

Section H: Looking Forward

Developing the Service Delivery Plan (SDP): A Step-by-Step Approach
--

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.
--

Once you have developed all sections of the Service Delivery Plan (SDP), you will need to plan the implementation. Launching a new plan, particularly when the effort involves other stakeholders who may be required to change their current ways of operating, is a critical period that can either create resistance or excitement over an opportunity to improve services. Therefore, we recommend including a section in the SDP that details how the Plan will be communicated to local projects and stakeholders, how local projects receive the training and support to implement the Plan well, and how you will review data and make adjustments so that the Plan remains relevant and constructive. In addition, partnerships and collaborations are essential to support the SDP and will provide resources and support to sustain the Plan. This section of your SDP should also address strategic partnerships and include activities to build and maintain them. *Appendix H.1* is a planning chart that will assist in organizing activities in this section of the SDP.

H.1 Communicate the Plan to Local Operating Agencies (LOAs)

Most of the services for migrant students occur at the local project level; therefore, it is imperative that LOAs understand the purpose of the Plan and expectations for them to implement it. LOAs that understand the Plan will be able to make better day-to-day decisions and carry out the Plan as it was intended. To do this, they will need regular, ongoing communication and guidance from the state Migrant Education Program (MEP). Following are some strategies to communicate the Plan to LOAs and support implementation:

- Post a link to the SDP on state MEP website.
- Create a listserv that includes local project directors; use the listserv to distribute information about the Plan and identify key dates.
- Conduct presentations on the SDP at state and local conferences; ensure that local project directors understand the state performance targets and state strategies identified to meet the needs of migrant students; these presentations will provide an opportunity for the local projects to provide feedback and ask questions.
- Conduct presentations at conferences sponsored by other Federal programs, informing them of the needs of migrant children and ways the SDP will address the needs; many of the attendees will be collaborating partners for the local projects and can provide additional support and reinforcement for implementing the Plan at the local level.
- Provide onsite or online trainings on a regular basis specifically to build the capacity of LOAs to plan their local programs in a process that mirrors the planning on the state level; that is,

provide training on topics, such as conducting a needs assessment, logic model thinking, developing measurable program outcomes, and evaluating their program.

Review additional technical assistance strategies for LOAs in Section G.2.

Resistance to change is one of the most common problems encountered when launching a new initiative. Factors that lead to resistance include:

- Poor communication about expectations
- Lack of stakeholder engagement
- Lack of trust
- Ineffective leadership for the change
- Inadequate resources
- Doubt that the Plan will be effective

To avoid resistance to implementing the SDP, consider the following strategies:

- Facilitate open and two-way communication among all stakeholders. Gather information about stakeholders' concerns and address these concerns directly, either in a group setting or with certain individuals, as needed.
- Reinforce that the development of the Plan included representatives from local projects and was based on an analysis of data that identified needs of migrant children in the state.
- Share local project successes with implementing the Plan.
- When presenting the Plan or providing professional development on implementing the Plan, invite local project directors to discuss successes they have had in implementing the Plan and challenges they have faced and ways to overcome them. The best spokespeople for the Plan are those who can help their peers understand the benefits and address the challenges.
- Be clear in the expectations for how the local projects are accountable for implementing the Plan through the granting process and local monitoring; explain the consequences for not implementing the Plan.
- Offer customized support to help LOAs develop their local plans and utilize their resources effectively.
- Be open to LOAs providing alternatives to strategies in the SDP if they can provide strong data that supports their rationale and can provide a plan that will likely achieve the measurable program outcomes in the SDP and state performance targets.

We recommend that you include in your SDP a list of activities and a timeline for announcing the SDP to local projects and getting them up to speed in implementing it. First year activities may include:

- Sending a memo to local project directors and school district superintendents announcing the Plan and ways that it will benefit migrant students

- Presenting an overview of the SDP at state migrant conferences or state programs conferences
- Developing a series of webinars on parts of the SDP to build local capacity for planning and implementation
- Conducting quarterly conference calls so that local projects can ask questions or discuss challenges

H.2 Communicating the Plan to Other Stakeholder Groups and Collaborators

Other stakeholders or stakeholder groups that may have been involved in the development of the SDP but who are less critical to the day-to-day implementation will not need ongoing communication, but should still be familiar with the SDP. These stakeholders might include planning team members, representatives from other Federal programs, state-level administrators, members of parent advisory councils (PACs), or collaborating agencies.

We suggest that you include in your SDP a plan for how you will communicate the Plan with stakeholders. Activities may include:

- Sending a copy of the final Plan
- Posting a copy of the final Plan on the MEP website (and send individuals an email announcement with a link or post the link on listservs)
- Preparing presentations for
 - Federal program conferences
 - State and local PAC meetings
 - State education agency administrative staff meetings
 - Agencies that serve migrant students

H.3 Revisiting the SDP with the Planning Team

It is important to periodically revisit your SDP in order to monitor progress and make adjustments. We suggest that you maintain the involvement of the planning team (or representatives from the stakeholder groups that were involved in the development of the Plan if the original members cannot continue). You should provide periodic updates on formative evaluation data or emerging issues.

The ongoing involvement of the MEP evaluator will ensure that you receive formative data on both the implementation and results of the SDP. Formative data will help to identify issues that can be examined and addressed early in the implementation process.

Revisiting the Plan

- What problems have been encountered thus far?
- Have programs been implemented as planned? If not, why not?
- What additional support is needed at the local level?

We suggest scheduling a face-to-face meeting of the planning team at least annually for the purpose of examining the progress, evolution, and direction of the Plan. These meetings will provide an opportunity to hear directly from the local projects that are responsible for implementation. Representatives from LOAs can report on what aspects of the Plan are working and what challenges they may be facing in its implementation. With this information, the planning team can recommend adjustments to the Plan to improve its effectiveness.

Remember that an effective SDP is more than just a well-written plan. It guides an ongoing process of collaborative, strategic problem solving. However, keep in mind that change is a lengthy process, and it may take years to achieve full implementation of the Plan and optimum results. While you do not want to maintain a plan that is outdated, you also do not want to make significant changes in strategies before they have had time to be fully implemented for maximum impact. This means that you should not make changes to the Plan too rapidly as there has to be time allotted for impact to occur.

We suggest that you include in the SDP a timeline for periodically reconvening the planning team in face-to-face meetings or other types of communication such as conference calls and emails. You may want to work with the MEP evaluator to establish certain benchmarks for implementation and results. What do you expect to see in six months? In a year? Two years? If you are not meeting the short-term benchmarks, you should explore reasons with the planning team and consider possible changes to the SDP.

H.4 Keeping Abreast of Change and Emerging Issues

In addition to reviewing the Plan for progress on implementation and results, we suggest that you also revisit the Plan on a regular basis (at a minimum of annually) to review it in light of any changes in policies, demographic trends, or new issues that have emerged.

We recommend that you keep abreast of any changes and information (e.g., new statutory requirements, regulations, or non-regulatory guidance) that come from the Federal level and changes in state performance targets.

You can keep informed by

- Attending national conferences and state programs conferences
- Attending migrant education conferences, or those on related topics
- Participating in migrant education listservs
- Communicating frequently with collaborators, local MEP staff, parents, and other stakeholders
- Serving on relevant task forces

Reviewing LOA data on migrant students that are submitted to the U.S. Department of Education through the Consolidated State Performance Report (CSPR) annually will help you keep track of demographic and academic trends. States are experiencing significant changes in the number of migrant students and the characteristics of those students. It is critical to re-

evaluate the needs of migrant students, identify available resources, and make appropriate adjustments to your processes and services.

We suggest that you include in the SDP the activities in which state MEP staff will participate, in order to keep abreast of migrant trends and emerging issues.

H.5 Updating the Plan

According to the *Guidance*, the state education agency (SEA) should update the comprehensive state SDP when the SEA:

- (1) updates the statewide Comprehensive Needs Assessment (CNA);
- (2) changes the performance targets and/or measurable outcomes;
- (3) significantly changes the services that the Migrant Education Program (MEP) will provide statewide; or
- (4) significantly changes the evaluation design.

The *Guidance* recommends updating the CNA every three to five years, which means that your SDP should be updated with the same frequency. It is important to keep in mind that the SDP is part of a Continuous Program Improvement Cycle that includes continual review of the CNA and Evaluation Plan.

You should note in the SDP the target date for repeating the cycle of assessing needs, creating an SDP, and conducting an evaluation.

H.6 Maintaining Partnerships and Coordination with Other Programs

Maintaining coordination and collaboration with other Federal and state-level programs and agencies that serve migrant students will enable you to coordinate resources effectively and keep stakeholders actively involved. In addition to involving them as planning team members, consider efforts such as cross-program training, sharing data, and co-presenting at meetings and conferences. These activities will enable you to identify areas of common need that offer opportunities for coordination and resource sharing.

Revisit *Appendix B.2* for a list of Federal programs that provide resources and support for migrant students and *Appendix B.3* for a list of Office of Migrant Education Coordination Grants. You will also want to consider state, regional, and local agencies with which you currently collaborate, as well as those with which you like to build and strengthen partnerships.

Appendix H.1 is a chart to help you document connections that you currently have in place as well as those that need to be cultivated. We suggest that you complete this chart to think about additional opportunities for coordination and collaboration. You will want to specifically identify relationships that are not yet achieving their potential and follow up with those

partners. We suggest that you engage a wide range of stakeholders as partners, and reach out and offer opportunities to coordinate services.

You should include activities for building and maintaining collaborations in the Plan for Looking Forward in *Appendix H.2*.

Considerations for Small States. If you are unable to reconvene the planning team for input on updating the SDP, we suggest that you convene stakeholders in focus groups at national or state conferences for this purpose. An annual online survey of key stakeholders is another strategy for gathering information that would inform an update of the SDP.

H.7 Summary of Key Concepts

1. Facilitating open and ongoing communication with local projects regarding the SDP will help create buy-in and local-level implementation.
2. It is important to communicate the Plan with both stakeholders who are involved in the day-to-day implementation of the Plan, as well as those whose involvement is more tangential.
3. You should reconvene the planning team at least annually to review formative data to determine if changes need to be made to the SDP.
4. It is important to update the Plan as new policies, issues, or trends emerge, or at least every three years.
5. Building and maintaining partnerships will enable you to coordinate resources efficiently.

H.8 Reflection and Application

1. What is your plan to communicate the SDP to local projects?
2. What challenges do you foresee for local implementation of the SDP, and how will you address them?
3. What programs and agencies should be informed about the SDP?
4. When will you reconvene the planning team to revisit the SDP?
5. What are some benchmarks of implementation and results that you expect after six months? One year? Two years?
6. What program and agency collaborations do you want to build or maintain? What strategies will you implement for these collaborations?

H.9 Resources and Tools in Appendix H

Appendix H.1 Collaborations to Build or Maintain

Appendix H.2 Plan for Looking Forward

Appendix H.1 Collaborations to Build or Maintain

Program or Agency	How should the program or agency be involved? Where is there overlap with migrant education? What migrant education services are available	Program Contact	Connections in Place	Connections Needed	Next Steps

Appendix H.2 Plan for Looking Forward

Activity	2012				2013				2014			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Communicating the Service Delivery Plan to local projects <ul style="list-style-type: none"> • Insert activities 												
Communicating the Service Delivery Plan to other stakeholders <ul style="list-style-type: none"> • Insert activities 												
Revisiting the Service Delivery Plan with the planning team <ul style="list-style-type: none"> • Insert activities 												
Updating the Plan <ul style="list-style-type: none"> • Insert activities 												
Building and maintaining partnerships <ul style="list-style-type: none"> • Insert activities 												