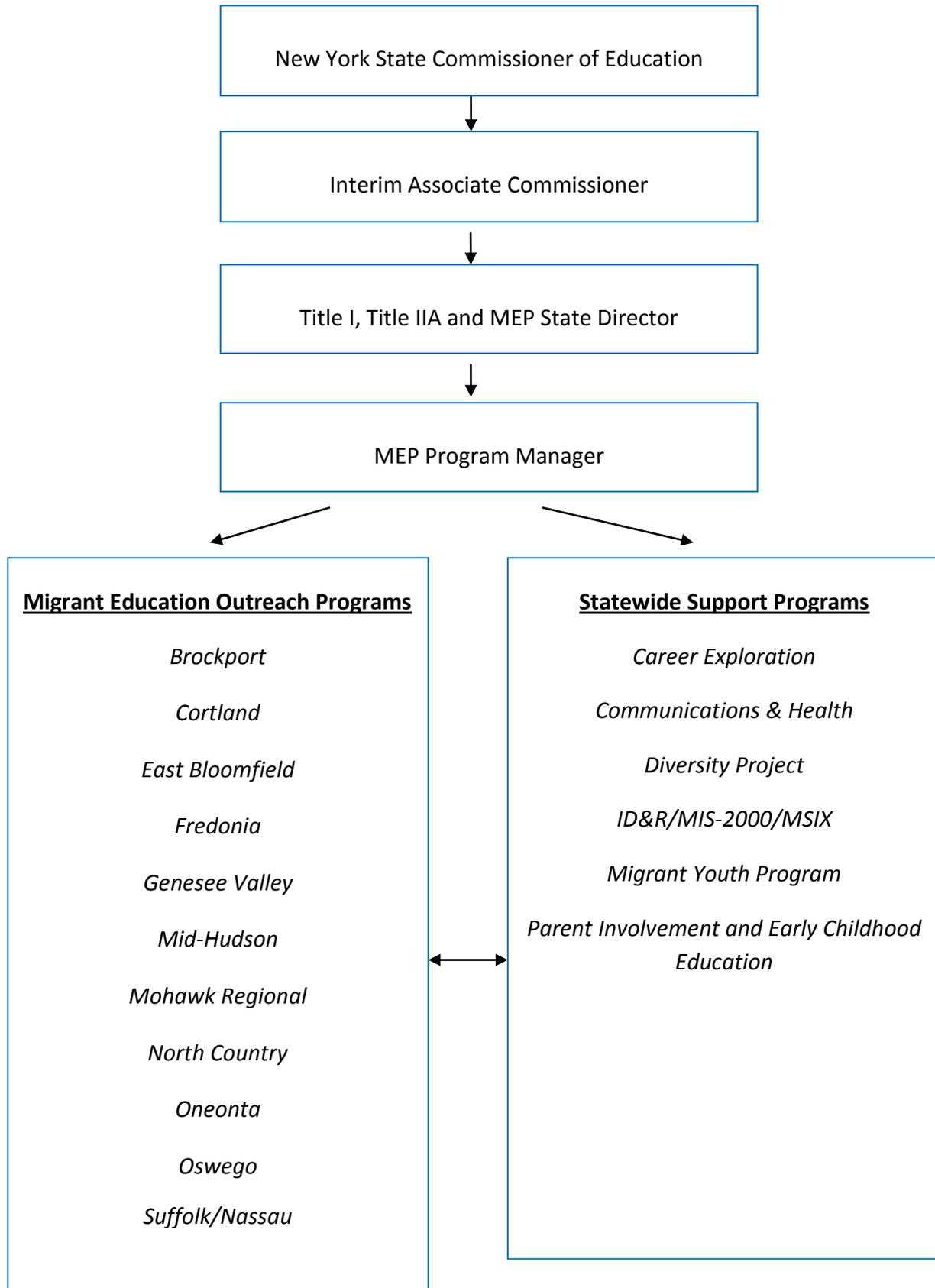
Appendix D.5 Texas Map of Local Operating Agencies and Numbers of Migrant Students from the 2011 Statewide Service Delivery Plan Texas Migrant Education Program

	2005-2006 Reporting Period	2006-2007 Reporting Period
Region 1 – Edinburg	38,401	31,736
Region 2 – Corpus Christi	4,572	2,758
Region 3 – Victoria	395	280
Region 4 – Houston	3,599	2,673
Region 5 – Beaumont	410	333
Region 6 – Huntsville	442	203
Region 7 – Kilgore	542	259
Region 8 – Mount Pleasant	1,394	766
Region 9 – Wichita Falls	272	130
Region 10 – Richardson	1,407	839
Region 11 – Fort Worth	670	462
Region 12 – Waco	483	247
Region 13 – Austin	1,498	1,038
Region 14 – Abilene	661	435
Region 15 – San Angelo	2,398	1,380
Region 16 – Amarillo	6,358	3,591
Region 17 – Lubbock	4,452	3,255
Region 18 – Midland	1,613	1,353
Region 19 – El Paso	4,051	3,095
Region 20 – San Antonio	6,662	5,270
Total in State (duplicated count)	80,280	60,103



For maps of Counties and Districts in each ESC Region, visit the [Texas School District Locator Page](#).

Appendix D.6 New York State Migrant Education Program Organizational Chart from the July 2009 New York State Migrant Education Program Service Delivery Plan



Appendix D.7 Programs and Agencies Serving Migrant Students in Our State

Program or Agency	Services	Description of Coordination or Collaboration with the Migrant Education Program