Migrant Education

Service Delivery Plan Toolkit

A Tool for State Migrant Directors

Summer 2012

Developed by the U.S. Department of Education Office of Migrant Education through a contract with The SERVE Center at the University of North Carolina-Greensboro.

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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.

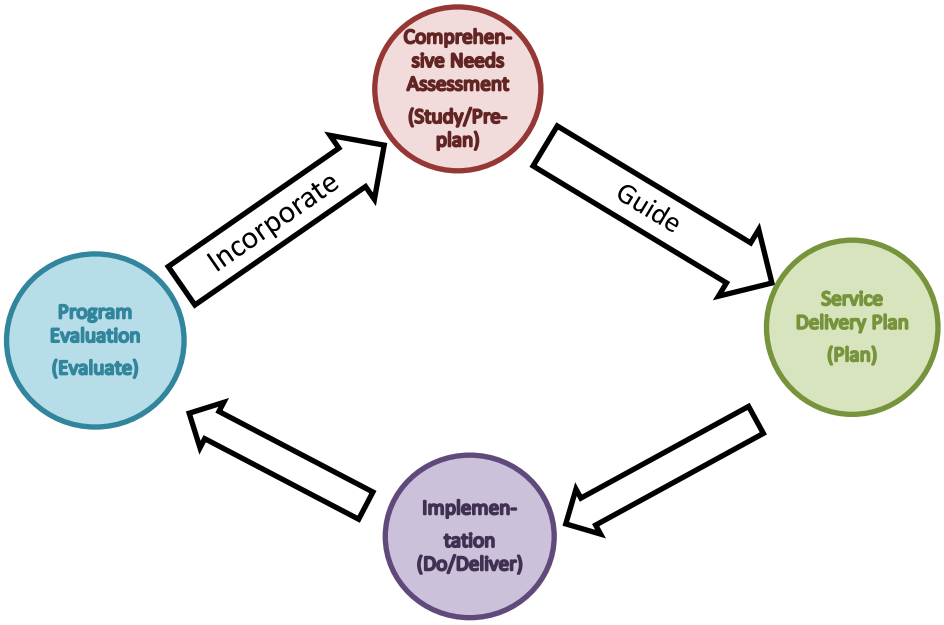
The *Service Delivery Plan Toolkit* is a flexible aid that state directors may customize to meet their state needs. State migrant education programs vary widely in size, structure, and students served. The *Toolkit* offers suggestions and recommendations to help state directors create a plan that works 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
Step 1: Conceptualize the big picture of the task of developing the SDP. • 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	Section A, Section B, Appendix B.2 and B.3 Section I, Appendix I.1 (Suggested Table of Contents)	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.
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.	Section C	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.
Step 3: Develop a timeline for developing the SDP.	Section D	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

STEPS	RELATED SECTIONS OF THE SDP	SUGGESTIONS
		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 and 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

STEPS	RELATED SECTIONS OF THE SDP	SUGGESTIONS
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.

STEPS	RELATED SECTIONS OF THE SDP	SUGGESTIONS
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

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

STEPS	RELATED SECTIONS OF THE SDP	SUGGESTIONS
Step 1: Conceptualize the big picture of the task of developing the SDP. • 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	Section A, Section B, Appendix B.2 and B.3 Section I, Appendix I.1 (Suggested Table of Contents)	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.
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.	Section C	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.
Step 3: Develop a timeline for developing the SDP.	Section D	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.

STEPS	RELATED SECTIONS OF THE SDP	SUGGESTIONS
		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 and 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 targets, CNA review and summary, service delivery strategies,	Section E	The planning team (and additional experts) will be instrumental in developing the components of the SDP. The templates and charts provided in the appendices are great resources that can be included in the

STEPS	RELATED SECTIONS OF THE SDP	SUGGESTIONS
measureable program outcomes, and evaluation.		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.
Step 13: Write the SDP.	Section I	You should have a wealth of information, charts, and input

STEPS	RELATED SECTIONS OF THE SDP	SUGGESTIONS
		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."

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

Section B: Overview of Statutes, Regulations, and Non-regulatory Guidance Related to Service Delivery Plans

Developing the Service Delivery Plan (SDP): A Step-by-Step Approach	
Step 1: Conceptualize the big picture of the task of developing the SDP. • 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	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 Coordination Grants to include in planning and service delivery. Section F discusses additional sections to include in the SDP and Appendix I.1 provides a sample table of contents for the SDP list of suggested sections.

The state education agency's (SEA's) comprehensive state plan for service delivery is the primary tool for designing and communicating the direction of the program. (Guidance)

Three main documents inform and guide migrant education programs and their service delivery. It is important to fully read the documentation to ensure complete compliance with program requirements:

- Code of Federal Regulations, Title 34, Sec. 200.83, *Responsibilities of SEAs to implement projects through a Comprehensive Needs Assessment and a comprehensive state plan for service delivery* (http://cfr.vlex.com/vid/200-83-implement-through-needs-delivery-19757826).
- Elementary and Secondary Education Act, Section 1306, *Comprehensive Needs Assessment and Service Delivery Plan; authorized activities* (http://www2.ed.gov/policy/elsec/leg/esea02/pg8.html#sec1306).
- *Non-Regulatory Guidance: Education of Migrant Children under Title I, Part C of the Elementary and Secondary Education Act of 1965* (specifically Chapter IV –

Comprehensive Needs Assessment and Service Delivery Plan) (http://www.ed.gov/programs/mep/mepguidance2010.doc).

While a summary of the requirements is provided in this section, it is important to read the relevant sections of the referenced documents fully, especially to clarify questions regarding program requirements.

B.1 Service Delivery Plan (SDP)

To ensure that states and local operating agencies (LOAs) identify and address the special educational needs of migratory children, the law requires that states prepare a comprehensive state plan that:

- Is integrated with other Federal programs
- Provides that migratory children will have an opportunity to meet the same challenging state academic content and academic achievement standards that all other children are expected to meet
- Specifies measurable program goals and outcomes
- Encompasses a full range of services available to migratory children
- Involves joint planning
- Provides for integration of services

B.2 SDP Components

To ensure that the Service Delivery Plan is linked to and accountable for state performance goals, the SDP is required to include the following components:

1. *State-approved performance targets* that focus on reading, mathematics, high school graduation, high school dropouts, school readiness if appropriate, and any other state identified targets for migrant children.
2. *Identification and assessment* of the unique needs of migrant children resulting from a migratory lifestyle and other needs that must be met for migrant students to participate effectively in school.
3. *Measurable program outcomes* (MPOs) (i.e., objectives) that a State's Migrant Education Program (MEP) will produce to meet the identified unique needs of migratory children and help migratory children achieve the State's performance targets.
4. *Service delivery strategies* the SEA will pursue on a statewide basis to meet the performance targets and MPOs developed for the Plan.
5. *Evaluation* descriptions that outline how the SEA will evaluate the effectiveness of the MEP.

To help ensure that your SDP is compliant with Federal regulations and the *Guidance*, a checklist of requirements is provided in Appendix B.1.

B.3 Priority for Services

Migrant students are held to the same state performance goals and targets as all other students. In order to ensure that migrant students with the greatest risk factors are provided the additional support they need to achieve the state performance targets, the law requires that certain migrant students be given priority over other students in consideration of the services the SEA provides.

Section 1304(d) of the Elementary and Secondary Education Act (ESEA) requires that states give priority to those migrant students who are most vulnerable and in need of services. Migrant students identified as PFS are children:

- Who are failing **or** who are most at risk of failing to meet the state's academic and achievement standards, *and*
- Whose education has been interrupted during the regular school year

B.4 Preschool Migratory Children and Out-of-School Youth

- Section 1304(c) (4) of the ESEA requires that states, in carrying out their programs and projects, address the unmet needs of preschool migratory children.

- Under their consolidated state applications, all SEAs adopted a performance goal for their MEPs that all migrant students will graduate from high school. One of the groups of migratory youth who are least likely to graduate from high school is out-of-school youth. Because the high school graduation goal is also a subject of the migrant program evaluation, it follows that the unique needs of these youth should be addressed in the SDP.

B.5 Updates and Revisions to the State SDP

Once developed, the SDP is to remain in effect and be periodically reviewed and revised by the state to reflect changes in strategies and programs. Specifically, the SDP should be updated when the state:

1. Updates the statewide CNA
2. Changes the performance targets and/or MPOs
3. Significantly changes the services that the MEP will provide statewide
4. Significantly changes the evaluation design

B.6 Serving Migrant Children Through Other Programs

Sections 1304(b) and 1306(a) of the ESEA require SEAs to identify and address the special educational needs of migrant children by providing them a full range of services from appropriate local, state, and Federal educational programs. In providing these services, SEAs

must plan jointly with local, state, and Federal programs and must integrate the Migrant Education Program with services provided by other programs.

The statute for Title I, Part A includes language specific to serving migrant children, requiring services to be provided to eligible migrant children and formerly migrant children on the same basis as other eligible children.

- Schoolwide programs must implement reform strategies that address the needs of *all* children in the school, and the law specifically mentions the inclusion of migrant students.
- Migrant children in targeted assistance schools are eligible to participate in the Title I, Part A program.

If a LOA qualifies for a Title III subgrant, migrant children who are limited English proficient must be selected to receive Title III services on the same basis as all other limited English proficient children.

Appendix B.2 provides a list of these and other Federal programs that serve and provide resources for migrant children. The MEP needs to be familiar with these programs and determine with which ones to coordinate in order to provide a full range of services for migrant students.

State MEP officials must also coordinate with other states, and ensure that LOAs coordinate with one another internally in a state. Interstate and intrastate coordination facilitates coordination of services and timely transfers of records and information on migrant students, and so minimizes the educational disruption caused by the migrant mobile lifestyle.

In addition, the Office of Migrant Education awards coordination grants in certain areas. MEP coordination funds are used to provide grants and contracts to improve the interstate and intrastate coordination of MEPs. Appendix B.3 *Office of Migrant Education Coordination Grants* provides a list of migrant education coordination grants.

B.7 Summary of Key Concepts

- The SDP helps the MEP describe the services that will be provided on a statewide basis to address special educational needs of migrant students.
- The SDP must include performance targets, a needs assessment, measurable program outcomes, service delivery, and an evaluation.
- In providing services, SEAs must give priority to migrant children who are failing or are most at risk of failing and whose education has been interrupted during the regular school year; the SDP must address how these services will be delivered and evaluated.

- The SDP should be updated when the SEA: updates the CNA; changes the performance targets and/or MPOs; significantly changes the services that the MEP will provide; or significantly changes the evaluation design.
- MEP officials should be familiar with the range of programs that provide services for migrant students and establish coordination and collaboration.
- MEP officials should build strong interstate and intrastate coordination to facilitate the timely transfer of records and information related to migrant students.

B.8 Reflection and Application

1. Do I understand the regulations and requirements that govern the MEP?
2. Do I understand the requirements related to the SDP?
3. With what programs does the MEP currently coordinate or collaborate? With what programs should the MEP coordinate or collaborate?
4. What is the level of interstate and intrastate coordination that exists with the MEP? How can it be improved?

B.9 Resources and Tools in Appendix B

Appendix B.1 Checklist for Reviewing Your Service Delivery Plan (SDP)
Appendix B.2 Federal Programs that Provide Services and Resources for Migrant Children
Appendix B.3 Office of Migrant Education Coordination Grants

Appendix B.1 Checklist for Reviewing Your Service Delivery Plan (SDP)

The following checklist is based on the Elementary and Secondary Education Act (ESEA; Title I, Part C, Section 1306); Code of Federal Regulations, and the 2010 *Non-Regulatory Guidance*. This checklist can serve as a quick reference guide to help determine if your SDP meets the Federal requirements.

The SDP includes how we address specific needs of migratory students:

- ❑ The Plan reflects how our state will provide services so that migrant children will be able to meet the same academic standards as all children. (ESEA, Sect. 1306(a)(1)(C); *Guidance*, Chapter IV, Introduction)

- ❑ The Plan specifies how the special needs of migratory children are specifically addressed—including those children that are determined to be Priority for Service (PFS) students and other subgroups of children with special needs, such as preschool migratory children and out-of-school migrant youth. (ESEA, Sect. 1306(a)(1)(i); *Guidance*, Chapter IV, A7, A8, B6)

- ❑ The Plan describes what activities/funding will be used to meet the identified needs and permit migrant children to participate effectively in school. (*States have flexibility, but these identified needs must be met first.*) (ESEA, Sect. 1306(b)(1); 34 C.F.R Section 200.83(A)(2)(ii))

The SDP is planned in collaboration with others:

- ❑ The Plan is integrated with other plans under this Act. (ESEA, Sect. 1306(a)(1)(A); *Guidance*, Chapter IV, B4)

- ❑ The Plan is developed in collaboration with the parent advisory council (PAC), or if no PAC exists, with parents of migrant children, in a language and format they understand. (ESEA, Sect. 1306(a)(1)(B(ii); 34 C.F.R. Section 200.83(b); *Guidance*, Chapter IV, B4)

- ❑ The Plan includes a description of how parents and/or the state PAC were consulted to develop the Plan. (*Guidance*, Chapter IV, B6)

- ❑ The Plan encompasses a range of local, state, and Federal services for migrant children. (ESEA, Sect. 1306(a)(1)(E))

- ❑ The Plan was jointly planned among local, state, and Federal programs (ECE, language instruction, and other programs under Parts A and B). (ESEA, Sect. 1306(a)(1)(F); *Guidance*, Chapter IV, B4)

- ❑ The Plan provides for integration of services. (ESEA, Sect. 1306(a)(1)(G), *Guidance*, Chapter IV, B4)

The SDP includes how we will keep the plan current and ensure all eligible children are identified:

- ❑ A plan is in place to periodically review and revise our SDP to reflect changes in strategies and programs. (ESEA, Sect. 1306(a)(2)(B), *Guidance*, Chapter IV, B7)

- ❑ The Plan provides a description for identification and recruitment activities and quality control procedures. (*Guidance*, Chapter IV, B6)

- ❑ The Plan includes a description for requesting and using migrant student records and transferring migrant student records to schools and other migrant projects. (*Guidance*, Chapter IV, B6)

The SDP <u>must</u> include the State Adopted Performance Targets for:

- ❑ Reading
- ❑ Math
- ❑ High School Graduation
- ❑ Number of Dropouts
- ❑ School Readiness (if adopted by our SEA)
- ❑ Any other performance target our state has identified for migrant children

(ESEA, Sect. 1306(a)(1)(C); 34 C.F.R. Section 200.83(a)(1)(i-ii); *Guidance*, Chapter IV, Introduction)

The SDP includes Measurable Program Outcomes (MPOs):

- ❑ The Plan includes MPOs that the Migrant Education Program will produce statewide through specific education or education-related services. (ESEA, Sect. 1306(a)(1)(D); 34 C.F.R. section 200.83; *Guidance*, Chapter IV, B5)

- ❑ The Plan includes MPOs that will help achieve state performance targets. (*Guidance*, Chapter IV, B2, B5)

The SDP provides information on service delivery:

- ❑ The Plan clearly describes the strategies for achieving the performance targets and measureable objectives. (*Guidance*, Chapter IV, Introduction)

- ❑ The Plan addresses other non-educational needs that must be met in order to participate effectively in school (health, dental, nutritional, etc.). (*Guidance*, Chapter V, A3)

The SDP has an evaluation component:

- ❑ The Plan describes how our state will evaluate whether, and to what degree, the program is effective in relation to performance targets and measurable outcomes. (34 C.F.R. 200.83(a)(5); 34 C.F.R. 200.84; *Guidance*, Chapter IV, B5)

Appendix B.2 Federal Programs that Provide Services and Resources for Migrant Children

Department of Health and Human Services
Head Start
http://www.acf.hhs.gov/programs/ohs/index.html
The Office of Head Start provides grants to local public and private non-profit and for-profit agencies to provide comprehensive child development services to economically disadvantaged children and families, with a special focus on helping preschoolers develop the early reading and math skills they need to be successful in school. Head Start programs promote school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social, and other services to enrolled children and families. They engage parents in their children's learning and help them in making progress toward their educational, literacy, and employment goals. Significant emphasis is placed on the involvement of parents in the administration of local Head Start programs. In FY 1995, the Early Head Start program was established to serve children (0–3) in recognition of the mounting evidence that the earliest years matter a great deal to children's growth and development. Also, Migrant Head Start programs are funded through the Office of Head Start.
Department of Education
Title I, Part A (ESEA) – Improving the Academic Achievement of the Disadvantaged
http://www2.ed.gov/programs/titleiparta/index.html
Title I, Part A of ESEA provides financial assistance to local education agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state.
Individuals with Disabilities Education Act (IDEA)
http://idea.ed.gov/
IDEA ensures services for children with disabilities. IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 6.5 million eligible infants, toddlers, children, and youth with disabilities. Infants and toddlers with disabilities (0–2) and their families receive early intervention services under IDEA Part C. Children and youth (3–21) receive special education and related services under IDEA Part B.
Title I, Part D (Elementary and Secondary Education Act – ESEA) – Prevention and Intervention Program for Youth who are Neglected, Delinquent, or At-Risk
http://www2.ed.gov/programs/titleipartd/index.html

The Title I, Part D, Subpart 1, State Agency Neglected and Delinquent (N and D) program provides formula grants to SEAs for supplementary education services to help provide education continuity for children and youths in state-run institutions for juveniles and in adult correctional institutions so that these youths can make successful transitions to school or employment once they are released. Funds are allocated by formula to SEAs, which make subgrants to the state agencies responsible for educating neglected or delinquent children and youths. The Subpart 2 Local Education Agency Program requires each SEA to reserve from its Title I, Part A, allocation, funds generated by the number of children in locally operated institutions for delinquent youths. Funds are awarded to LEAs with high proportions of youths in local correctional facilities to support dropout prevention programs for at-risk youths. The programs support supplemental instruction in core subject areas, such as reading and mathematics, as well as tutoring, counseling, and transition services.
Title III, Part A (ESEA) – English Language Acquisition, Language Enhancement, and Academic Achievement Act
http://www2.ed.gov/about/offices/list/oela/index.html
Title III of ESEA assists SEAs and LEAs with the development of high-quality language instruction to ensure children who have limited English proficiency, including immigrant children, meet the same challenging state academic standards as all children are expected to meet. It provide SEAs and LEAs with flexibility to implement language instruction programs, based on scientifically based research on teaching limited English proficient children, that the agencies believe to be the most effective for teaching English.
Title IV, Part B (ESEA) – 21st Century Community Learning Centers
http://www2.ed.gov/programs/21stcclc/index.html
Title IV, Part B of ESEA supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.
McKinney-Vento Homeless Assistance Act
http://www2.ed.gov/programs/homeless/index.html
Title X, Part C, The Education for Homeless Children and Youth Program in ESEA ensures that homeless children and youth receive a free and appropriate public education and removes barriers to their educational access, attendance, and success. This includes addressing problems due to transportation needs, immunization and residency requirements, lack of birth certificates and school records, and guardianship issues. The program supports an office for coordination of the education of homeless children and youths in each state to oversee the implementation of the McKinney-Vento Act. Every school district must have a local homeless liaison. The McKinney-Vento Act specifically mentions migrant students who are experiencing homelessness according to the definition included in the law.
Department of Agriculture
National School Breakfast Program
http://www.fns.usda.gov/cnd/breakfast/
The School Breakfast Program (SBP) provides cash assistance to States to operate nonprofit

breakfast programs in schools and residential childcare institutions. The program is administered at the Federal level by the Food and Nutrition Service. State education agencies administer the SBP at the State level, and local school food authorities operate it in schools. All migrant children are eligible for SBP.
Summer Food Service Program
http://www.summerfood.usda.gov/
The program is designed to provide free and reduced-price breakfast and lunch during the summer. All migrant children are categorically eligible for Summer Food Service Program.
Special Milk Program
http://www.fns.usda.gov/cnd/milk/
The Special Milk Program provides milk to children in schools and childcare institutions who do not participate in other Federal meal service programs. The program reimburses schools for the milk they serve. Schools in the National School Lunch or School Breakfast Programs may also participate in the Special Milk Program to provide milk to children in half-day pre-kindergarten and kindergarten programs where children do not have access to the school meal programs.
Special Supplemental Program for Women, Infants, and Children (WIC)
http://www.fns.usda.gov/wic/
WIC provides Federal grants to States for supplemental foods, health care referrals, and nutrition education for low-income pregnant, breastfeeding, and non-breastfeeding postpartum women, and to infants and children up to age five who are found to be at nutritional risk.
Child and Adult Care Food Program (CACFP)
http://www.fns.usda.gov/cnd/care/
This program improves the quality of day care for children and elderly adults by making care more affordable for many low-income families. Through CACFP, more than 3.2 million children and 112,000 adults receive nutritious meals and snacks each day as part of the day care they receive.
National School Lunch Program
http://www.fns.usda.gov/cnd/lunch/
The National School Lunch Program (NSLP) is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day. The program was established under the National School Lunch Act, signed by President Harry Truman in 1946.

The Office of Migrant Education awards coordination grants and contracts to help ensure that SEAs are able to address needs of migratory children. Coordination funds are used to provide grants and contracts to improve the interstate and intrastate coordination of migrant education programs.

Migrant Education Program (MEP) Consortium Incentive Grants

http://www2.ed.gov/programs/mepconsortium/index.html

The purpose of the MEP Consortium Incentive Grants program is to provide incentive grants to state educational agencies (SEAs) that participate in consortia with one or more entities to improve the delivery of services to migrant children whose education is interrupted. Through this program, the Department of Education provides financial incentives to SEAs to participate in consortia to improve the intrastate and interstate coordination of MEPs by addressing key needs of migratory children who have their education interrupted.

The Department has established absolute priorities for the program under which SEAs address needs of migratory youth whose education has been interrupted. Applicants are required to address one or more within their submitted proposals. These include services designed to:

1. Improve proper and timely identification and recruitment.
2. Improve the school readiness of preschool-aged migratory children.
3. Improve the reading proficiency of the target population.
4. Improve the mathematics proficiency of the target population.
5. Decrease the dropout rate.
6. Strengthen the involvement of migratory parents in their child's education.
7. Expand access to innovative educational technologies intended to increase academic achievement.
8. Improve the educational attainment of out-of-school migratory youth whose education is interrupted.

Migrant Student Information (MSIX) Exchange State Data Quality Grants

http://www2.ed.gov/admins/lead/account/recordstransfer.html

The state data quality grants provide additional resources to SEAs in order to assist them and their local operating agencies (LOAs) in implementing the interstate exchange of migrant children's records electronically through the MSIX.

Coordinating to Achieve RESULTS

http://results.ed.gov

OME has established the RESULTS Web site that provides state migrant education programs with expert technical assistance and support for migrant child identification and recruitment activities, facilitates a peer-to-peer network to improve the knowledge and skills of migrant educators on MEP-specific requirements, and maintains a Web-enabled library to allow state and local migrant educators to electronically share MEP documents and products.

Section C: Targeting Services for Special Migrant Populations in Your Plan

Developing the Service Delivery Plan (SDP): A Step-by-Step Approach
Step 2: Become familiar with the needs of the most vulnerable populations of migrant students, such as Priority for Services students, preschool migratory children, and out-of-school migratory youth.

C.1 Focusing on Special Populations of Migrant Students

Among migrant children and youth, there are subgroups of special concern, such as students identified as Priority for Services (PFS), preschool children, and out-of-school youth. Not only do these subpopulations need more intensive services to address their various risk factors, they are required to be included in the Service Delivery Plan (SDP).

The Comprehensive Needs Assessment (CNA) describes gaps in the education and academic progress of migrant children and recommends solution strategies. The CNA will provide you with a good starting point for identifying the needs of the most at-risk subgroups of migrant children. Make sure that the needs of these groups have been specifically identified before proceeding with the SDP.

The SDP should include strategies for serving these subpopulations as well as accountability components, such as Measurable Program Outcomes and evaluation questions.

C.2 Priority for Service Students

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
- Whose education has been interrupted during the regular school year

Why include services for PFS students? PFS students are more likely to be at risk for school failure than non-PFS students. Their high mobility often means that they are less likely to attend

school regularly, perform well on measures of achievement, or in many cases with older youth, even stay in school.

Table C.1 Challenges for Serving Priority for Services (PFS) Students and Strategies to Consider

CHALLENGES AND SERVICES NEEDED	STRATEGIES TO CONSIDER
Minimizing disruption due to high mobility	Assess PFS students when they enroll in school if there is a delay in obtaining their academic records; implement policies and procedures to ensure that PFS students are quickly linked to instructional and non-instructional services. Have student records exchange policies in place to facilitate the easy transfer of school records. Provide support to help migrant children become oriented to a new school and make friends. Closely monitor the attendance of PFS students and follow up when attendance becomes irregular or ceases.
Providing opportunities for PFS students to improve academically	Provide supplemental services at a rate greater than that of other migrant students less at risk of academic failure, including out-of-school services such as after school and summer programming. Assess PFS students' progress frequently for many will be in the school system only a short time and will not be present for the state assessment.
Parent involvement	Help parents understand the impact of mobility on the education of their children and consider moving at times when the least disruption occurs, such as at the end of the school year or semester, during breaks, or after grading periods. Reinforce the importance of enrolling their children quickly when they move to a new site. Help parents with keeping their children's records (birth certificates, immunization records, report cards) in a convenient place (such as a folder), so they can provide them upon enrolling their children in a new school.

Ways to ensure that the needs of PFS students are addressed throughout the SDP include:

- Disaggregate performance data for PFS students
- Include strategies, MPOs, and program evaluation questions specifically for PFS students
- Require that requests for applications for local project funding specifically address how PFS students will be identified and provided services, and how their success will be measured
- Include indicators in the local monitoring protocol that address how a local project targets services toward PFS students

Moreover, you should include a section in the SDP on PFS students. See *Section F – Applying the Framework to Migrant Children in Need in the Service Delivery Plan* for the type of information that should be included in a section on PFS students.

C.3 Preschool Migratory Children

Section 1304(c)(4) of the Elementary and Secondary Education Act requires that states, in carrying out their programs and projects, address the unmet needs of preschool migratory children.

Why include services for preschool migratory children? Young children of migrant and seasonal farmworkers often face a number of challenges that place them at risk for developmental delay and greatly impact their later school achievement and success. Preschool migratory children can overcome educational challenges by participating in preschool programs and services.

What are the educational challenges faced by preschool migratory children? Factors such as inadequate living conditions, low parental education, lack of healthcare, and poor access to early education services all impact the young migrant child's ability to develop and learn. Unfortunately, migrant children are often underrepresented in early childhood programs due to factors related to access, availability, and affordability. As a result, it is important that state directors and local project coordinators have a clear understanding of what type of programs are needed to serve the unique needs of preschool migratory children, as well as how to reach out to their families in order to make early education programs accessible to them.

Table C.2 provides strategies to consider for addressing the educational challenges preschool migratory children face.

Table C.2 Challenges for Serving Preschool Students and Strategies to Consider

CHALLENGES AND SERVICES NEEDED	STRATEGIES TO CONSIDER
Greater access to high-quality early childhood education programs	Compile a list of local preschool programs that might enroll migrant children and distribute that list to parents. Be sure the information is in families' native language. Strengthen the referral system within your community to ensure that families receive the appropriate services and do not fall through the cracks. Promote awareness of the unique factors that impact the lives of migrant children by offering professional development and training to service providers. Work with programs to offer full-day services of 12–15 hours duration during peak harvest season. Organize 4-to-6-week summer academies for students entering kindergarten in the fall. Establish agreements or memoranda of understanding (MOUs) with Head Start and other preschool programs to hold slots for a limited number of migrant children; preschool programs often reach full enrollment in September, which can be a barrier to migrant families with young children who move after September.
Healthcare	Work with community agencies and service providers to offer an array of healthcare services that includes health, dental, mental health, nutrition, disabilities services, etc. Offer a day of screening and immunizations, and distribute information within the migrant community. Ensure children are signed up for the state's child health insurance programs (to learn more about Migrant Farmworkers Health programs, visit the website of the National Center for Farmworker Health: www.ncfh.org
Parent involvement	Educate parents about the importance of high-quality early childhood education environments and help them advocate on behalf of their children.

CHALLENGES AND SERVICES NEEDED	STRATEGIES TO CONSIDER
	Engage parents in children's learning by providing classes on child development or early literacy. Arrange transportation to/from classes; offer child care if needed. Provide parents with developmentally appropriate educational materials that they may use at home with their preschool-aged children.

You are encouraged to include strategies, MPOs, and evaluation questions that target services for preschool-aged children in migrant families.

C.4 Out-of-school Youth

The term out-of-school youth (OSY) refers to migrant youth (typically age 16 through 21) who meet the definition of migratory child, but who are not currently enrolled in a K-12 school. This could include students who have dropped out of school, youth who are working on a GED outside of a K-12 school, and youth who are here-to-work only. Here-to-work OSY are youth who have immigrated to the United States in order to work, usually without the intent of enrolling in the U.S. educational system. Although many here-to-work OSY are underage, many have not been accompanied by a guardian and some have received very little formal education in their native country.

OSY are one of the groups of migratory youth who are least likely to graduate from high school. Because all states have a performance goal for their Migrant Education Programs (MEPs) that all migrant students will graduate from high school and the high school graduation goal is also a part of the migrant program evaluation, it follows that the unique needs of these youth should be addressed in the SDP.

Why include services for OSY? Oftentimes, very few services are available for this population in the traditional K-12 system. If there are services available, then OSY may not be aware of those services or they are unable to take advantage of them. Thus, these students usually receive the fewest services and the least amount of attention.

What are the educational challenges faced by OSY? For OSY, there are many educational obstacles that are the result of their migrant lifestyle. Some of these students lack basic needs such as housing, food, clothing, and transportation. If the student is here-to-work, then his or her day-to-day existence may hinge on efforts to meet those basic needs. Other areas of

concern include healthcare needs, language barriers, isolation, poor support to participate in educational opportunities, and little or no information regarding vocation or career opportunities. Often, another challenge for OSY is little educational experiences in their home country, and sometimes their primary language is an indigenous language – Spanish is already their second language.

To assist states in identifying and serving OSY, the Office of Migrant Education awarded an incentive grant to *Solutions for Out-of-School Youth (SOSY)*. SOSY is a consortium of select states whose goal is to collect information regarding successful strategies/practices and then share with other states and interested partners.

Table C.3 provides strategies to consider for addressing the educational challenges of OSY found on the SOSY website (www.osymigrant.org).

Table C.3 Challenges for Serving Out-of-School Youth (OSY) and Strategies to Consider

CHALLENGES AND SERVICES NEEDED	STRATEGIES TO CONSIDER
Healthcare needs	Provide opportunities for health education on topics such as basic nutrition, proper dental care, and drug/alcohol awareness. Distribute healthcare information or dental kits. Ensure youth are signed up for the state's child health insurance programs or other health programs for which they may be eligible (to learn more about Migrant Farmworkers Health programs, visit the website of the National Center for Farmworker Health: www.ncfh.org
Language barrier	Provide access to English as a Second Language and literacy classes in a variety of settings (e.g., in-camp, in-home, community sites, etc.) and on a flexible schedule (days, nights, and weekends). Collaborate with local employers to recruit participants and arrange class schedules.
Isolation and poor support to participate in educational opportunities	Help students locate and gain access to the appropriate educational placement (e.g., return to school, GED classes). Arrange transportation to and from classes; offer child care if needed. Provide mobile education services that travel throughout the

CHALLENGES AND SERVICES NEEDED	STRATEGIES TO CONSIDER
	community, or look for opportunities to offer distance learning courses/training.
Little information regarding vocation or career opportunities	Collaborate with local community colleges or vocational schools to offer aptitude screening or vocational counseling. Offer mini-workshops on budgeting and managing money. Connect OSY with local career coaches or mentors. Conduct classes focused on improving life skills such as searching for a job and interviewing, going to the store, and paying bills.

C.5 Key Role of Cross-Program and Cross-Agency Collaboration

Given the unique educational needs of these special populations, it is difficult for a single agency or organization to sufficiently address the needs of PFS students, preschool students, and out-of-school youth. A successful response invariably requires a team of agencies and service providers. State directors and local projects must be willing and able to reach out to and partner with other agencies, including social services, juvenile justice, community- and faith-based organizations etc., to address these needs. The SDP should include strategies to increase partnerships and coordinate services to create a SDP that effectively serves the most vulnerable populations of migrant children and youth. An energetic and cooperative approach, guided by the strategies presented above, will increase the value of your efforts to serve special migrant populations.

C.6 Summary of Key Concepts

- There are special migrant populations that need particular attention: PFS students, preschool children, and OSY.
- Migrant programs must serve PFS students first and provide intensive services to enable them to perform to the state academic standards.
- PFS students are defined as those students who are most at risk for school failure and whose education has been interrupted during the regular school year.
- Preschool migratory children can benefit from preschool programs and services to help them overcome educational challenges.
- Reaching out to parents is key to getting migrant preschool students enrolled in available programs and services.
- OSY have unique needs resulting from their migrant lifestyle, and they often encounter more challenges/obstacles than migrant students enrolled in school.

- State directors and local projects will need to reach out and partner with other agencies and organizations in order to effectively address the needs of these students.

C.7 Reflection and Application

The following questions are intended to help you think through these issues and assist you with moving forward with your work.

1. What identified needs emerged from your CNA regarding these special migrant populations?
2. Who are logical partners to recruit into collaboration in order to address these needs?
3. What strategies will help ensure that the unique needs of these students will be adequately addressed in the SDP?
4. How can the needs of these students be targeted throughout the SDP?
5. What programs and agencies would be effective partners to address the needs of the most at-risk populations of migrant students?

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 of 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	• 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
	• 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	• 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	• 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	• 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	• 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	• Development of aligned components that are required in the SDP: 1. State performance targets 2. Needs assessment information 3. Service delivery strategies 4. Measurable Program Outcomes 5. Evaluation Plan • Development of project plan	• Alignment chart (See Appendix E.1.) • Project plan (See Appendix E.3)	Section E
#3	• Develop strategies and plans for suggested sections on: o Addressing the needs of priority for service (PFS) students o Identification & Recruitment o Parent involvement o Exchange of student	• Plans for suggested sections on: o Addressing the needs of priority for service students o Identification & Recruitment o Parent involvement o Exchange of student	Section F

SDP MEETING	PURPOSE	OUTCOMES	RELATED SECTION OF THE *TOOLKIT*
	records	records	
#4	• Develop strategies to ensure implementation and accountability in local projects	• Plans for o Communication with local projects o Technical assistance and training o Local granting processes o 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.

<table>
<tr><th colspan="2">MEETING #1</th></tr>
<tr><th>PURPOSE</th><th>OUTCOMES</th></tr>
<tr><td>• 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</td><td>• 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</td></tr>
<tr><td colspan="2">Suggestions:
• Provide ahead of time summaries of the CNA, MEP evaluation (See Appendix D.3 New York State "Parent-Friendly" Comprehensive Needs Assessment as an example of how data can be summarized in a reader-friendly way; include charts and graphs); provide meeting agenda.</td></tr>
</table>

MEETING #1	
PURPOSE	**OUTCOMES**

• 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 *Appendix D.1* for a description of this process, and see *Appendix D.4* for an example of the "Five Whys" activity.)
• Provide information on the operation of the MEP: number of local projects (See *Appendix D.5 Texas Map of Local Operating Agencies and Numbers of Migrant Students* and *Appendix D.6 New York State Migrant Education Program Organizational Chart* as examples of how program information can be provided in a visual snapshot.
• Have the group complete the chart in *Appendix D.7 Programs and Agencies Serving Migrant Students in Our State* 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:
  o Will these solutions have an impact?
  o Do additional solutions or strategies need to be included?
  o What additional implementation challenges need to be addressed?
  o How can they be addressed
  o 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	

Follow up: • 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.

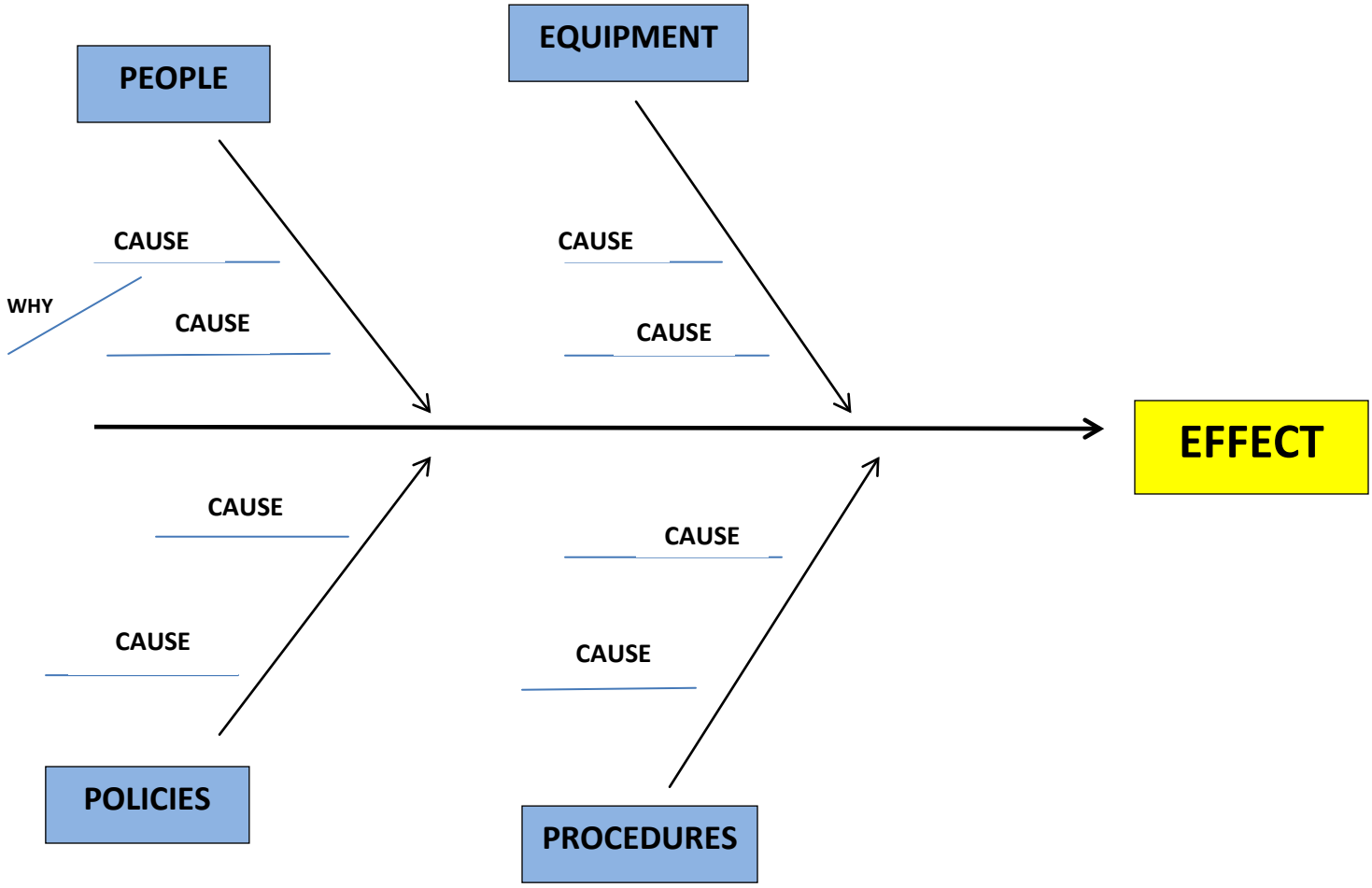
The facilitator should explain that team members should state their ideas briefly without explanation and no idea is to be judged as it is presented. The facilitator should provide a prompt, such as: "The greatest challenges for migrant students in our state are …" When the activity begins, the facilitator, 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.

Appendix D.2 Template for a Task and Timeline Chart for the SDP Planning Process

Tasks	Deadline	Responsible Parties	Outcomes/ Deliverables

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

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 though 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.

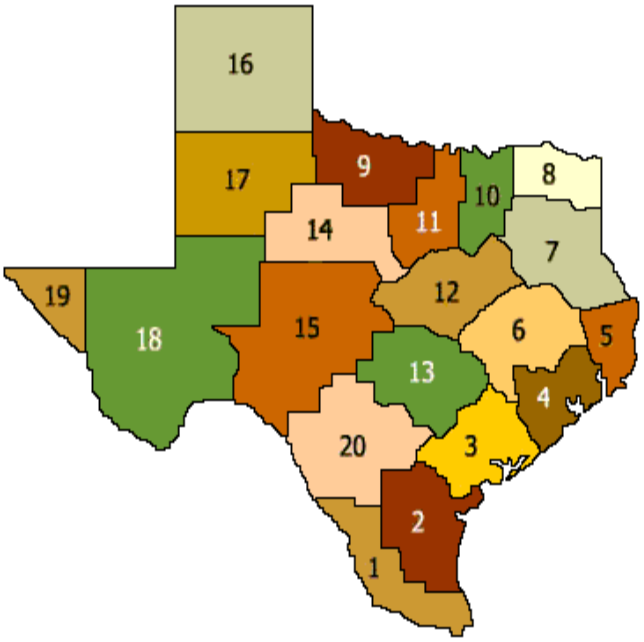
Why are students scoring poorly?
At first glance, the district suspected the new math curriculum; however, they also noticed that attendance was extremely poor among the migrant students.

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.

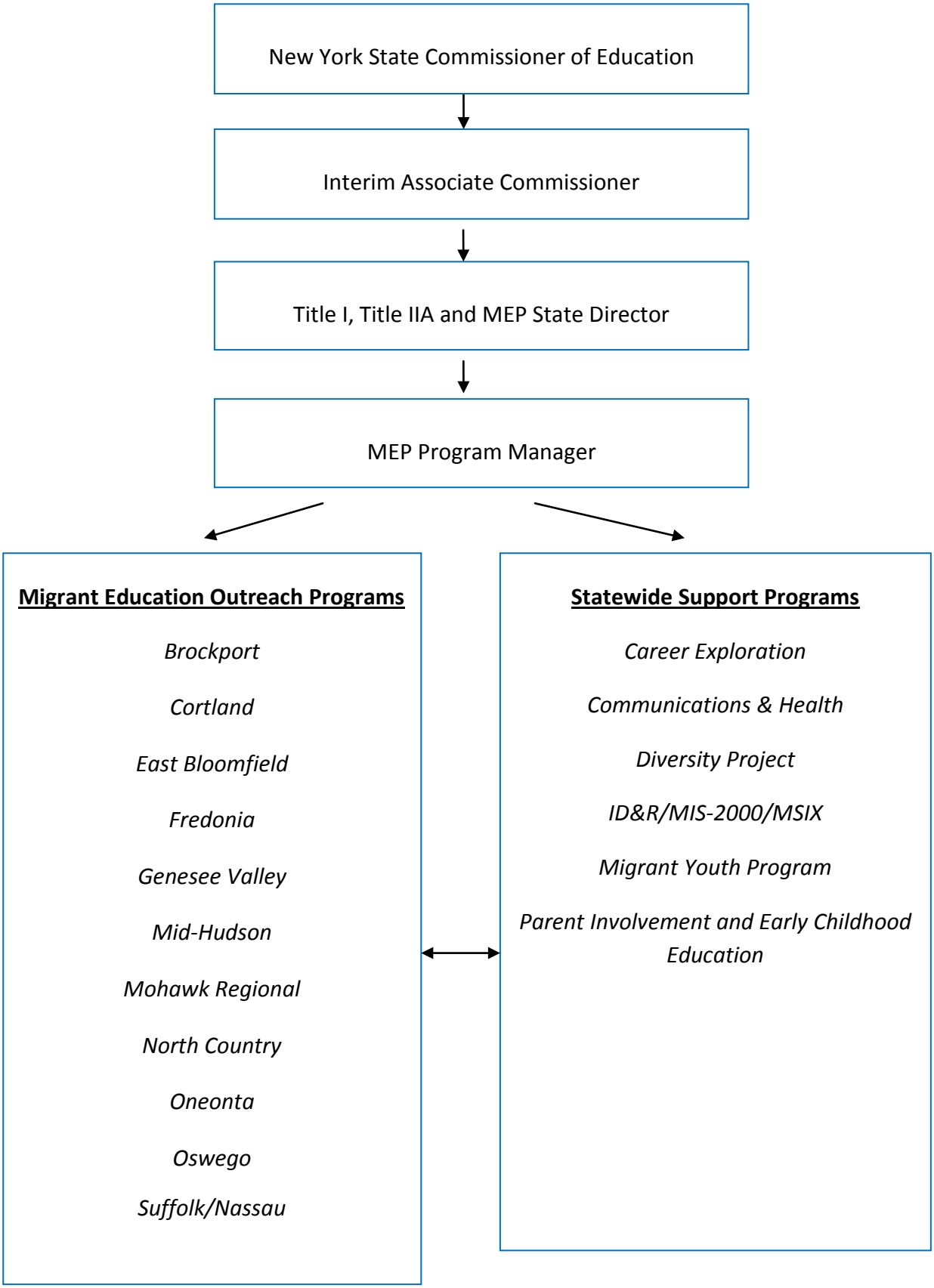
Appendix D.5 Texas Map of Local Operating Agencies and Numbers of Migrant Students from the 2011 Statewide Service Delivery Plan Texas Migrant Education Program

	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

Section E: The General Framework of the Service Delivery Plan

Developing the Service Delivery Plan: A Step-by-Step Approach
Step 8: Develop and compile information from the planning team for each of the required components of the SDP – (1) state performance targets, (2) Comprehensive Needs Assessment review and summary, (3) service delivery strategies, (4) Measureable Program Outcomes, and (5) evaluation.
Step 9: Develop a project plan that operationalizes the strategies.

As you begin to write the Service Delivery Plan (SDP), it is important to keep in mind that there are required components that must be included in your Plan:

1. Performance targets
2. Needs assessment
3. Service delivery strategies
4. Measurable program outcomes (MPOs)
5. Evaluation Plan

This section on the *Service Delivery Plan Toolkit* will

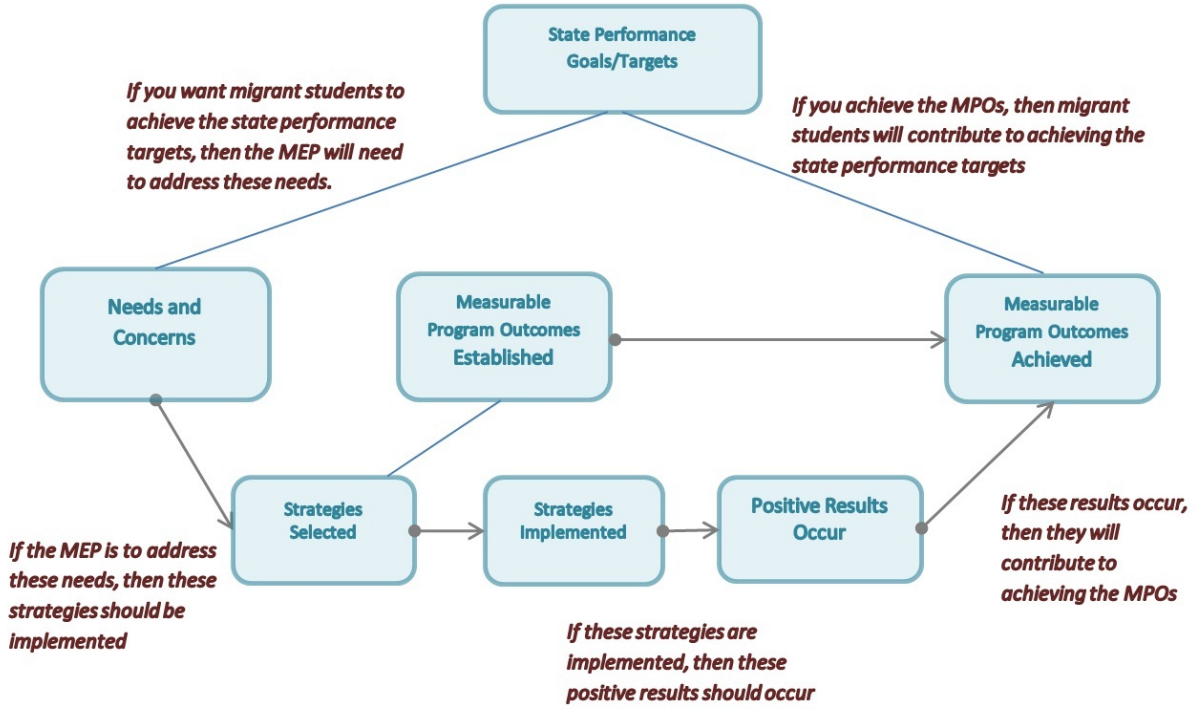
- Guide you in creating a plan for migrant students that is part of the overall state accountability system for all students
- Define each of the required components of the SDP and provide examples of each
- Provide strategies to integrate the elements into an aligned and comprehensive plan
- Guide you in developing evaluation questions that will show both results and implementation, in preparation for developing a formal Evaluation Plan
- Enable you to create a project plan to operationalize the strategies

E.1 Alignment of all Parts – Logic Model Thinking

One of the key concepts to guide the SDP planning process is the alignment of all components. While each of the components has its own function in the SDP, the components must be linked to provide a cohesive and consistent approach to enable migrant students to achieve state performance goals and targets.

It is helpful to think of your state's SDP in terms of a logic model. A logic model is a visual way to represent your plan systematically and articulate relationships among components. See the Service Delivery Plan Logic Model in Figure E.1.

Figure E.1 Service Delivery Plan Logic Model



Note the arrows that connect the boxes. What is fundamental to a logic model is "if-then" logic. When a logic model is developed, program planners should "test the logic" by reviewing each set of boxes connected by an arrow and ask, "If this condition or program component exists, then does the condition or program component to which it is connected logically follow?" Every box should be connected to another box. If there is a component that does not relate to the others, then the planners should question whether or not it should be in the model.

The Migrant Education Program (MEP) must contribute to achieving the state performance goals and targets. Once strategies are selected to address the needs identified in the Comprehensive Needs Assessment (CNA), then the planning team will develop MPOs to articulate what results you want to see in migrant children who participate in the MEP. The MPOs not only logically follow from the strategies, but they also should help migrant students achieve the state performance targets.

> States must "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." (Elementary and Secondary Education Act, Section 1301)

If the strategies and MPOs do not lead to improving migrant student performance related to state performance targets, then they do not belong in the SDP. If the strategies are thoughtfully selected and implemented, then the results should lead to achieving the MPOs. If the MEP achieves the MPOs, then in a well-conceived plan, migrant students will achieve the state performance targets, which will contribute to the state's achieving its performance goals.

The point to reinforce is that the MEP is tied into the state's overall accountability system, as described in the Elementary and Secondary Education Act. All strategies and activities are designed to provide the supports to migrant students to enable them to improve their academic performance.

E.1.1 Summary of Key Concepts

- All components of the SDP must be linked, and logically follow from one to the other.
- You can "test the logic" of any part of your SDP by asking "if-then" questions.
- The MEP is accountable for enabling migrant students to contribute to the state's performance goals and targets.

E.1.2 Reflection and Application

- Is the MEP integrated with the overall system of improving student outcomes in order to enable the state to achieve its performance goals?
- Are there existing activities in the MEP that do not directly relate to state performance goals and should be considered for deletion from the SDP?

E.2 Performance Targets

State Education Agencies (SEAs) are required to submit to the U.S. Department of Education goals and indicators designed to improve the achievement of all students. States also have performance targets that they are expected to achieve.

Your state's performance goals and targets are included in the Consolidated State Application (CSA). The performance goals are broad statements of the results that states are seeking to achieve. The performance targets are measurable results that states are expected to achieve. The performance targets can be viewed as benchmarks of progress toward an overall goal.

The *S*DP must specify the performance targets that the state has adopted for all children in the areas of:

- Reading
- Math
- High school graduation
- Reducing school dropouts
- School readiness (where applicable)
- Any other performance targets that the state has identified for migrant children

Migrant students are held to the same high standards as all students in the state.

Following is an example of a state performance goal and a related performance target:

> *State Performance Goal: All students will earn a high school diploma.*
>
> *State Performance Target: In 2013-2014, 87% of all students will earn a high school diploma within two years of their expected time of high school graduation; each year after, there will be a 3% increase in the number of students who will earn a high school diploma within two years of their expected time of high school graduation until the goal of 100% high school diploma attainment is reached.*

State performance targets guide the development of all subsequent parts of the SDP. The purpose of the SDP is to provide the strategies, implementation support, and accountability to ensure that migrant students can achieve the state performance targets.

We suggest that you, with input from the planning team, develop an alignment chart that shows the relationship between state performance goals, needs and concerns identified in the CNA related to the goals, service delivery strategies, MPOs, and evaluation questions. The template for the alignment chart is in *Appendix E.1*. It would be helpful to complete this chart for each state performance goal and need.

The step-by-step process for completing the alignment chart will be demonstrated in the following example.

Step 1: Select a goal area and include the state performance target.

Table E.1 State Performance Goals and Targets

GOAL AREA: READING AND LANGUAGE ARTS	
State Performance Target	The number of students who attain proficiency in reading and language arts/math will increase by at least five percentage points each year until all students attain proficiency.

E.2.1 Serving Migrant Students who are not Part of the State Accountability System (Summer-Only Migrant Programs)

Some states have migrant students only for limited periods of time in the summer and will need to adapt performance targets for these students to accommodate the brief time they are in the state. These students do not take the state assessment and will not be part of the state's accountability system. *Appendix E.2* provides strategies for determining MPOs and performance targets for states with summer-only programs.

E.2.2 Summary of Key Concepts

- Each state has set performance goals and targets for all children that are included in its CSA.
- Performance targets should be included in the SDP, and guide the development of all subsequent parts of the plan.

E.2.3 Reflection and Application

1. What are the state's performance goals and targets for all students in the areas of reading, math, high school graduation, reducing school dropouts, and school readiness?
2. Are there any other performance targets that the state has adopted?

E.3 Needs Assessment

The CNA examined the gaps in performance of migrant students in relation to state performance goals and targets. To close the gaps, the CNA team identified Concern Statements for migrant students related to the Office of Migrant Education's MEP Goal Areas and Areas of Concern. Additionally, your CNA developed Need Statements and proposed research-based solution strategies for the concerns and needs. See *Appendix E.3* Overview of the Comprehensive Needs Assessment Process Outlined in the *Comprehensive Needs Assessment Toolkit* for a snapshot of the framework that OME recommends for the CNA.

The SDP should include a summary of the data reviewed in the CNA that illustrates the gaps in performance between migrant students and all other students in the state. In particular, the summary should feature the gaps in performance of Priority for Services (PFS) students to reinforce the importance of targeting services for these students. The CNA summary should also include the needs and concern statements and solution strategies developed in the needs assessment process.

Step 2: For each state performance goal and performance target, list the related Concern Statements, data summary, and Need Statements. (These should be available in the CNA.) Note that Concern Statements propose possible reasons for the gaps in performance of migrant students. Need Statements define gaps between overall student performance and the performance of migrant students, and especially migrant students identified as PFS. The SDP will likely include several Concern Statements and Needs Statements surrounding each state performance goal. (In the example provided below, we include only one Concern Statement and Need Statement.)

Table E.2 Needs and Concerns Related to the State Performance Target

GOAL AREA: READING AND LANGUAGE ARTS	
State Performance Target	The number of students who attain proficiency in reading and language arts/math will increase by at least five percentage points each year until all students attain proficiency.
Concern Statement	We are concerned that migrant students do not receive sufficient instructional time to achieve proficiency in reading/language arts due to their high mobility and school absences.
Data Summary	In grades 3, 8, and 11, the percentage of migrant students attaining proficient or advanced in reading/language arts was 73.2% (for PFS students, the percentage was 66.4%) compared to the percentage for all students of 86.7%.
Need Statement	In grades 3, 8, and 11, the percentage of migrant students attaining proficient or advanced in reading/language arts needs to increase by 13.5% for all migrant students (20.3% for PFS students).

Considerations for Small States. For MEP directors of small states, or those states with limited time and resources, we suggest that you discuss with the planning team the scope and scale of the SDP. Specifically, you should prioritize the needs that you can effectively address in the SDP.

Note the criteria from the *Comprehensive Needs Assessment Toolkit* (*Section I)* that were recommended for focusing the needs of the MEP:

- Magnitude in the gaps between "what is" and "what should be"
- Critical nature of the need
- Special needs of PFS students
- Degree of difficulty in addressing the need
- Risks/consequences of ignoring the need
- External factors such as state and district priorities and goals

You may also think in terms of addressing needs over time. Perhaps you want to address only a limited set of needs during the first year of the SDP, and build on these by addressing other needs in subsequent years.

E.3.1 Reflection and Application

1. What is the best way to summarize the CNA in the SDP?
2. What are the most significant performance gaps between migrant students and all other students in the state? What are the most significant performance gaps between PFS students and all other students in the state?
3. What needs and concerns were identified in the CNA? How do they relate to state performance goals and targets?
4. How will you determine the scope and number of needs to address in the SDP?

E.4 Service Delivery Strategies

The CNA provided solution strategies for you to consider in developing the SDP. You should review these strategies and determine which ones should be implemented or adapted for the SDP. Keep in mind that the strategies developed in the CNA are the product of a collaboration of administrators, practitioners, and content experts that identified needs of migrant children unique to your state and research-based approaches for addressing the needs. The solution strategies provide a strong starting point for you and the planning team to select the strategies to include in the SDP.

You will want to consider a range of strategies:

- Instructional services for migrant students (to increase their academic achievement)
- Support services for migrant students (to increase their access to educational opportunities and their ability to come to school ready to learn)
- Program and staff capacity-building strategies, such as professional development
- Strategies specific to state-level initiatives
- Strategies specific to local project-level initiatives

Key Term from Guidance

Service Delivery. The State's service delivery strategy must address: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle, and (2) other needs of migrant students that must be met in order for them to participate effectively in school.

E.4.1 Identifying Strategies

Step 3: Select strategies that address each concern and need that the SDP will address. There may be several strategies for each need, as illustrated in Table E.3 below.

Table E.3 Strategies

GOAL AREA: READING AND LANGUAGE ARTS	
State Performance Target	The number of students who attain proficiency in reading and language arts/math will increase by at least five percentage points each year until all students attain proficiency.
Concern	We are concerned that migrant students do not receive sufficient instructional time to achieve proficiency in reading/language arts due to their high mobility and school absences.
Data Summary	In grades 3, 8, and 11, the percentage of migrant students attaining proficient or advanced in reading/language arts was 73.2% (for PFS students, the percentage was 66.4%) compared to the range for all students of 86.7%.
Need Statement	In grades 3, 8, and 11, the percentage of migrant students attaining proficient or advanced in reading/language arts needs to increase by 13.5%

	for all migrant students (20.3% for PFS students).
Strategy 1	1.1 Each year beginning in 2013, local projects will provide opportunities for migrant students identified as PFS to participate in at least 60 hours of instructional time in reading/language arts beyond the school day through supplemental activities, such as after school or summer programs.
Strategy 2	2.1 Local projects will tailor supplemental reading/language arts instruction for PFS students based on results of an initial developmental reading assessment administered upon enrollment in a supplemental instructional reading/language arts program.

Considerations for Small States: As a state director, you will need to review the proposed solutions and strategies from the CNA and determine which of these can be reasonably implemented.

Consider the following:

- Extent to which the solution addresses a critical need (large gap between "what is" and "what should be," a need that impacts a large number of migrant children, or a need that impacts subgroups of migrant children most in need, such as priority for service students)
- Likelihood the proposed solution will reduce the gap between "what is" and "what should be"
- Likelihood that the proposed solution will be appropriate for migrant students in your state
- Feasibility of implementing the solution (cost, training, resources)
- Whether the proposed solution will address a need that will only increase in severity if not addressed early
- Whether it addresses a root cause of poor academic performance of migrant children
- If the solution can supplement existing programs
- If it can be enhanced through cross-program or cross-agency collaboration
- If it can be supported with available resources

Note that these same criteria were considered by the CNA planning team when discussing a set of solutions to propose for the SDP, if they followed the framework recommended in the *Comprehensive Needs Assessment Toolkit*. (See *Section K* of the *Comprehensive Needs Assessment Toolkit.*)

E.4.2 Summary of Key Concepts

- The strategies selected for the SDP should address the needs and concerns identified in the CNA.

- The solution strategies provided in the CNA are a good starting point for selecting the strategies for the SDP; the planning team may wish to expand on or adapt the strategies, based on the range of its expertise and experience.
- Different types of strategies may include:
    - Instructional services for migrant students (to increase their academic achievement)
    - Support services for migrant students (to increases their access to educational opportunities and their ability to come to school ready to learn)
    - Program and staff capacity-building strategies, such as professional development
    - Strategies specific to state-level initiatives
    - Strategies specific to local project-level initiatives

Key Terms from Guidance

Measurable Program Outcomes: Measurable outcomes are the results the Migrant Education Program (MEP) hopes to achieve at the State and local operating agency level through the provision of specific educational or educationally related services. Measurable outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the Comprehensive Needs Assessment. The measurable outcomes should also help achieve the State's performance targets.

E.4.3 Reflection and Application

1. Which of the solutions strategies identified in the CNA will address the needs of migrant students and increase their progress toward state performance targets?
2. Do these strategies need to be adapted or changed?
3. Are there additional strategies that you should consider?
4. Is there a clear linkage between each strategy and concern statement?
5. Have you considered both instructional and non-instructional strategies?

E.5 Measurable Program Outcomes

MPOs are the desired outcomes of the strategies included in the SDP. An appropriate MPO is one that articulates the difference that participation in the MEP will make for migrant students. Because the strategies are directly related to the identified concerns and needs, which relate to state performance targets, the MPOs, which quantify the differences that the MEP will make, are also connected to state performance targets.

Note that a strong MPO is:

- Focused
- Detailed
- Quantifiable

- A clear definition of what you would consider a "success" in meeting a particular need

Key components of an MPO define:

- Which students will participate
- What will happen in the program
- What is expected to happen as a result of participation in the migrant program
- In what time frame this will occur

As an exercise, review the following MPO that a planning team developed for the SDP:

> *Each year, the number of out-of-school migrant youth who earn credits toward high school graduation or complete a GED preparatory course will increase.*

Ask yourself the following questions:

- Is there a specific time frame?
- Do you know which migrant students are involved?
- Do you know what MEP services will be provided?
- Is the change quantified?

As you can see, the MPO developed by the planning team needs much more specificity, which will guide the team in determining what specific changes (successes) the program should have, which children will be involved, and what services will be provided in a designated time frame.

Note the difference in specificity in a revision of the planning team's MPO:

In SY 2012-2013 and each year afterwards [established time frame], the number of out-of-school migrant youth who accumulate three or more credits needed for high school graduation or complete a GED preparatory course [specific, quantifiable, for whom] through participation in site-based instructional services [as a result of what services] will increase by at least 10 percent [quantifiable result].

Strong MPOs provide a clear picture of what the MEP aims to achieve in the SDP. MPOs provide the foundation for a SDP that can be clearly communicated, implemented with fidelity, and evaluated.

E.5.1 Developing MPOs

Step 4: Develop MPOs that will quantify the expected difference a selected strategy will make.

Table E.4 Measurable Program Outcomes

GOAL AREA: READING AND LANGUAGE ARTS	
State Performance Target	The number of students who attain proficiency in reading and language arts/math will increase by at least five percentage points each year until all students attain proficiency.
Concern Statement	We are concerned that migrant students do not receive sufficient instructional time to achieve proficiency in reading/language arts due to their high mobility and school absences.
Data Summary	In grades 3, 8, and 11, the percentage of migrant students attaining proficient or advanced in reading/language arts was 73.2% (for PFS students, the percentage was 66.4%) compared to the percentage for all students of 86.7%.
Need Statement	In grades 3, 8, and 11, the percentage of migrant students attaining proficient or advanced in reading/language arts needs to increase by 13.5% for all migrant students (20.3% for PFS students).
Strategy 1	1.1 Each year beginning in 2013, local projects will provide opportunities for migrant students identified as PFS to participate in at least 60 hours of instructional time in reading/language arts beyond the school day through supplemental activities, such as after school or summer programs.
Measurable Program Outcome	1.1 Ninety percent of PFS students will participate in at least 60 hours of supplemental instruction in reading/language arts each year.
Strategy 2	2.1 Local projects will tailor supplemental reading/language arts instruction for PFS students based on results of an initial developmental reading assessment administered upon enrollment in a supplemental instructional reading/language arts program.
Measurable Program Outcome	2.1 The reading scale scores of each PFS student who receives 60 or more hours of supplemental instruction will increase by at least 5%.

Note that including MPOs specifically for PFS students is a strategy to target services for migrant students most in need of educational support and ensure accountability for serving them.

A MPO can be one that relates specifically to instruction and achievement, or one that relates to supporting migrant students in accessing and being able to participate fully in educational opportunities. MPOs for non-instructional support services could address areas such as attendance and student health, or in the case of the example, access to instruction.

E.5.2 Summary of Key Concepts

- Each MPO should relate to a state performance target, identified concern, need, or strategy.
- A well-written MPO includes:
  - Which students will participate
  - What will happen in the program
  - What is expected to happen as a result of participation in the migrant program
  - In what time frame this will occur
- MPOs can target PFS students.
- MPOs can be for instructional or non-instructional support services.

Non-instructional Supportive Services for Migrant Students

- Health/Dental
- Nutrition
- Transportation
- Advocacy/Outreach
- School Supplies
- Parent Education, Newsletters, Home Packets
- Translation
- Referrals to Community Services
- Counseling

Adapted from MT Presentation at State Directors Meeting 2/12

E.5.3 Reflection and Application

- Have you reviewed all state migrant performance targets and needs/concern statements?
- Have you developed MPOs for each strategy?
- Do your MPOs include performance outcomes as well as outcomes that create supports for migrant students to access and be able to participate fully in educational opportunities?
- Did you include MPOs that target services for PFS students?

E.6 Developing Evaluation Questions

Developing evaluation questions in the SDP will provide a foundation for the MEP evaluation. The MEP evaluation is addressed in the *Migrant Education Program Evaluation Toolkit.*

Performance targets and MPOs establish a concrete vision for high-quality educational programs. They also serve as benchmarks against which to monitor and evaluate the success of programs. Evaluation of the MEPs takes place at two different levels.

- *At the state level*, you will monitor the results of all MEP activities and services combined by disaggregating state performance targets for PFS students, all other migrant students, and all non-migrant students. You will also provide data on specific indicators selected by the Office of Migrant Education to monitor its success in supporting your work.
- *At the service delivery level*, the implementation and results of specific educational or educationally-related services must be evaluated by the state or local MEPs that deliver them to migrant students and their families. Therefore, the SDP must include details about how you will evaluate the services described in the Plan.

- *Evaluating results* involves collecting data related to the MPOs in the Plan and comparing actual outcomes to the expected outcomes defined in the MPOs. Ideally, MPOs for instructional services should reflect expected improvements in academic performance, while MPOs for other support services should reflect expectations for increased participation and engagement in schooling.
- *Evaluating implementation* involves monitoring the quality of service delivery and the extent to which planned activities were carried out according to the SDP. This process may provide insight about the program elements that are most associated with success or shed light on how limitations in service delivery may have impacted results.

As mentioned in *Section D*, we recommend that the MEP evaluator be a member of the planning team. This person will collaborate with other team members to:

- Craft MPOs that will contribute to the accomplishment of state performance targets
- Focus the evaluation by generating a manageable set of questions related to implementation and results
- Identify potential sources of data or evidence related to the quality of implementation and achievement of MPOs
- Select the most appropriate methods for collecting and analyzing this evidence

The program evaluator will also be able to assist in aggregating outcomes achieved by local projects for state-level reporting and in summarizing the findings of the implementation evaluations across local projects.

E.6.1 Focus the Evaluation

Developing a manageable set of evaluation questions is critical for focusing the Evaluation Plan as a whole and making the best use of the resources available to conduct an evaluation at the service delivery level.

Building on the example discussed earlier in developing the alignment chart, note how the evaluation questions directly relate to the MPOs. A well-written MPO facilitates the development of evaluation questions that directly address program results and implementation. Table E.5 illustrates the linkage of all components of the SDP, reinforcing the alignment of all parts of the plan.

Step 5: Develop evaluation questions for results (that relate to the MPOs) and for implementation (that relate to the strategies).

Table E.5 Evaluation Questions

GOAL AREA: READING AND LANGUAGE ARTS	
State Performance Target	The number of students who attain proficiency in reading and language arts/math will increase by at least five percentage points each year until all students attain proficiency.
Concern Statement	We are concerned that migrant students do not receive sufficient instructional time to achieve proficiency in reading/language arts due to their high mobility and school absences.
Data Summary	In grades 3, 8, and 11, the percentage of migrant students attaining proficient or advanced in reading/language arts was 73.2% (for PFS students, the percentage was 66.4%) compared to the percentage for all students of 86.7%.
Need Statement	In grades 3, 8, and 11, the percentage of migrant students attaining proficient or advanced in reading/language arts needs to increase by 13.5% for all migrant students (20.3% for PFS students).
Strategy 1	1.1 Each year beginning in 2013, local projects will provide opportunities for migrant students identified as PFS to participate in at least 60 hours of instructional time in reading/language arts beyond the school day through supplemental activities, such as after school or summer programs.
Measurable Program Outcome	1.1 Ninety percent of PFS students will participate in at least 60 hours of supplemental instruction in reading/language arts each year.
Evaluation Questions for Program Results	1.1 What percentage of PFS students received at least 60 hours of supplemental instruction in reading/language arts this year?
Evaluation Questions for Program Implementation	1.2 What percentage of local projects were able to provide supplemental reading/language arts instruction beyond the school day for 90% of migrant students identified as PFS? 1.3 What is the mean (or median) percentage of PFS migrant students who received supplemental reading/language arts instruction beyond the school day through local projects? 1.4 How did local projects that had a 90% participation rate of PFS students in supplemental reading/language arts instruction beyond the school day remove barriers or facilitate participation?
Strategy 2	2.1 Local projects will tailor supplemental reading/language arts instruction for PFS students based on results of an initial developmental reading assessment administered upon enrollment in a supplemental instructional reading/language arts program.
Measurable	2.1 The reading scale scores of each student who receives 60 or more hours

GOAL AREA: READING AND LANGUAGE ARTS	
Program Outcome	of supplemental instruction will increase by at least 5%.
Evaluation Questions for Program Results	2.1 What percentage of students who received 60 or more hours of supplemental reading instruction demonstrated at least a 5% gain in their reading scale scores? 2.2 What is the average mean gain in the reading scale scores of students who received 60 or more hours of supplemental instruction in reading/language arts?
Evaluation Questions for Program Implementation	2.1 What percentage of local projects administered a developmental reading assessment to migrant students upon enrollment in a supplemental instructional program in reading/language arts? 2.2 To what extent were local projects able to tailor instruction to meet the needs of individual students? 2.3 Was tailored instruction provided in groups or one-on-one? 2.4 How did projects that showed students with the most gain on reading scale scores tailor instruction to meet the needs of individual students?

Once the evaluation questions have been identified, you should complete the evaluation plan by identifying what data will be needed to answer the evaluation questions, where to find it, how to collect it, who will be responsible for collecting it, and when it should be collected.

These topics are covered in the *Migrant Education Program Evaluation Toolkit* which is intended to be a stand-alone guide to evaluating MEPs. It can also be used as a reference for information about the following topics:

- Understanding state and local requirements for evaluating the MEP
- Planning the evaluation
- Collecting evaluation data
- Analyzing and interpreting evaluation data
- Reporting evaluation findings
- Using evaluation results

Keep in mind that evaluation is part of a Continuous Program Improvement Process described in *Section A*, and the SDP should include specific activities throughout the implementation of the plan for reviewing formative and summative evaluation data and making mid-course changes. (See *Section H.2*.)

E.6.2 Summary of Key Concepts

- The SDP must include a plan for evaluating services delivered by the state MEP or local projects.
- State and local MEPs must evaluate the implementation and results of the specific educational or educationally-related services they deliver.
- The MEP evaluator should be involved in the development of the SDP.
- Generating a manageable set of evaluation questions related to results and implementation will serve to focus the evaluation and guide the efficient use of resources.
- The evaluation questions will be the foundation for a formal Evaluation Plan. (See *The Migrant Education Program Evaluation Toolkit*.)

E.6.3 Reflection and Application

1. Are the evaluation questions you identified concrete and measurable, and do they follow logically from the measureable program outcomes?
2. Do the evaluation questions address both implementation and results?
3. Is the MEP evaluator a member of the SDP planning team?
4. Have you considered how you will collect, aggregate, and summarize program evaluation data from local MEPs for the purpose of state-level reporting?

E.7 Project Planning

Now that you have created an aligned SDP, the next step is to develop a project plan to flesh out activities, establish a timeline, identify who will conduct the activities, and what resources are needed. Note that the activities are connected to each strategy. You will need to determine which activities will be conducted at the state level and which activities will be conducted at the local project level. You will also need to consider what flexibility local projects have to determine their own activities to implement the strategies in the SDP or to achieve the MPOs.

E.7.1 Develop a Project Plan

Once you have selected the strategies for the SDP and feel confident that these are the ones that will meet identified needs and result in the outcomes and targets you've set, we recommend that you address the logistics of how the work will be accomplished. Each strategy should be broken down into smaller tasks and activities that have deadlines, people or agencies responsible, and resources identified.

Key questions to consider are:

- Which strategies will be conducted at the state level, and which ones will be conducted at the local level?

- For those conducted at the local level, what activities must take place at the state level to communicate local-level expectations and include support (professional development and technical assistance), oversight, and accountability to ensure that the strategies are implemented?
- What other programs and agencies will be involved in the implementation of the Plan, and what tasks must take place to communicate expectations and ensure follow through?
- What is the timeline for each of the activities to be completed?
- What resources are needed for each of the activities: staffing, funding, or materials?

In the following chart, note how the strategies are operationalized through activities. Once specific activities have been identified, setting timelines, assigning responsibility, and identifying resources will enable you and all others involved with SDP implementation to know what is expected and for what you and they are accountable.

Table E.6: Service Delivery Plan Project Plan

Goal Area: Reading and Language Arts				
MPO.1: Ninety percent of Priority for Services (PFS) migrant students will participate in opportunities to receive supplemental instruction in reading/language arts each year.				
Strategy(ies)	**Activities/Tasks**	**Projected Completion Date**	**Agency/Level (SEA or LOA) Responsible**	**Resources Needed**
Strategy 1.1: Each year beginning in 2013, local projects will provide migrant students identified as PFS opportunities for at least 60 hours of instructional time in reading and language arts beyond the school day through supplemental activities, such as after school or summer programs.	1.1.1 Migrant Education Program (MEP) will provide information on effective models of after school and summer programs that serve migrant students through professional development activities.	9/1/13	MEP	MEP staff time, consultation with reading and curriculum specialists, venues for professional development – webinars or conferences
	1.1.2 Local programs will establish after school or summer instructional programs for PFS migrant students where the need for these programs exists.	9/1/14	Local operating agencies (LOAs)	Local staff time, facility, community support, materials, instructional staffing, operational funding
	1.2.1 Local programs will contact each parent of a PFS migrant student and assist with enrolling his/her child in after school or summer programs.	9/1/14	LOAs	Local staff time, database with all PFS students
	1.2.2 Local programs will identify and remove barriers, such as lack of transportation and poor health, to the participation of PFS migrant students in after school or summer programs.	Ongoing, once program implemented	LOAs	Local staff time, school district and community resources

Goal Area: Reading and Language Arts				
MPO.1: Ninety percent of Priority for Services (PFS) migrant students will participate in opportunities to receive supplemental instruction in reading/language arts each year.				
Strategy(ies)	**Activities/Tasks**	**Projected Completion Date**	**Agency/Level (SEA or LOA) Responsible**	**Resources Needed**
	1.3.1 Local programs will identify existing after school or summer instructional programs and establish ways that migrant students can be prioritized for enrollment and services between the after school or summer program and the local migrant program can be coordinated; memoranda of understanding and formal partnerships will be established as appropriate.	9/1/13	MEP	Local staff time; time with school district and community programs; resources to ensure unique needs of migrant students are met in these programs
MPO.2.1: The reading scale scores of each student who receive 60 or more hours of supplemental instruction will increase by 5 %.				
Strategy 2.1: Local projects will tailor supplemental reading/language arts instruction for PFS students based on results of an initial developmental reading assessment administered upon enrollment in a supplemental instructional reading/language arts program.	2.1.1 MEP will provide a list of recommended developmental reading assessments appropriate for migrant and/or English language learner students in grades 3–8.	9/1/13	LOAs	MEP staff time; consultation with reading assessment specialists; venue for communication and professional development
	2.1.2 Local projects will select and administer an appropriate developmental reading assessment to each migrant student.	11/1/13	LOAs	Local staff time; purchase of appropriate test; staff time in administering the test
	2.1.3 Local migrant staff will develop an improvement plan for each PFS migrant student, based on the results of the developmental reading assessment that will be utilized in a program consisting of 60 or more hours of supplemental reading instruction.	1/1/14	LOAs	Local staff time to develop the plan and to follow up on its implementation in the supplemental program

The Program Planning Chart in *Appendix E.4* will assist you in thinking through project activities and provide you with a plan to share with all those involved in carrying out tasks. We suggest that you complete the chart for each Measureable Program Outcome.

Considerations for Small States: As you develop the project plan, you should identify programs and agencies that serve migrant students with which the MEP can collaborate. For example, Title I, Part A and Title III serve migrant students, and some strategies could be included in programs and services already in place for at-risk students. Consider external agencies, as well, such as Boys and Girls Clubs that offer after school programs. Leveraging resources and establishing partnerships with programs and agencies will ensure that services are not duplicated and funds are spent efficiently.

E.8 Recommendations for SDP Planning Team Meeting 2

MEETING #2	
PURPOSE	**OUTCOMES**
• Development of aligned components that are required in the SDP: 1. State performance targets 2. Needs assessment information 3. Service delivery strategies 4. Measurable Program Outcomes 5. Evaluation Plan • Development of project plan	• Completed alignment chart (See *Appendix E.1*.) • Completed project plan (See *Appendix E.4*.)
Suggestions: • Discuss the importance of alignment of all parts of the SDP by reviewing the logic model and "if-then" logic • Review the five required components of the SDP and the alignment chart in *Appendix E.1;* in a series of whole group discussions and small group activities, have the planning team complete the alignment chart o Identify the Concern Statements in the CNA that relate to state performance goals and targets; identify data in the CNA that affirm these concerns; select the solution strategies that you would like to include in the SDP (discuss the criteria for selection of the concerns and strategies) o Lead the planning team through the exercise for developing MPOs in *Section E* to build a common understanding of how to create strong MPOs o Develop evaluation questions for each of the MPOs • Discuss implementation challenges, resources, and collaborators in preparation for the planning team to complete the project plan; this could be an activity in which small groups take related strategies and complete the project plan chart in *Appendix E.4;* then the whole group reviews to ensure coherence	
Follow up: • After the meeting, review all worksheets and complete and revise as needed; then compile into one coherent alignment chart and project plan • Share the alignment chart and project plan with other program planners for feedback; revise both as needed • Review alignment chart and project plan using the checklist in *Appendix B.1* to ensure that all requirements are met • Save all worksheets and meeting notes	

E.9 Resources and Tools in Appendix E

Appendix E.1 Program Alignment Chart

Appendix E.2 States with Summer-Only Programs
Appendix E.3 Overview of the Comprehensive Needs Assessment Process Outlined in the *Comprehensive Needs Assessment Toolkit*
Appendix E.4 Project Planning Chart

Appendix E.1 Program Alignment Chart

(Complete the chart for each goal area. Add rows to include each MPO and strategy.)

Goal Area:	
State Performance Target	
Concern Statement	
Data Summary	
Need Statement	
Strategy 1	
Measurable Program Outcome	
Evaluation Questions for Program Results	
Evaluation Questions for Program Implementation	
Strategy 2	
Measurable Program Outcome	
Evaluation Questions for Program Results	
Evaluation Questions for Program Implementation	

Appendix E.2 States with Summer-Only Programs

Some states have migrant families only on a seasonal basis. In particular, states in which migrant families reside only in the summer have unique challenges in planning educational services that will help migrant students progress academically. Because these students do not take the state assessment, they are not part of the overall state accountability system.

For states with summer-only programs, time is of the essence. Students must be identified and assessed, and services implemented to meet the students' needs during the short time they are available. Below are some suggestions for dealing with these issues:

- Develop interstate agreements for sending and receiving records and become proficient in utilizing the Migrant Student Records Exchange (MSIX) system. (See Section F.4 for more information.)
- Determine whether a student has previously participated in a summer program in your state. If so, the local education agency will likely already have the student's records.
- Since students in your state only for the summer will not likely have taken the state assessment, consider using a pre- and post-test approach to measuring growth over the duration of the summer program. You may use a commercially-available instrument or one that is designed specifically for the program. Keep in mind that indicators of growth must be customized to fit the short duration of program.
- Create measurable program outcomes that are scaled to fit the duration of the program.

The Service Delivery Plan for a summer-only program will include the same components as plans in other states, but will provide services of shorter duration, making best use of resources available in the summer.

Appendix E.3 Overview of the Comprehensive Needs Assessment Process Outlined in *The Comprehensive Needs Assessment Toolkit*

In 2002, the Office of Migrant Education (OME) issued guidance that states consider using the needs assessment approach published in *Planning and Conducting Needs Assessments: A Practical Guide* (Witkin & Altschuld, 1995). OME's Comprehensive *Needs Assessment Toolkit* describes this approach and recommends it for use by state migrant education programs (MEPs). However, the process is only recommended; migrant state directors may choose to utilize and adapt the process as best fits their program.

The five basic steps are described below.

Step 1 - Preliminary Work

- The state director reviews requirements of the CNA.
- The state director develops a management plan that sets the project's general timeline and identifies the teams needed for accomplishing each phase.
- The state director or management team convenes a Needs Assessment Committee (NAC) that reflects a broad representation of perspectives to provide thoughtful guidance to the process.
- The state director or management team develops a migrant student profile that provides baseline data on the migrant population.

Step 2 - Explore "What Is"

- The NAC reviews existing data and program evaluation reports.
- The NAC identifies concerns about migrant students and families and suggests areas for additional data collection that will confirm and challenge these assumptions. The concerns are expressed as Concern Statements.
- The NAC develops Need Indicators, which articulate the type of data that would affirm the Concern Statements.

Step 3 - Gather and Analyze Data

- The state director or management team and the NAC develop and collect data that measure the perceived needs and the gaps between migrant students and their non-migrant peers.
- The NAC, or subset (e.g., data work group), organizes and analyzes the data.
- The NAC identifies Needs, defined as the gap between "what is" and "what should be."

- The NAC creates a set of Need Statements in order of priority. Need Statements are defined as the degree to which migrant students (and PFS students) need to improve in order to close the gap between “what is” and “what should be.”

Step 4 - Make Decisions

- The NAC reviews Need Statements and proposes evidence-based solutions for closing the educational gaps that migrant children face in school.

Step 5 – Transition to a Service Delivery Plan

- The state director or management team writes a final CNA report that documents the CNA process and findings.
- The state director shares the CNA with stakeholders and administrators at the SEA and LEA level.
- The state director uses the CNA as the basis for initiating the SDP planning process.

Appendix E.4 Project Planning Chart

Goal Area:				
MPO:				
Strategy(ies)	**Activities/Tasks**	**Projected Completion Date**	**Agency/Level (SEA or LOA) Responsible**	**Resources Needed**

Section F: Applying the Framework to Migrant Children in Need in the Service Delivery Plan

Developing the Service Delivery Plan (SDP): A Step-by-Step Approach
Step 10: Develop and compile information from planning team meetings for SDP sections on Priority for Services students, Identification & Recruitment, parent involvement, and student records exchange.

Section B.6 of the *Guidance* includes the following additional areas that should be included in the Service Delivery Plan (SDP): Priority for Services (PFS), parent involvement, Identification and Recruitment (ID&R), and student records.

F.1 PFS Students

As noted in Section C, Federal law requires that the Migrant Education Program (MEP) must provide services first to migrant students who have been identified as PFS students. As a result of their high mobility and risk for academic failure, PFS students should be targeted for remediation and acceleration efforts, as well as other supports to enable them to access and participate in educational opportunities.

While you should include PFS students throughout the Service Delivery Plan (SDP), having a section of the SDP specifically on PFS students provides an opportunity to clearly define how your MEP identifies, tracks, and ensures services for PFS students.

F.1.1 Establishing State Criteria for PFS Students

Establishing state criteria for identifying PFS students will result in all local programs using the same criteria to distinguish these students and address their special needs accordingly. Most states expand on the definition in the Elementary and Secondary Education Act (ESEA) to develop further criteria for classifying which students are prioritized for services. These additional criteria should be detailed in the section of your SDP addressing PFS students.

Table F.1 provides a list of criteria for PFS students compiled from existing state SDPs.

Table F.1 Examples of Criteria for Priority for Services Eligibility

At-risk of failing
• Below proficiency in reading/language arts or math on state assessments and/or local assessments • Poor teacher evaluations of student performance (perhaps when state assessment data is not available) • Considerable risks identified in recruiter/home visitor observations • Behind in credit accrual for graduation • Below grade level for age • At-risk cutoff for English language proficiency as determined by state proficiency assessment • Out of School Youth (under 22; not graduated; not attending school; dropped out or here-to-work) • For children below state assessment age, other assessments, such as tests of pre-literacy skills • Unweighted GPA below 2.0 • Failing grades in core academic subjects • Identified for special educational services • Reading deficient based on reading assessment • Identified as not tested or not scored on the state assessment
Mobility
• Moved recently (within 2–3 years) **and** scored below proficient in math, English/language arts, and English language proficiency • Excessive absence defined as 10 days or more, due to migratory lifestyle

Below are two examples of states' criteria for determining which students should be classified as PFS.

Virginia's At-Risk Indicators[1]:

Students who

- Scored below the proficient level on the Virginia Standards of Learning Assessments
- Scored below established cut-off on the English language assessment (Assessing Comprehension and Communication in English State by State [ACCESS] for English Language Learners [ELLs])
- Scored below the proficiency level on local academic assessments
- Are classified as Limited English Proficient
- Are at-risk of failing to meet state graduation requirements

[1] 2009 Virginia Migrant Education Program Service Delivery Plan

- Were retained
- Are over age for grade level
- Were recommended by a classroom teacher based on poor classroom performance

Illinois's Failing or At-Risk Indicators[2]:

Students who

- Failed to meet state standards on state reading and/or math assessments (including students who were enrolled during the test window but were absent, exempt, not tested, or not scored)
- Have limited English proficiency
- Are over age for grade (i.e., student is older than the typical student in that grade)
- Were retained in grade
- Failed one or more core high school courses
- Are out-of-school youth
- Are in special education

F.1.2 Communicating Policies and Ensuring Services for PFS Students

By thoroughly establishing guidelines and accountability for how your state education agency (SEA) implements requirements for serving PFS students, you can alleviate any confusion by local operating agencies (LOAs) as they implement services for migrant students. Having a well-defined PFS policy in your SDP helps to document program efforts and ensures compliance with the law.

As you develop the state PFS policy, consider possible school and school district staff to help in identifying students at risk, such as the district data officer, school principals, and/or guidance counselors. Following are strategies MEPs have utilized to help LOAs identify and serve, and be held accountable for serving, PFS students:

- Create a filter in the state student data system or migrant student database that "flags" students as they meet the criteria for eligibility; provide information on these students to local projects. This strategy will also enable the MEP to follow up to see if PFS students are targeted for services in LOAs.
- Provide written guidance on identifying and serving PFS students. See *Appendix F.1* for an example of this type of guidance included in the Texas SDP.
- Require that local project applications include strategies and Measurable Program Outcome (MPOs) for serving PFS students. As an example of this type of requirement, the Florida 2008 SDP states:

[2] 2008 Illinois Migrant Education Program Service Delivery Plan

The request for applications for funding requires districts to describe a PFS Action Plan that identifies which migratory children must receive services prior to migrant funds being used for other migrant children. The plan requires districts to detail how MEP funds will be used to address the unique educational needs of children who meet the PFS definition and to document the services that these children receive. The state MEP will evaluate this measure – the percentage of PFS students receiving services matched with their needs – from individual student needs assessment results and student service provision/activity participation data provided by the districts.

- Tie local MEP funding to the number of PFS students identified.
- Include an indicator in the LOA monitoring protocol on specific ways that the MEP identifies and serves PFS students. Some states review state assessment scores that are disaggregated by PFS students to ensure that PFS students are meeting MEP performance targets.
- Develop a tool to help local sites identify PFS students. *Appendix F.2 – Student Selection and PFS Form* is an example of a tool developed by the Kansas MEP. This form is used by the MEP to serve as documentation for auditing purposes and for assisting the MEP in determining the migrant students with the greatest needs who should receive services first.

F.1.3 Issues to Address for PFS Students in the SDP

The section of the SDP that addresses PFS students should address the following questions:

- What are the criteria by which to identify PFS students?
- What guidance will the MEP provide to local projects to clarify the policies and procedures for identifying and targeting services for PFS students? You may want to suggest:
    - Disaggregating data on PFS migrant students
    - Implementing policies and procedures to assess needs of PFS students when they enroll in school and quickly link them to instructional and non-instructional services
    - Providing additional monitoring of the progress of PFS students through frequent assessment, ongoing identification of needs, and modifications of services as needed
    - Documenting services provided to PFS students
    - Working with parents of PFS students to help them support their children's academic needs, minimize disruption due to their mobility, and facilitate regular attendance
- What MPOs and evaluation questions in the SDP will relate specifically to PFS students?
- What indicators relating specifically to PFS migrant students will be included in the local monitoring protocol?

F.1.4 Summary of Key Concepts

- The law states that the MEP must give priority to those migrant students who are most at risk of failure and whose education has been disrupted during the school year.
- By including a separate section on PFS students in your SDP, you will be able to clearly define how your MEP identifies PFS students and provide guidance to local projects in identifying their needs, targeting services, and assessing progress.
- Some states have set up a data system that allows them to identify those students with the greatest need. These systems can then be used by the MEP to track PFS students and document their progress.
- Many states include requirements for serving PFS students in the project application and include an indicator in the MEP local monitoring protocol to ensure that LOAs identify and serve PFS students.

F.1.5 Reflection and Application

1. How well do LOAs understand the PFS criteria, and is any additional professional development needed to guide staff members?
2. What guidance can the MEP provide to enable LOAs to identify PFS students, document services, and monitor progress?
3. How will local projects be held accountable for targeting services for PFS students?

F.2 Identification and Recruitment (ID&R)

The *Guidance* (Chapter III) states that the state education agency (SEA) is responsible for the identification and recruitment (ID&R) of all eligible migrant children and for documenting the basis of a child's eligibility. A detailed ID&R plan outlines responsibilities and includes a quality assurance process to ensure that the process is conducted consistently across the state with a high level of accountability.

F.2.1 State and Local Responsibilities for ID&R

SEAs and LOAs are responsible for ensuring the accuracy of the information used to determine eligibility and for issuing a Certificate of Eligibility (COE). The SDP should include a description of state MEP and LOA processes for training recruiters and identifying migrant students, as well as implementing a quality assurance plan to ensure accuracy.

The *Guidance* states that the SEA is responsible for:

- Creating a process for mapping where migrant families are likely to live and work within the state (e.g., seeking information from community sources such as social service agencies or faith-based institutions)

- Developing procedures to effectively identify and recruit all eligible migrant children in the state
- Training, guiding, and deploying recruiters
- Providing quality assurance procedures to ensure accuracy and written eligibility documentation
- Revising procedures as needed

Recruiters are responsible for:

- Obtaining information provided by parents, guardians, and others regarding the child's eligibility for the MEP (e.g., asking about older youth in the family)
- Making determinations of eligibility
- Accurately and clearly recording information that establishes that a child is eligible for the MEP on a COE

Additional recruiter responsibilities may include:

- Act as a liaison between migrant families, schools, and service agencies (e.g., providing information regarding English as a Second Language or GED classes).
- Interview migrant families and make eligibility determinations.
- Clarify information from parents, guardians, and self-eligible youth with additional sources when necessary.
- Participate in quality assurance efforts.
- Maintain accurate and thorough records.
- Ensure only children eligible for migrant services are served through funds under this part.

Strategies for ensuring that the recruiters are continually informed about the requirements include:

- Offering training on the ID&R process at conferences where migrant staff are likely to attend.
- Developing an ID&R manual specific to your state process and providing other materials to prepare migrant staff responsible for ID&R.
- Providing information to MEP staff on training opportunities available through the Office of Migrant Education (OME). OME has created an extensive online self-paced training that includes 27 modules divided into three levels—basic, intermediate, and advanced—designed to meet the varying experiences and skills of migrant recruiters. The ID&R Curriculum can be found at http://results.ed.gov/National_IDR_Curriculum.

F.2.2 Development of a Quality Assurance Process

MEPs must ensure the quality and accuracy of ID&R efforts, as well as of the completion of COEs. The *Guidance* offers specific instructions for the components to be included in the quality control system. Below are the components and questions for consideration as you begin to develop your state ID&R quality assurance process. Following are key questions to consider for the quality assurance process:

1. ***Training for recruiters on various aspects of the job***

    - Who will conduct the training?
    - What existing resources will be utilized in the training?
    - Is the training of sufficient quality and length of time for strong understanding of material?
    - How will the MEP know that training was effective?

2. ***A designated reviewer for each COE to verify that, based on the recorded data, the child is eligible for MEP services***

    - Who will verify COEs once they have been entered into the system?
    - Does the state have a review process in place to ensure all steps of the ID&R process are adhered to?

3. ***A formal process for resolving eligibility questions raised by recruiters and their supervisors and for transmitting responsibilities to all LOAs in written form***

    - Is the process for resolving eligibility questions clearly articulated?
    - Does the staff have an understanding of the appropriate people to clarify questions pertaining to child eligibility?

4. ***A process for SEA to validate that eligibility determinations were properly made***

    - What documentation is needed to confirm eligibility?
    - What is the review process within the LOA/SEA to ensure that all eligibility determinations, particularly ones that are confusing or complex, are given due consideration by more than one MEP staff member?

5. ***Apart from Steps 2 and 4, a plan for qualified SEA staff to monitor, at least annually, the ID&R practices of individual recruiters***

    - By what process will a sample of COEs be selected for review annually?
    - What criteria will be utilized to determine accuracy, sufficient documentation, and entry into the data system?

- What qualifications should a reviewer have?
- How will LOAs locate families for re-interview? If they have moved or cannot be located, how will these efforts be documented?

6. ***Documentation that supports the SEA's implementation of this quality control system and a record of actions taken to improve the system where periodic reviews and evaluations indicate a need to do so***

    - What documentation will the MEP maintain to show activities related to the implementation of its quality control system for eligibility determinations?
    - What criteria will determine when action must be taken to improve the quality control system?

7. ***A process for implementing corrective action in response to internal audit findings and recommendations***

    - What process will be developed to implement corrective actions in the SEA or in LOAs that have a significant number of inaccurate eligibility determinations?
    - Within what time frame should SEA/LOAs demonstrate improvement?
    - How will "improvement" be defined?

(To view an example of an ID&R quality assurance process, visit the Kansas MEP website.)

F.2.3 Summary of Key Concepts

- The ID&R plan should clearly articulate roles and responsibilities.
- A thorough, well-designed process for ensuring the quality of COEs, input into data systems, and how errors are addressed will increase accuracy and accountability.

F.2.4 Reflection and Application

1. How do I ensure recruiters and other MEP staff are knowledgeable about the ID&R process?
2. What changes or improvements are needed to the current quality assurance process?

F.3 Parent Involvement

According to the *Guidance* the MEP must:

1. Develop its comprehensive state plan (the Comprehensive Needs Assessment and the SDP) in consultation with parents

2. Consult with parent advisory councils (PACs) regarding programs that are one school year in duration (If the program is less than one school year in duration, the SEA must consult with migrant parents.)
3. Plan and operate the MEP in a manner that provides for the same parental involvement as is required in Title I, Part A [ESEA, Section 1118].

We suggest that a section in the SDP on parent involvement address the following:

- State Migrant Parent Advisory Councils
- Local Migrant Parent Advisory Councils
- Parent involvement at the local education agency (LEA) and school levels
- Providing information on national and state resources for supporting migrant parents

In general, the Elementary and Secondary Education Act, Section 1118 requires

- A written parental involvement policy;
- Policy involvement of parents in an organized, ongoing, and timely way in the implementation of the MEP;
- Development of a school-parent compact in order to share the responsibility for high student academic achievement;
- Capacity building of parents and school staff for strong parental involvement and; and
- Effective access to parental involvement activities.

F.3.1 State Migrant Parent Advisory Councils

According to the Elementary and Secondary Education Act (ESEA) [Sec. 1304(c)(3)], Parent Advisory Councils (PACs) are required where state or local programs lasting for one school year in duration and should be utilized to offer consultation on the planning and operation of programs at both the state and local levels.

The State Migrant Parent Advisory Council (SMPAC) can serve in an advisory capacity to the MEP; SMPAC members can serve on the Comprehensive Needs Assessment and the SDP planning teams. The SMPAC can also provide support to local PACs and to migrant parents.

We suggest including the following information related to the SMPAC in the SDP:

- Purpose and responsibilities of the SMPAC, including mission statement or by-laws if they exist
- Number of representatives and role groups represented, and specifically, the number of migrant parents on the council
- Number of meetings held per year, including how locations are selected and how members are supported in their attendance
- Activities that support the work of the SMPAC, such as a state conference for the state and local PACs

F.3.2 Local Parent Advisory Councils

Local Parent Advisory Councils can operate in an advisory capacity to the local migrant program and the state MEP. They can also link migrant parents to support and resources to enable their children to be successful in school.

The MEP at the state level sets the expectation for the local projects to establish PACs. We suggest including the following in the SDP to ensure that local PACs are established and are guided in effective operations:

- Information, training, and technical assistance provided to local projects in establishing PACs (See Kansas' Local Migrant Education Program Parent Advisory Council Guidelines in Appendix F.3.)
- Ways that local project applications will include information on the establishment, membership, and operation of the PAC
- Ways the local PAC will be included in the local monitoring and project evaluation process
- Strategies for ensuring that local PACs will inform the SMPAC and MEP program planning

F.3.3 Supporting Migrant Parents in the Education of Their Children

Migrant parents may face a number of barriers to effective participation in their children's education, including limited English proficiency, lack of transportation, and lack of confidence engaging with teachers or administrators. In addition, the demanding work schedules of migrant parents and peak harvesting seasons may interfere with participation in school activities and parent-teacher meetings. Migrant parents may also be unfamiliar with school policies and procedures, especially for course requirements for graduation.

Supporting migrant parents in helping their children succeed in school entails a number of activities, including the following:

- Overcoming logistical barriers to involvement, such as lack of transportation, language, work schedules
- Improving parenting skills, when needed, in areas such as ensuring children attend school nourished and well rested, and reinforcing the importance of school enrollment and regular attendance
- Building parents' skills in literacy and assisting their children with homework, and implementing family literacy programs
- Assisting parents in communicating with their children's teachers and advocating for their children
- Linking parents with community resources, when needed, for health, housing, food, and social services

Because local migrant programs and Title I, Part A are required to conduct similar activities for parent involvement, coordination between programs will ensure efficient use of resources.

Following are some suggestions for strategies to include in the SDP for ways to reinforce the involvement of migrant parents in their children's education:

- Provide information, training, and technical assistance to local migrant projects, as well as other programs (school improvement, Title IA, Title III) for involving migrant parents in their children's education (See Appendix F.4 for an example of how one state MEP has used the six types of involvement to align efforts at both the state and local levels.)
- Conduct a statewide migrant parent conference
- Require a parent involvement plan as part of the local project application
- Include a local monitoring indicator for parent involvement

F.3.4 Providing National and State Resources to PACs and Local Programs to Support Migrant Parents in the Education of Their Children

Many national resources exist to enable parents to help their children be successful in school, such as Parent Information Resource Centers and the National Center for Family Literacy, and each state has its own organizations and programs that can support parents. We suggest that you research these various resources and include strategies in the SDP for ensuring that migrant parents, PACs, recruiters, local program administrators, and community service providers have access to this information.

F.3.5 Summary of Key Concepts

- The MEP and local programs are required to develop a PAC where state or local programs last for one school year in duration.
- Migrant parents face many barriers to participating in their children's education.
- Migrant programs must provide for the same parental involvement as is required in Title I, Part A.
- Many national and state resources exist to support migrant parents in participating in their children's education.

F.3.6 Reflection and Application

1. How can the role of the state and local PACs be maximized to inform the MEP?
2. What are the major barriers to the involvement of migrant parents in their children's education?
3. What training or professional development is needed to ensure that parents have a meaningful role in their children's education?
4. In what ways can the MEP and Title I, Part A coordinate parent involvement activities?

5. Of what national and state resources am I aware that would assist local programs in helping migrant parents participate in their children's education and would assist migrant parents directly in helping and advocating for their children?

F.4 Exchange of Student Records

Migrant children experience frequent moves, often with short notice to schools. As a result, enrolling schools often have limited information on student performance and credit accrual. The timely exchange of student records helps to reduce the effects of educational disruption on students' academic achievement.

When states, districts, and schools can share information about a specific child, critical decisions can be made concerning enrollment, grade placement, credit accrual, and academic performance. Further, information related to chronic health conditions can be communicated between programs to ensure students are connected with social services that support their active participation in educational opportunities.

Including a section in the SDP for the timely transference of student records will ensure that LEAs and schools understand state policies and procedures to minimize delays in enrolling and serving migrant students, and making their records available to other school districts in which their students may enroll.

F.4.1 What is Required by Law

Title I, Part C requires SEAs to promote interstate and intrastate coordination by providing for educational continuity through the timely transfer of pertinent school records (including health) when children move from one school to another, whether or not the move occurs during the regular school year. SEAs must request records of eligible migrant children who arrive in their state and transmit (typically electronically) records of students moving to other states.

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. One of the provisions of the law allows schools to establish a policy of disclosing school records without parental consent to other schools to which a student is transferring. This provision further supports the timely transfer of school records.

It is important to note under FERPA, SEAs and LEAs are responsible for ensuring the privacy of student records while they are within the state's or district's recording system. Once records are transferred to the national exchange system (Migrant Student Information Exchange [MSIX]; see Section F.4.2), then the release and disclosure of those records is governed by the Privacy Act of 1974. For more information on FERPA and MSIX, see the U.S. Department of Education 2008 memo.

F.4.2 Migrant Student Information Exchange (MSIX)

The U.S. Department of Education developed the Migrant Student Information Exchange (MSIX) to ensure the appropriate enrollment, placement, and accrual of credits for migrant children. This technology allows states to share educational and health information on migrant children who travel from state to state and, as a result, have student records in multiple states' student information systems. MSIX works in concert with the existing migrant student information systems that states currently use to manage their migrant data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migrant children nationwide.

The MSIX website provides resources and documents to explain the MSIX initiative and how it consolidates information from state systems. Users will find online training courses, a webinar series overviewing use of the system, and a link to frequently asked questions.

In addition to reviewing the MSIX website, states may also refer to the Records Exchange Advice, Communication, and Technical Support (REACTS) website. This website includes information and resources that are designed to assist states and local operating agencies in implementing the interstate exchange of migrant children's records through the MSIX.

F.4.3 Suggestions for the SDP

We recommend that a section on migrant student record exchange should include the following components:

- Policies and procedures for sending and receiving records for migrant students through interstate and intrastate transfer (See *Appendix F.5* for an example of records transfer policies from the North Carolina SDP.)
- Strategies for providing training and ongoing information provision to LEAs and schools on MSIX
- Plans for cross-state collaboration for those states from which your state receives migrant students or those states to which your state sends migrant students each year to ensure timely transfer of records
- Policies and procedures to ensure that migrant students' records are not duplicated in state student information systems

For assistance with developing the section of the SDP addressing student records exchange, see *Appendix F.6*, which links to a template on the REACTS website for a strategic plan to build a state's capacity to utilize the MSIX system.

F.4.4 Summary of Key Concepts

- The timely exchange of student records helps to reduce the effects of educational disruption on students' academic achievement.
- SEAs must promote interstate and intrastate coordination by transferring student records in a timely manner.
- MSIX is a Federal resource for the electronic transfer of records for migrant students.

F.4.5 Reflection and Application

1. What is the level of familiarity with MSIX in the SEA and in LOAs?
2. What policies and procedures currently exist in my state regarding the transfer of student records?
3. What agreements exist regarding the transfer of student records with states from which we receive migrant student and to which we send migrant students each year to ensure timely transfer of records?

F.5 Recommendations for SDP Planning Team Meeting #3

<table>
<tr><th colspan="2">MEETING #3</th></tr>
<tr><th>PURPOSE</th><th>OUTCOMES</th></tr>
<tr><td>• Develop strategies and plans for suggested sections on:
o Addressing the needs of priority for service (PFS) students
o Identification & Recruitment (ID&R)
o Parent involvement
o Exchange of student records</td><td>• Plans for suggested sections on:
o Addressing the needs of priority for service students
o Identification & Recruitment
o Parent involvement
o Exchange of student records</td></tr>
<tr><td colspan="2">Suggestions:
• Establish work groups for each of the SDP sections to be developed: PFS students, ID&R, parent involvement, and exchange of student records; include both planning team members and individuals with expertise external to the planning process
• Orient the group to the purpose of the meeting, and then convene each work group separately in breakout sessions
• Provide a template to frame the conversation and specify outcomes for each work group (the template can serve as the basis for a whole group report out)
• Reconvene the whole group at the end of the day for a report out from each work group and further input from the whole group</td></tr>
<tr><td colspan="2">Follow up:
• Utilize notes from the work groups as the basis for developing the sections of the SDP on each of these topics</td></tr>
</table>

Considerations for small states Following are strategies to consider if you are unable to convene a full planning team meeting:

- Convene individual work groups by conference call or virtual electronic meetings
- Identify key stakeholders and experts with whom to consult individually as you are developing these sections of the SDP
- Gather input from stakeholders at conferences or meetings scheduled for their particular role group, such as PAC meetings or a state conference for recruiters

F.6 Resources and Tools in Appendix F

Appendix F.1 Priority for Services (PFS) Procedures in 2011 Service Delivery Plan, Texas Office of Migrant Education

Appendix F.2 Kansas Migrant Education Program (MEP) Student Selection and Priority for Services Form in the 2011 Kansas Migrant Education Program Service Delivery Plan

Appendix F.3 Kansas Local Migrant Education Program Parent Advisory Council (MPAC) Guidelines from the 2011 Kansas Migrant Education Program Service Delivery Plan

Appendix F.4 Parent Involvement Strategies in the 2008 Florida Migrant Education Program Service Delivery Plan

Appendix F.5 North Carolina Transfer of Migrant Student Records Procedures and Guidance from the 2006-2009 North Carolina Migrant Education Program Comprehensive Service Delivery State Plan

Appendix F.6 REACTS State Records Exchange Strategic Plan Template

II. PRIORITY FOR SERVICES (PFS) PROCEDURES IN TEXAS

In accordance with Section 1304(d) of the NCLB Act of 2001, the Texas MEP has a system in place for ensuring that migrant children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, *and* whose education has been interrupted during the regular school year are given priority in receiving program services.

To implement this provision effectively, the Texas MEP has developed a Priority for Services report through the migrant student database, New Generation System (NGS). Based on the LEA's timely input of migrant student demographic and educational data, this report provides a list of those students who MUST receive services first before migrant funds may be allocated to other migrant students. Reports must be run at each MEP project district on a monthly basis, and as new migrant student data is encoded into NGS, in order to ensure that all students who fall into the "Priority for Services" category are being targeted for MEP services.

Criteria for Priority for Services

Migrant children who meet the following criteria are flagged by the NGS as PFS:

- Children who have had their education interrupted during the previous or current regular school year;

AND

- Children who are in grades 3-12, classified as Ungraded (UG) or as Out of School (OS) and have failed one or more sections of the Texas Assessment of Knowledge and Skills (TAKS) or were designated as Absent, Exempt, Not Tested or Not Scored for the TAKS;
- Are in grades K-2 and have been designated as LEP in the Student Designation section of the NGS Supplemental Program Component, or have been retained, or are overage for their current grade level.

The Priority for Services (PFS) Report contains enrollments from the current regular school year and education data from the current and previous regular school years.

THE PRIORITY FOR SERVICES (PFS) PLAN

As outlined in the NCLB Consolidated Application for Federal Funding, each MEP-funded district is required to establish a Priority for Services (PFS) Action Plan. The PFS Action Plan must include the following:

1. When, in the school year calendar, the Title I Migrant Coordinator will provide campus principals, appropriate campus staff and parents the Priority for Services criteria and updated NGS 'Priority for Services' reports;
2. When, in the school year calendar, the Title I Migrant Coordinator, MEP staff and migrant school staff will make home and/or community visits to update parents on the academic progress of their children;
3. A narrative section that explains how the Title I Migrant Coordinator will use NGS 'Priority for Services' reports to give priority placements to these students in Migrant Education Program activities;

4. A narrative section that explains how the Title I Migrant Coordinator will ensure that 'Priority for Services' students receive priority access to instructional services, as well as social workers and community social services/agencies; and

5. A narrative section that describes, in detail, Federal, State and local programs that serve 'Priority for Services' students.

Appendix F.2 Kansas Migrant Education Program (MEP) Student Selection and Priority for Services Form in the 2011 Kansas Migrant Education Program Service Delivery Plan

2007 - 2008
Kansas Migrant Education Program (MEP)
Student Selection and Priority for Services Form
(Using Data from 2006 – 2007 Regular School Year)

The Student Selection and Priority for Services Form is intended to assist the MEP in determining which migrant students meet the Priority for Services criteria and should receive migrant services first. It also serves as a collection form for the Kansas Migrant Student Network Database since at-risk information should be entered into the system whether or not a student is identified as a Priority for Services student.

Student's Name _____ Today's Date _____

Kansas Migrant Student Network (Database) ID# _____ Most current QAD _____

District Student ID_____

Student State Identification # _____ School _____

School Yr _____

*__Priority for Services student__ _____Yes_____No

Current Grade Enrolled_____

Receiving MEP services _____ Yes _____ No

***Any migrant student who has the <u>appropriate number</u> of boxes checked in both Table A and B is a Priority for Services student.**

Table A. Interruption during the Regular School Year

1 – 4
1 item MUST have a check

Check the one that is most recent:	Interruptions Related to Migrant Issues—During Regular School Year	School Year in Which Interruption Occurred
	1. QAD of **9/1/06** (or start of regular school year) until **end of regular school** year in **2007**.	
	2. Moved from one district to another **due to migrant lifestyle**	
	3. Absent for two or more weeks and then returns **due to migrant lifestyle**	
	4. Officially withdrawn and gone for at least two weeks and then re-enrolled **due to migrant lifestyle**	

****Table B. At Risk of Failing to Meet State Standards Criteria**

5-11
ONLY 1 CHECK NEEDED

OR

 # 12 -18
NEEDS At least 2 CHECK marks if none in #5-11

Check all that apply	*Criteria (Reference boxes to the left)*	*Year in Which Criteria Occurred*
	5. Scored unsatisfactory or basic on Kansas Reading Assessment	
	6. Scored unsatisfactory or basic on Kansas Mathematics Assessment	
	7. Scored unsatisfactory or basic on Kansas Writing Assessment	
	8. Scored unsatisfactory or basic on Kansas Science Assessment	
	9. Scored unsatisfactory or basic on Kansas Social Studies Assessment	
	10. Scored below proficient on State assessments from other States	
	11. Scored below 50%tile on norm-referenced test (reading and/or mathematics)	
	12. Is below grade level on any K-3 reading diagnostic assessment	
	13. Classified as non-English or limited English proficient on LAS, IPT, LPTS or Kansas English Proficiency Assessment (KELPA)	
	14. Is behind in accruing credits toward graduation requirements	
	15. Placed in a class that is not age appropriate	
	16. Has grades indicating below average performance in mathematics and/or language arts at the elementary level	

	17. Has grades indicating below average performance in mathematics, language arts, sciences or social studies at the middle or high school levels	
	18. Repeated a grade level or course	

To be identified as a Priority for Services migrant student, there must be an interruption of services during the regular school year **and the student must meet one or more of the at-risk criteria. **State assessment data must be considered first. If there are results for a migrant student, they must be used. If State assessment data is not available, at least two of the at-risk criteria (#12 – 18) must be met to be considered as priority for services. If a student is proficient on the State assessments, the student is NOT considered a priority for services student even though he or she may meet the other at risk criteria.**

The following table on Types of Services Received by the Student is **optional**. By completing it, however, the MEP will have appropriate documentation to show that the Priority for Services student is receiving migrant services.

Student name _____ **School** _____ **Date** _____

Table C. Description of Services Received by Student (optional)

Description of Services Received	School Year	Comment

Appendix F.3 Kansas Local Migrant Education Program Parent Advisory Council (MPAC) Guidelines from the 2011 Kansas Migrant Education Program Service Delivery Plan

A Local MPAC:

- should be comprised of a representative sample of parents or guardians of eligible migrant children and individuals who represent the interests of such parents
- should meet once per month during the regular school year
- should provide parents the meeting location, time, and agenda well in advance
- should schedule meetings that are convenient for parents and accommodate their work schedules
- should provide meeting agendas, minutes, and other materials in a language and format that parents understand
- should establish meeting rules that support open discussion
- may use MEP funds to provide transportation, childcare, or other reasonable and necessary costs to facilitate attendance

The local MEP will retain copies of attendance records, meeting agendas, minutes, and any other relevant materials for auditing purposes by the Kansas Migrant Education Program.

Appendix F.4 Parent Involvement Strategies in the 2008 Florida Migrant Education Program Service Delivery Plan

Objective	Strategies	
	SEA	Locals
Parenting: Assist families in setting home conditions that support children as students at each age and grade level.	• Disseminate information on best practices in family outreach. • Share information on adult education and English as a • Second Language classes available statewide.	• Support home visits by advocates to provide information on parent involvement, nutrition, health, and other services. • Share information about developmental stages.
Communicating: Develop two-way communication between families and the MEP and between families and schools.	Compile resources and best practices related to creating migrant-family friendly schools.	• Provide professional development for school staff on understanding the migratory lifestyle, cultural heritage, and home environment. • Assist schools in delivering important home information in appropriate languages. • Provide information and materials to migrant families of secondary students related to graduation requirements and post-secondary opportunities.
Volunteering: Improve recruitment and training to involve families as volunteers in programs to support students.	Provide training and technical assistance to local MEPs on establishing and/or strengthening parent volunteer programs for academic support to migrant students.	• Disseminate information on volunteering in schools and MEP activities. • Establish rewards to recognize the contributions of individuals and community organizations (e.g., ceremonies, awards, etc.).
Learning at Home: Involve migrant families in their children's learning at home.	Support local MEPs in researching, developing, and implementing home learning activities that support migrant student academic success.	• Offer family literacy opportunities, focused on mathematics and reading. • Instruct families on the use of hands-on activities for content area learning, e.g., math manipulatives. • Provide information to families of preschoolers on building school readiness skills.
Decision-making: Include	• Coordinate statewide Migrant	• Coordinate local Migrant

Objective	Strategies	
	SEA	Locals
migrant families as participants in MEP decisions and advocacy.	Parent Advisory Council meetings. • Conduct parent outreach in a format and language understandable to parents. • Consult with migrant parents on service delivery plans. • Include migrant parents on ad hoc committees, e.g., needs assessment committee.	Parent Advisory Council meetings. • Conduct parent outreach in a format and language understandable to parents.
Collaborating with Community: Utilize community resources to strengthen MEPs, schools, families, and student learning.	Provide training and technical assistance on establishing effective collaboration between schools, MEPs, community organizations, and businesses.	Coordinate with Head Start and other community-based agencies to allow access to education and support services for migrant children and families.

Appendix F.5 North Carolina Transfer of Migrant Student Records Procedures and Guidance from the 2006-2009 North Carolina Migrant Education Program Comprehensive Service Delivery State Plan

Section 1304(b)(3) of the statute requires SEAs to promote interstate and intrastate coordination by providing for educational continuity through the timely transfer of pertinent school records (including health information) when children move from one school to another, whether or not the move occurs during the regular school year.

To comply with this requirement, North Carolina Migrant Education Program (NCMEP) has developed a procedure to promote and ensure the correct and timely transfer of migrant student records (including health information). This is done to coordinate services when a student moves on an intrastate or interstate basis. In North Carolina, schools and school districts are responsible for transferring school records. NCMEP does not have the authority to request school records. However, in an effort to ensure this action is being done, each LEA MEP will contact the school Student Information Management System (SIMS) or North Carolina Window of Information on Student Education (NC WISE) operator to follow up on the request of records. Each LEA MEP is required to implement the following procedure in its district beginning with the 2007-2008 school year:

1. When a student comes to a NC LEA from another state, or NC LEA, the LEA MEP will contact the school SIMS or NC WISE operator to confirm if the student's record was received or when it was requested. If the record has not been requested, the recruiter will inform its MEP director. The director will then contact the school principal to follow up on the transfer of record. Each LEA MEP will develop a process for the SIMS or NC WISE operator to inform the LEA MEP when records have been received. If the student is coming from another state, the LEA MEP will also contact the prior state MEP to request the migrant student's record to get health information and the services provided to the student. Additionally, within two weeks, the LEA MEP will follow up on the request for record.

   In addition to the above mentioned, every time a student moves to a NC LEA, the new LEA MEP must verify in its local, state and national database if the student already has a record in MIS2000 before creating a new student record. If the record is found, it will be downloaded to the local database following the steps outlined on the attached sheet. If the student's record was not found in MIS2000, the new LEA must contact the prior school district MEP to request as soon as possible copy of the student's migrant record, including migrant history, services provided, health information, etc.

2. When a student leaves for another state, if the MEP knows that the student is leaving, it will give to the student's family a folder with the student's information, such as student's name, LEA, school, school contact information, last grade attended, MEP local and state contact information, etc. Upon immediate request, the LEA MEP will fax or mail the student's COE, health information and services provided to the next local or state MEP.

Through a **report submitted to the SEA annually in August** and during monitoring and site visits, NCMEP will periodically follow-up and monitor to ensure that local staff request and transfer migrant student records in a timely manner. The report submitted by the LEA will inform the number of records requested, received and sent from and to other school districts in state and out of state. The form is attached. The LEA MEP will keep documentation for 7 years regarding student records transfer. This will be part of document for reviewing during monitoring visit.

These procedures become effective the beginning of the 2007-2008 school year and the first evaluation report is due in August 2008.

U.S. Department of Education
Contracts and Purchasing Operation, Group A
400 Maryland Avenue, SW
Washington, DC 20202

Records Exchange Advice, Communication, and Technical Support (REACTS)

State Records Exchange

Strategic Plan

Version 1.0

November 23,2011
Prepared for:
US Department of Education
400 Maryland Ave, SW
Washington, DC 20202

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[INSERT STATE AND DEPARTMENT NAME]

[INSERT STATE LOGO]

[State's] Records Exchange Strategic Plan

[Type the document subtitle]

[Author]

[Pick the date]

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1 Introduction

<Provide a summary of the objective of the strategic plan document. The author should mention each section and what will be addressed in the document. Please note that the reader should be able to read this section and understand the information that will be forthcoming. In addition, the author should mention any and all assumptions that were made during the development of the plan. For example, if you are assuming that you will receive grant monies from an outside source, this should be noted in this section.

The author should provide some background information about the migrant education program and the state's current organization. Please allow 3 to 4 paragraphs minimum.>

1.1 Organizational Overview

<Provide an overview of your current organization and staff. Provide a summary of their roles and responsibilities.>

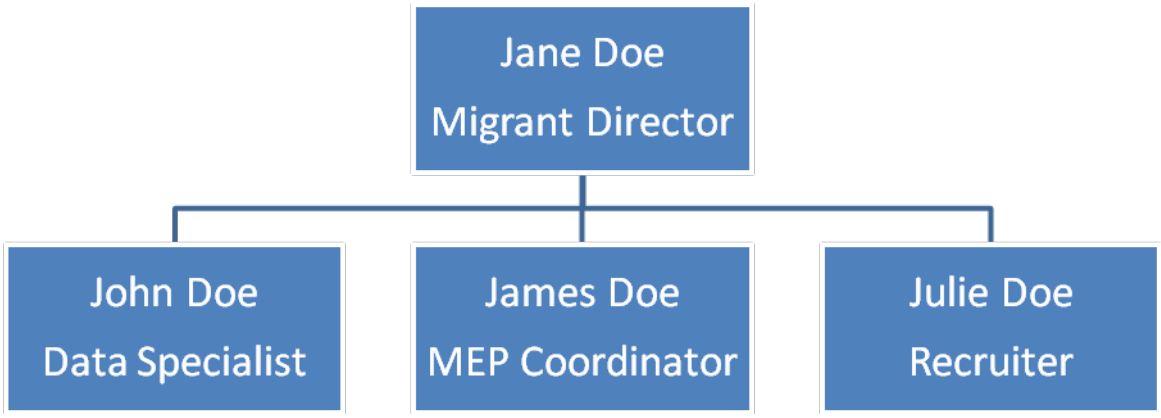

Figure 1 - Organizational Chart

1.2 Goals and Objectives

<Provide a summary of the goals and objectives of both the organization and the strategic plan.>

2 Outreach Program

<REACTS recommends that every MEP develop an outreach program to communicate the benefits of using MSIX for all stakeholders – parents, teachers, students, counselors, registrars, recruiters, etc… in addition to educating potential users on MSIX functionality.>

Provide a narrative describing the state's outreach objectives and outreach plan.

2.1 Training

<When developing your training plan, the state should have an idea of who they would like to train, when they would like to train them, and what type of training to provide. For example, provide a narrative of your MEP goals for training. The following table provides an outline to assists the author in developing a training plan.>

What Training is Needed?	What is the benefit of the training to the MEP?	Who should attend the training?	What is the Priority of this Training?	When should this training occur?	What are our estimated costs for the training?
MSIX Basics	Establishes 10 new users • 3 Recruiters • 3 Counselors • 4 Data specialists	All MSIX users	Very High	Fall 2012	$10,000.00
Worklist Resolution	Reduces duplicate data	Data Specialist	Medium	Fall 2012	$1,000.00
Student Identification	Shortens the time needed for identification for recruiters.	Recruiter	High	Spring 2012	$1,000.0

Table 1 - Training Summary Plan Matrix

2.1.1 Training Requirements

<Describe or list the skills required to support the MEP. Match those requirements to the existing personnel skill sets to determine the training need for the department. For example, if the training is geared towards recruiters, then the trainer should be the Recruitment Coordinator or have recruiting experience in order to meet the needs and match the skill set of the target audience.>

2.1.2 Roles and Responsibilities

<Identify who will be responsible for developing the training materials and conducting the training.>

Training Module	Developer	Trainer Role
Worklist Resolution	Mary Smith	Data Specialist
Identification	John Doe	ID&R Coordinator

Table 2 - List of Possible Trainers

2.1.3 Techniques and Tools

<Describe the training techniques to be used. These techniques may include computer-based instruction, self-paced manual review, peer training, hands-on practical sessions, classroom lectures, or any combination of the above.

Identify the tools needed for the training, such as PC workstations, training manuals, classroom facilities, and any computer center resources.>

2.1.4 Training Prerequisites

<Identify any prerequisites for individuals to receive training, and describe how to meet the prerequisite training requirements.>

2.1.5 Training Schedule

<Describe and/or list any training that will take place in order to reach the state MSIX/Records Exchange objectives. This is an opportunity to develop and/or list a training schedule, determine the audience, identify a location and assign an instructor.>

<The following training schedules have been split into three tables – a specific training schedule, a general training schedule, and a basic training schedule. Use the table that best fits your state's needs.>

Date	Topic	Recommended Audience	Location / Venue	Instructor Role
Monday, July 12, 2012	Understanding Worklist Resolution	Data Specialist	Classroom A	State Data Coordinator

Month	Topic	Recommended Audience	Location / Venue	Instructor Role
June, 2012	How to Identify Students in MSIX	Recruiters	Webinar	Regional Recruiter

Time of Year	Topic	Recommended Audience	Location / Venue	Instructor Role
Fall, 2012	MSIX for Advanced Users	All	State Conference	ID&R Coordinator

Table 3 - Training Schedule – Specific, General, and Basic

2.1.6 Training Curriculum

<The author should provide a detailed course curriculum, the objective of the classes and determine who should be in attendance. In addition, you can identify the types of training classes (e.g., curriculum) that your MEP will provide.>

MSIX Classes	Description	Recommended Audience
MSIX Basics	This course provides an overview of the MSIX application and how it can be used to facilitate intra- and interstate student records exchange.	All
Understanding Worklist Resolutions	This course provides a background on how MSIX generates worklist items and how to resolve them.	Data Specialists
What is MSIX?	This course is tailored towards providing awareness to parents and students to promote self-advocacy.	Parents, Students
MSIX for Advanced Users	This course provides extensive detail and best practices on how to leverage the full functionality of MSIX.	All
Identifying Students in MSIX	This course provides best practices on how MSIX can be used to identify migrant students through its search functionality.	Recruiters

Table 4 - Course Curriculum

2.2 Surveys

<In order to maximize your resources, it is recommended to tie into existing events where the survey target groups already gather. Provide an explanation of your survey plan and approach. Complete the table below and provide the target participants in the survey, the objective, the number of surveys to be distributed, the expected number of respondents, distribution type, the date where the survey will be provided, and the expected due date.>

Survey Group	Objective	Dist. Count	Expected Respondent Count	Dist. Type	Start Date	Due Date
Migrant Parents	Determine level of understanding of MSIX	500	50	Online	12/1/11	1/31/12
Recruiters	Feedback on how efficient MSIX is for recruiters to identify students	250	25	Online	1/31/12	2/28/12
District Admin	Feedback on the effectiveness of MSIX in their district.	48	15	State Conf.	11/16/12	12/31/12

Table 5 - Survey Overview

2.3 Focus Groups

<In order to maximize your resources, it is advisable to tie into existing events and meetings with parents, recruiters, and other staff at the state, regional or local level. Provide a narrative describing how your program intends to use focus groups as a method of building awareness. The author should determine the target audience, the objective, the site, facilitator, and the meeting date.>

Target Audience	Objective	Site	Facilitator	Date
Region 1 **Region 2**	Discuss how to collaborate with neighboring states with whom we share students.	State University Hall	ID&R Coordinator	12/15/2011
State Conference Participants	Discuss how to increase parent awareness and knowledge of records exchange and MSIX.	State MEP Conference	Parent Coordinators	2/14/2012

Table 6 - Focus Group Overview

2.4 Publicity and Awareness

<List any materials and efforts used to promote MSIX and Records Exchange>

Project Description	Target Audience	Action Steps	Date of Completion	Results	Project Cost
Spanish and English brochures	Parents	1. Design brochure layout 2. Translate English to Spanish 3. Print brochures	Summer 2012	1500 parent brochures for the state	$1,750.00
Update State Website	All MEP staff	Numerous –list	Fall 2013	Records exchange information is included on website	$5,000
Newsletter	All MEP Staff Parents	1. Design newsletter layout 2. Determine release schedule 3. Translate to Spanish	Spring 2012	100 MEP staff members and 150 parents will receive newsletter	$750
Facebook Account	All MEP Staff	1. Determine owner and create page 2. Send friend requests 3. Update weekly	Spring 2012	Records exchange information, updates, and success stories will be shared with MEP staff	$ N/A

Table 7 – Publicity and Awareness Plan Outline

3 Staffing Plan

<Provide a narrative summarizing the overall staffing goals in regards to the Records Exchange Initiative and MSIX.>

Title / Position	Job Description	Salary	Funding Source
District data clerk	*Responsible for resolving MSIX worklist items for 3districts, holding district MSIX functionality trainings, and providing MDE clarification to MEP staff as needed.*	*$20,000*	*.75 MEP*
MSIX Trainer	*Responsible for designing course curriculum, logistics, and training facilitation. This is a part-time resource.*	*$50/hr*	*.75 MEP*

Table 8 - State Migrant Staffing Plan

4 Program Budget

<Provide a narrative that explains the financial and budget forecast. In addition, mention any assumptions that should be made to justify the projections.>

	Year 1	Year 2	Year 3
MEP Funding Awards			
Federal Funding			
Total Federal Funds	$ 0.00	$ 0.00	$ 0.00
Grants			
Federal Grants	$20,000.00	$ 0.00	$ 0.00
State Grants	$ 0.00	$ 0.00	$ 0.00
Local Grants	$ 0.00	$ 0.00	$ 0.00
Total Grants	$ 0.00	$ 0.00	$ 0.00
Total Award Amount	$ 20,000.00	$ 0.00	$ 0.00
Expenses			
Staff *(list from Staffing Plan above)*			
Employee 1	$ 0.00	$ 0.00	$ 0.00
Employee 2	$ 0.00	$ 0.00	$ 0.00
Trainer (5 x 8hr = 40 * $50/hr)	$ 2,000.00	$ 0.00	$ 0.00
Total Staff	$ 0.00	$ 0.00	$ 0.00
Travel	$ 1,000.00	$ 0.00	$ 0.00
Computer and Technology	$ 5,000.00	$ 0.00	$ 0.00
Contract Labor	$ 0.00	$ 0.00	$ 0.00
Supplies	$ 1,000.00	$ 0.00	$ 0.00
Training *(from training plan in section 2.1)*	$ 0.00	$ 0.00	$ 0.00
Total Expenses	$ 9,000.00	$ 0.00	$ 0.00
Remaining Balance	$11,000.00	$ 0.00	$ 0.00

5 Project Plan and Objectives

<Provide a narrative summarizing the overall project plan and descriptions for each of the plan objectives. The project plan is broken down into three categories: short-term projects, mid-term projects, and long term projects. This will give states an opportunity to list the state specific objectives, strategies in place to meet those objectives, a time frame and resources needed in order to meet the objective, and persons and/or positions involved. >

5.1 Project A: Short-Term Projects

<Provide a narrative summarizing the short-term projects that reflect your objectives for MSIX and Records Exchange. Short-Term Projects are projects that will take place within one year.>

<Tasks should be listed in the order in which they need to be completed.>

Task #1 Objective: Increase the number of MSIX users			
Strategies	**Start Date / End Date**	**Owner**	**Resources needed**
Administer 5 training sessions per year	10/01/11 – 9/30/12	State Migrant Data Coordinator	MSIX Trainer – Part-time Computer Lab Laptops Projector Course materials
Task #2 Objective: Create state-wide comprehensive policies and procedures for MSIX			
Strategies	**Start Date / End Date**	**Owner**	**Resources Needed**
Use the REACTS Policy and Procedure (P&P) Template to create a state-wide plan	10/01/11 – 2/15/12	State Migrant Data Coordinator	P&P Template Site Visit Report Conference calls for core group planning and follow up meetings

5.2 Project B: Mid-Term Projects

<Provide a narrative summarizing the state's mid-term projects that reflect your objectives for MSIX and Records Exchange. Mid-Term Projects are activities that will take place from one to three years.>

<Tasks should be listed in the order in which they need to be completed.>

Task #3 Objective: Increase non- MEP staff accounts; specifically counselors, registrars and school placement staff			
Strategies	**Start Date / End Date**	**Owner**	**Resources Needed**
Make presentations about MSIX at statewide School Counselors Conference	5/1/12 – 5/1/14	State Migrant Director (lead); MSIX Core Group	MSIX Presentation MSIX brochures MSIX applications Computer and LCD projector
District level MEP staff present at school-level Professional Development activities to all staff	8/15/12 – 5/1/14	District Level Core Group Member	MSIX Presentation MSIX brochures MSIX applications Computer and LCD projector
Task #4 Objective:			
Strategies	**Start Date / End Date**	**Owner**	**Resources needed**

5.3 Project C: Long-Term Projects

<Provide a narrative summarizing the state's long-term projects that reflect your objectives for MSIX and Records Exchange. Long-Term Projects are projects that will take place from three to five years.>

<Tasks should be listed in the order in which they need to be completed.>

Task #5 Objective:			
Strategies	**Start Date / End Date**	**Owner**	**Resources needed**
Task #6 Objective:			
Strategies	**Start Date / End Date**	**Owner**	**Resources needed**

6 Performance Measurement Evaluation

		Short-Term (<1 year)			Mid-Term (1-3 years)			Long-Term (3+ years)		
Task ID	**Goal / Strategy / Task**	**Target Goal**	**Actual Result**	**Variance**	**Target Goal**	**Actual Result**	**Variance**	**Target Goal**	**Actual Result**	**Variance**
1	*Create MSIX Users*	*10*	*9*	*(1.00)*	15			5		
	Comments: *This goal was not met because….. In order to meet the goal for next year, the MEP plans to….*									
2	*Administer MSIX State Wide Trainings*	*5*	*7*	*+2.00*	5			5		
	Comments: *The demand for MSIX trainings was higher than expected, so the MEP increased the number of trainings. Next year the MEP plans to add ____ more trainings to the yearly agenda.*									
3				0.00						
	Comments:									
4				0.00						
	Comments:									

7 Glossary and Acronyms

Term	Definition
LEA	Local Education Agency
MDE	Minimum Data Elements
MEP	Migrant Education Program
MSIX	Migrant Student Information Exchange
OME	Office of Migrant Education
REACTS	Records Exchange Advice Communications and Technical Support
SEA	State Education Agency

Section G: Ensuring Implementation and Accountability in Local Programs

Developing the Service Delivery Plan (SDP): A Step-by-Step Approach
Step 11: Develop plans for supporting local projects in implementing the strategies in the SDP and holding them accountable.

Because local projects are the level at which the bulk of direct services occur for migrant children and youth, the local operating agency (LOA) plays a critical role in implementing the strategies the Migrant Education Program (MEP) has identified to lead to achieving the state performance targets. While specific strategies for communication with and technical assistance for LOAs is not required in the SDP, many SDPs include such a section in order to outline ways to ensure local accountability for the SDP.

The process of planning migrant program service delivery at the state MEP level should be mirrored at the local level. LOAs should conduct a needs assessment and identify needs and concerns relative to their population of migrant students, focusing in particular on Priority for Services (PFS) students. Local projects are accountable for contributing to state performance goals. Therefore, they must adopt the strategies that have been identified at the state level, unless they convince the SEA that migrant students in their project do not have the same needs as those that a particular state-level strategy addresses, or that a different strategy of addressing those needs would likely be more effective than the strategies identified in the SDP.

G.1 Ongoing Communication with Local Projects

As in any collaborative initiative, relationship building is key, and good collaborative relationships do not happen overnight. Many state directors have close working relationships with their LOAs, and the local programs look to them as a source of guidance and support.

Continual contact is an effective way to build the collaboration with LOAs and reinforce the implementation of the SDP, as well as to stay abreast of challenges and emerging issues. Consider the following strategies for ongoing communication with LOAs:

- Bi-monthly conference calls
- Listserv or email distribution list
- Website (See Appendix G.1 for links to examples of MEP websites)
- State meeting at the national conference
- Quarterly newsletter
- Yearly visits to LOAs

Appendix G.1 is an annotated list of several state migrant education websites that might give you some ideas for how to develop or improve your state's migrant education website.

Include in the SDP strategies for ongoing communication with local projects.

G.2 Technical Assistance

Planning professional development. A technical assistance plan for the LOAs should offer resources and training opportunities accessible to every local program director and staff. Technical assistance strategies may include:

- Developing a comprehensive list of national and state resources to provide to local programs.
- Offering training related to the strategies in the SDP. To determine appropriate training topics, consider for each service delivery strategy in the SDP, "What professional development will LOAs need in order to build their capacity to provide services as specified in the SDP?"
- Identifying professional development opportunities in other programs in the state and nationally that would benefit local MEP staff, and provide local programs with an annual schedule of training. (Many states offer conferences on Title I, homeless education, English language learners, dropout prevention, literacy, and exceptional children. Conferences such as these offer opportunities for staff in migrant programs to increase their familiarity with other programs, as well as for staff in other programs to become more aware of challenges migrant students face. *Appendix G.2* provides a chart to be completed with information on upcoming conferences that may be provided to local project staff.)
- Providing training on research-based strategies.
- Training local project staff on aspects of program planning that mirror the process for developing the SDP. Staff in local programs in many cases lack expertise in reviewing data and identifying needs, identifying strategies, aligning program components, involving parents, and evaluating their program. Developing local expertise in these areas would build the capacity for effective program planning at the local level.

We suggest that you include in the SDP a list of professional development opportunities for local projects that will be provided from the state MEP, as well as those that may be available through other programs or conferences.

Developing a system for providing customized technical assistance to specific LOAs. Having a systematic way to identify LOAs that need technical assistance will enable you to target help where it is most needed. Consider the following strategies state MEPs utilize:

- Review local program data annually and identify programs that do not meet project goals

- Develop a technical assistance request form that LOAs may submit to the MEP
- Develop a self-assessment form that local projects may use to determine their needs for technical assistance

The SDP should include the process the state MEP will use to identify LOAs that need customized technical assistance.

G.3 Orienting New Local Project Directors

One of the biggest challenges in program implementation is the discontinuity that occurs when experienced staff members leave and new staff members have to move the program forward. SDPs should account for turnover through mechanisms for ongoing training, customized support, and program documentation.

While SDPs should address the training needs of all staff in the state who serve migrant children each year, new staff members who enter the program after training has occurred could have access to needed information and professional development in the following ways:

- A local program handbook with key information, state forms, and important contacts is a valuable resource for someone who is new to the job. Being mindful of busy schedules, an abbreviated pamphlet could also be used, which could include topics such as:
    - Primary responsibilities of the local project
    - Key contacts
    - Programs with which a new staff member needs to collaborate
    - National and state resources
    - Dates to remember for trainings, conference calls, deadlines
- A welcome packet from the state director can assist new program staff with gaining access to necessary information as well as feeling like part of a network.
- A mentoring program that matches new and experienced staff, or specifically a new project director with an experienced project director, will provide new staff with encouragement and personalized support.
- Program staff should be able to review complete program records. One of the most frightening scenarios for a new staff member is to undertake a job only to discover that there are no files, description of duties or activities, or program history. It is, therefore, important for state directors to reinforce the importance of record keeping with all local program directors. All LOAs should have information on file, such as:
    - Data on migrant children identified in their district
    - Grant applications
    - End-of-year reports
    - Program evaluations
    - Job descriptions/responsibilities
    - Phone and email logs

- Monitoring reports
- Program contacts within the school district
- Community resource contact information
- Parent advisory committee members and meeting notes
- Program budget

You may wish to develop a local program monitoring indicator that sets the expectation that record keeping and documentation must be maintained. You should review these documents periodically through desk monitoring or on-site monitoring. Not only will the documents keep you informed about the program, but they will provide new staff with the background needed to become oriented to the program.

We suggest that you include strategies for training new local project directors in the SDP.

G.4 Setting Expectations and Guiding Implementation of the SDP through the Local Granting Process

An effective strategy for ensuring SDP implementation at the local level occurs through the process of granting funds to local projects. Local project grants should include the SDP Measureable Program Outcomes (MPOs), and they should be required to implement the strategies selected for the SDP unless the SEA is satisfied that the need for the strategy does not exist in their community.

Guide implementation through the local project application. In the local project application, you can establish an expectation for what LOAs should write to in order to receive funding. Generally, critical components of the local project application include:

- Local needs assessment
- Assurance that the local project will seek to achieve the state MPOs and implement the strategies in the SDP
- Additional or alternate strategies (if the local data show that the needs of migrant students in the community do not match those identified in the CNA)
- Activities to operationalize the strategies, included in a project plan
- An evaluation and data collection plan
- Budget

Awards should be made only to those projects that submit strong applications whose activities clearly align with the performance targets, MPOs, and strategies identified in the SDP. You should require any grantees that wish to amend the plan presented in their proposal after the award is made to submit a request to you explaining the rationale for the change and providing data to support the change.

Provide written guidance that explains the alignment between the state and local MEP, what allowable uses of funds are, and other requirements that are mentioned in the law. As an example, to make expectations clear, the 2011 Texas SDP includes written guidelines for LOAs on "Ensuring Appropriate Delivery of Migrant Education Program Services." (See *Appendix G.3*.)

Require an annual update, interim or formative program evaluation, or end-of-year report from local projects that enable you to determine program progress, both in terms of implementation and in terms of results. An annual update, formative evaluation, or end-of-year report should address questions such as, "Did the LOA implement the activities as they were outlined in the proposal?" and "What student outcomes did the program achieve?" In addition, the report should include what the LOA proposes to do differently the following year and what technical assistance it needs from the state level. The data and information required should reflect the questions in the evaluation plan to facilitate the MEP evaluation (See the *Migrant Program Evaluation Toolkit.)* A template for the end-of-year report provided from the state level will ensure that LOAs provide the required information.

We recommend that you include in the SDP strategies to ensure accountability through the local granting process.

G.5 Local Project Monitoring

Whether done as part of the overall consolidated monitoring of Federal programs or done separately, monitoring of local migrant projects reinforces accountability for state performance goals and MPOs.

The monitoring plan in your state will depend on the number of local projects and state capacity to carry out the task. Monitoring can be conducted through a combination of onsite visits and desk monitoring. Most state directors plan onsite reviews of local projects to occur from once a year to once every five years.

To prioritize which local projects should be monitored and what type of monitoring should occur (desk or onsite), you should identify any local projects that may be experiencing issues of non-compliance with Title I Part C, lack of progress on MPOs, or lack of program implementation evidenced in end-of-year reports. These may be programs to monitor first with onsite visits to identify issues for follow-up technical assistance.

While monitoring tools may vary across states, there are some questions or indicators that are important to include in order to ensure alignment between the state and local plan. Broad categories of monitoring questions or indicators may include:

- Compliance with specific parts of the statute
- Project management
- Staffing
- Professional development

- Service delivery (assessing program effectiveness in relation to the performance targets in the grant application)
- Curriculum and instruction
- Non-instructional support
- Identification & Recruitment
- Identification of PFS students
- Services for preschool migratory children
- Services for out-of-school youth
- Parent involvement
- Student records exchange
- Coordination with other Federal programs such as Title I, Part A; Title III; and Title X, Part C (homeless)
- Community coordination

We recommend that the development of the monitoring tool take place as a collaborative effort among Federal program administrators, local project directors, and the MEP evaluator so that consensus can be reached on monitoring priorities. The Colorado 2008 Service Delivery Plan provides the following description of its process to develop its monitoring tool:

> A Task Force was convened consisting of State MEP staff and educators and administrators familiar with Colorado requirements and educational structures, experienced with student observation data and data analysis, knowledgeable about migrant education and English language learners, and available for meeting and observation participation as well as for drafting tools and strategies for observing and monitoring local migrant education projects.

The resulting Auditing Tool for Improving MEP Services (ATIMEP) was included in the *Colorado ID & R Task Force Audit Visit Manual 2008* (http://www.metaassociates.com/metafiles/AuditPacket.pdf).

LOAs should be provided the monitoring questions well in advance of the event so that they will know what is expected of them. In addition, for each question, you should inform them of what sort of written records and documentation they must keep on file and provide when the monitoring occurs. *Appendix G.4* provides a list of types of written documentation from the *Colorado ID&R Task Force Audit Visit Manual 2008* that you may consider in your own request for documentation. It is important to include a review of budget expenditures in the monitoring process to note any discrepancies between how funds were proposed to be spent in the application for funds and how they were actually spent.

Findings are to be taken seriously, and LOAs should address them expeditiously. However, we recommend that you view monitoring as part of a continuum of technical assistance with the goal of helping an LOA improve its services. Communicating this perspective in the monitoring process will encourage local programs to provide you with information and documentation that create an honest picture of their services for and challenges related to migrant children and

youth. A finding can be an indication of needed technical assistance and a baseline for improvement.

After the monitoring occurs, you should develop a written report of findings and recommendations and provide them to the local director, as well as the director of the supervising agency or school district superintendent. The report should require that the local agency respond by a certain deadline with a plan for how it will correct any findings or carry out any recommendations. You will need to follow up to ensure that the corrections are made according to the plan.

See *Appendix G.5* for a template for a local program monitoring protocol. We suggest that you include in the SDP the process for selecting LOAs to monitor, the frequency of LOA monitoring, and monitoring indicators or the actual monitoring protocol.

G.6 Recommendations for SDP Planning Team Meeting #4

MEETING #4	
PURPOSE	**OUTCOMES**
• Develop strategies to ensure implementation and accountability in local projects	• Plans for o Communication with local projects o Technical assistance and training o Local granting processes o Local monitoring
Suggestions: • Convene a meeting that includes directors from a range of local migrant projects to explore what type of support they need in implementation of the SDP • Conduct a focus group of local directors at a state or national migrant conference	
Follow up: • Use recommendations from meeting and focus groups for the section of the SDP on communicating with and providing technical assistance to local projects; provide a draft of the section for review by local project directors • Plan an annual survey of local project directors to determine their technical assistance needs regarding SDP implementation	

<u>Considerations for Small States</u> Small states are at a distinct advantage for enabling the state director to have frequent contact with a limited number of local projects and to develop supportive relationships with the local project directors. We encourage you to develop these collegial relationships where local projects can network among themselves as well as with the state MEP.

G.7 Summary of Key Concepts

- Local migrant projects are accountable for achieving the measureable program outcomes in the SDP.
- Local projects must implement strategies in the SDP, unless they can provide data from a needs assessment to show that migrant students in their community do not have a need that a certain strategy selected in the SDP would target.
- The state MEP should communicate frequently with LOAs and provide technical assistance on plan implementation.
- The local granting process, and the elements of the project application in particular, are ways to ensure accountability for local implementation of the SDP.
- State monitoring of local projects should be viewed as part of a continuum of technical assistance.

G.8 Reflection and Application

1. What strategies for communication, training, and technical assistance should I implement (or improve) to ensure implementation of and accountability for the LOAs?
2. How can the local granting process in the MEP be strengthened to ensure accountability for achieving MPOs?
3. What support, processes, and accountability will ensure that LOAs identify and target services for PFS students?
4. Is the current local MEP monitoring process one that fosters discussion of the extent to which local programs can improve their services and that identifies areas of needed technical assistance?

G.9 Resources and Tools in Appendix G

Appendix G.1 Annotated List of Selected Migrant Education Program Websites
Appendix G.2 Template for Schedule of National and State Conferences
Appendix G.3 Texas Service Delivery Plan Guidelines for Ensuring Appropriate Delivery of Migrant Education Program Services from the 2011 Texas Migrant Education Program Service Delivery Plan
Appendix G.4 Migrant Education Program Audit Documentation List (Colorado ID&R Task Force Audit Visit Manual 2008)
Appendix G.5 Template for Local Project Monitoring Tool

Appendix G.1 Annotated List of State Selected Migrant Education Program Websites (2012)

Alaska: http://www.eed.state.ak.us/tls/migt1/home.html
Alaska's website explains the purpose, eligibility and services given under the MEP program. There are links at the bottom of the page that include Migrant Forms, the Comprehensive Needs Assessment, a link to the Parent Advisory Council representatives, the Service Delivery Plan, and the Migrant Program Evaluation report from 2009.

California: http://www.cde.ca.gov/sp/me/mt/programs.asp
The California Migrant Education Program Website has a thorough description of the program and how it is structured. The main page is broken down into these topic areas: locally developed programs, state-wide administered programs, Binational Migrant Education Program, Identification and Recruitment, the Migrant State Parent Advisory Council, Migrant Student Information Network, Mini-Corps Program, Portable Assisted Study Sequence, and the Statewide Student Leadership Institute, University of California, Los Angeles. Each of the sections either has a link to the specific program or contact information is listed for the program.

Florida: http://www.fldoe.org/bsa/title1/doemep.asp
Florida's website includes a large number of publications with sections broken down by topic areas. These topics include: Statutory Authority, New & Hot Topics, Evaluation, Florida Migrant Intra- and Interstate Program, Migrant Student Information eXchange, General Program information, Publications & Data, Additional Resources, and Contact Information. The evaluation section includes a Self Evaluation Annual Report Template, an Evaluation Guidebook, and 2010–2011 Migrant Education Summer Program Guidelines. The Publications section includes the Florida Migrant Education Comprehensive Needs Assessment Final Report and the Services Delivery Plan.

Idaho: http://www.sde.idaho.gov/site/migrant_edu/
Idaho's Migrant Education Program website has links to Program Information, Identification and Recruitment, the Idaho MEP State PAC, the Comprehensive Needs Assessment & State Migrant Service Delivery Plan, P.A.S.S., Reports & Documents, Resources and Links, and Migrant Student Data Collection. The Reports & Documents section includes the Idaho MEP Program Manual 2010 and LEA Migrant District Plan Guidance.

Illinois: http://www.isbe.state.il.us/bilingual/htmls/migrant.htm
Illinois' website is organized under English Language Learning on the State Board of Education site. The Resources area includes Migrant Teacher Resources and Migrant Recruiter Resources.

Kansas: http://ksmigrant.org/
The Kansas website includes the following categories: About the Kansas MEP, Contact Us, Families/Las Familias, Migrant Directory/Contacts, Kansas ID&R, Photo Galleries, Resources for Recruiters, and Web resources/links. There is an additional subsection on Programs & Initiatives, which includes these categories: CAMP Program, ConQUIR-IDR (The Consortium for Quality and Consistency in Identification and Recruitment), HEP Programs, KSDE On-Site Monitoring Review, KSDE Management Calendar,

Parent Involvement (MPAC) (i.e., the Migrant Parent Advisory Council), the Leadership Academy, Services, Quality Assurance, and Reports. The KSDE On-Site Monitoring Review section has a link to a form that is used for monitoring.

Michigan: http://michigan.gov/mde/0,1607,7-140-6530_30334_38824---,00.html
The Michigan website has the following sections: What's New, Resources, Allocations, and Grant Applications. The What's New section includes a self-assessment checklist, the 11/10/10 Migrant Education Program Evaluation, and a grant application for the ID&R Centers. Resources include FAQs on eligibility, scholarship opportunities, and a list of Migrant Program Directors. The Allocations section includes the summer and regular migrant program allocations. The Grant Applications section includes applications for both summer and regular year.

North Carolina: http://www.dpi.state.nc.us/mep/
North Carolina's website has links to information about the program, programs and initiatives, MEP staff resources, reports and maps, report reminder, selected links, OME monitoring documents, and the MEP directory. The reports section includes the NC Migrant Education Annual Evaluation Report for 08-09, the NC Migrant Education Program Student Profile: 2006–2009, and the 2007–2008 NCMEP Student Profile. The Programs and Initiatives page breaks down the particular programs available in North Carolina, including a Migrant Education Hotline. A link to the Service Delivery Plan is on the site as well.

Appendix G.2 Template for a Schedule of National and State Conferences [Year]

Date	Title of Conference	Sponsoring Agency or Program	Location	Relevance to Migrant Education	Deadline for RFP to Present	Cost of Registration

Appendix G.3 Texas Service Delivery Plan Guidelines for Ensuring Appropriate Delivery of Migrant Education Program Services from the 2011 Texas Migrant Education Program Service Delivery Plan

In order to ensure that Migrant Education Program (MEP) services are delivered according to program purposes and goals, the Texas MEP is structured such that subgrantees applying for MEP funds must serve migrant children in accordance with Title I, Part C requirements and guidelines outlined in the appropriate grant application.

General program guidelines for the LEA's delivery of MEP-funded services include, but are not limited to, the following:

1. MEP funds must be used to (a) meet the identified needs of migratory children that result from their migratory lifestyle and to permit these children to participate effectively in school and meet the State's academic performance standards; and (b) address the unique needs of migratory children that **are not addressed by services available from other Federal or non-Federal programs.**

2. The LEA must provide Migrant Services Coordination by (a) determining individual needs for instructional and support services; (b) identifying available resources; (c) coordinating with entities to ensure access to appropriate resources; and (d) following up to monitor and document progress.

3. In providing MEP-funded services, the LEA must give priority to migrant children who are failing, or most at risk of failing, to meet the State's challenging State academic content and academic achievement standards, **and** whose education has been interrupted during the regular school year. These children are classified as Priority for Services (PFS).

4. Each LEA must ensure that MEP funds are used to supplement, and not supplant, services provided to migrant children.

5. The LEA's planning, implementation and evaluation of MEP activities must reflect regular, meaningful consultation with migrant parents coordinated through the district's parent advisory council (PAC).

6. To the extent possible, the LEA must provide (a) family literacy programs, such as the Texas Migrant Reading Is Fundamental (RIF) Program and/or the Building Bridges Early Childhood Program; and (b) supportive services for out-of-school youth.

Appendix G.4 Migrant Education Program Audit Documentation List (Colorado ID&R Task Force Audit Visit Manual 2008) http://www.metaassociates.com/metafiles/AuditPacket.pdf

1. Organizational chart of the MEP
2. Job descriptions for all MEP staff
3. Current needs assessment
4. Current program objectives
5. Description of all MEP services provided
6. List of PFS students with services provided
7. Correspondence with school districts
8. Brochures
9. Phone logs of communication with school districts
10. Contractual agreements with agencies providing services to students and families
11. Student records
12. Equipment inventory list
13. Correspondence with collaborating agencies
14. Examples of instructional practices that address home state test and curriculum requirements
15. Intra-office communication
16. Evidence of student performance in math (last two years)
17. Evidence of student performance in reading (last two years)
18. Examples of how statewide assessments are used to drive curriculum
19. Recruitment plan
20. Other documentation on recruitment
21. Description of training received by recruiters
22. Description of training received by data clerks
23. Description of training received by other staff on student records
24. Written data entry procedures
25. Evidence of monitoring of data entry by supervisors
26. Evidence that FERPA provisions are being followed
27. Random sample of COEs and reenrollment forms (see attached)
28. Brochures on program services available
29. Evidence that information on services available is being disseminated in the community
30. Re-interview plan
31. List of identified migrant students and services received
32. List of students with IEPs and services received
33. List of PAC members
34. List of PAC meetings and agendas
35. Description of training provided to PAC members
36. Description of training provided to all parents
37. Examples of communications with parents
38. Description of staff development provided to all staff providing instruction to students

39. Evidence of Staff Development Evaluation/Effectiveness
40. Class/tutoring rosters
41. Description of qualifications of each instructional staff
42. Evidence of collaboration with private schools
43. Description of services to preschool students
44. List of preschool students served
45. Examples of curriculum used to instruct preschool students
46. Description of services to out-of-school youth
47. List of out-of-school youth served
48. Examples of curriculum used to instruct out-of-school youth
49. Procedures on identifying and serving high risk students
50. Documentation on home visits, school visits, and referrals
51. Examples of output from student/family database
52. Curriculum used by tutors
53. Evidence of coordination between tutors and classroom teachers
54. List of supplies provided tutors
55. List of students taking PASS and other portable coursework
56. Evidence of Program Effectiveness\Evaluation

These documents are related to the items on the ATIMEP rubric. Please provide documents that will help the audit team evaluate your MEP.

Appendix G.5 Template for Local Project Monitoring Tool
(Add rows as needed.)

Name and Title of Reviewer:
Date of Review:
Name and Title of LOA Staff Interviewed:
Name and Title of Others Present:
Desk Monitoring ___ Onsite Monitoring___

Title IC Compliance Element or SDP Implementation Element	Suggested Questions	LOA Evidence Provided	Comments
		Written Documentation: LOA Interview Information:	
		Written Documentation: LOA Interview Information:	
		Written Documentation: LOA Interview Information:	

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 measureable 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 • Insert activities												
Communicating the Service Delivery Plan to other stakeholders • Insert activities												
Revisiting the Service Delivery Plan with the planning team • Insert activities												
Updating the Plan • Insert activities												
Building and maintaining partnerships • Insert activities												

Section I: Writing the Plan

Developing the Service Delivery Plan (SDP): A Step-by-Step Approach
Step 13: Write the SDP.
Step 14: Send the SDP for review.
Step 15: Revise the SDP.
Step 16: Communicate the SDP and begin implementation.

I.1 Organizing the Documentation

Once you have completed all planning activities for the Service Delivery Plan (SDP), then comes the task of actually writing the Plan. You should have a wealth of notes, data, and ideas from planning team activities and other stakeholder input. Moreover, the charts and templates you completed during the planning process can be included as well. You should have files that you created at the beginning of the planning process for each section of the Plan that you can utilize for writing the specific sections of the Plan.

I.2 Writing the SDP

Appendix I.1 is a suggested table of contents that may be customized to fit your SDP. In this section, you will find suggestions for inclusions for each section of the SDP.

An executive summary is usually the first section after the title page. It provides an opportunity for you to reinforce your state's commitment to migrant education, feature the key needs of migrant children and youth in the state, and introduce overall ways that the MEP plans to address these needs. Some state MEPs have a mission statement that should be included in this section. The executive summary is generally one to two pages long.

1. Introduction
   a. Legislative Mandate
      Summarizing the legislative mandate for SDPs will enable you to review requirements and will enable your readers to understand the extent to which the Plan is grounded in the law. (Revisit Section B.)
   b. Description of the state MEP
      A description of the organization of the MEP will provide the foundation for readers to understand the context in which the implementation of the SDP will take place. Useful information will include the organization of the state program, local programs, and key collaborators. Visuals, such as an organizational chart or state map that shows number and location of programs, allow for vast amounts of information to be easily shared. If you developed this information to share with the planning team at the beginning of the process, it should be ready to insert into the Plan. (Revisit Section D.)

c. Description of the Planning Process
A description of the planning process conveys a sense of commitment to a collaborative process and shows the range of experience and expertise that impacted the development of the SDP. Information in this section can be represented in lists and charts, enabling readers to get a sense of the process quickly.

You should include the following topics:

- Timeline
- Planning team members
- Planning team meetings (purposes and tasks) (Revisit Section D.)

The next section of the SDP includes the following required components: state performance targets, needs assessment, service delivery strategies, Measurable Program Outcomes (MPOs), and evaluation. While each of these components will need to be featured separately, the alignment chart that you developed in Section E should be included to illustrate how each of the components relates to the others.

2. General Framework – Plan Alignment
   - Performance Targets – List your state's performance targets, since these were the starting point for the SDP. (Revisit Section E.2.)
   - Needs Assessment – Include a summary of the needs and concerns statements developed in the Comprehensive Needs Assessment (CNA). (Revisit Section E.3.)
   - Service Delivery Strategies – List the strategies that were selected to address the needs. (Revisit Section E.4.)
   - MPOs – Include MPOs that articulate what you would like to see happen as a result of the implementation of the strategies. (Revisit Section E.5.)
   - Evaluation – Include evaluation questions for each MPO that reflect implementation and results. These will serve as the foundation for the development of the Evaluation Plan that is addressed in the *Evaluation Toolkit.* (Revisit Section E.6.)

We recommend that you include a section that includes the project plan with description of activities, programs, people carrying out the activities, a timeline, and resources needed.

3. Project Plan
   The foundation for this section can be the project plan chart that you developed in Section E.7 that provides details on how the strategies in the SDP will be operationalized.

The next four sections feature specialized topics for the SDP that will ensure that services are targeted and delivered efficiently.

4. Priority for Services (PFS) Students
   This section should include your state's process for identifying those migrant students most in need of services, including the criteria your state established for prioritizing these

students for services, and ways to ensure that services are targeted toward PFS students. (Revisit Section F.1.)

5. Identification and Recruitment (ID&R) Plan
   This section should include the process and structure for the ID&R process. You should address staffing as well as staff training. In addition, you should discuss what types of accountability and quality assurance are in place to ensure that sound eligibility determinations are made. (Revisit Section F.2.)

6. Parent Involvement Plan
   This section should include strategies that the state will implement to ensure that parents of migrant children are involved in the education of their children. The plan should include information on state and local migrant Parent Advisory Councils, supports for migrant parents, and resources. (Revisit Section F.3.)

7. Exchange of Student Records
   This section should include how the MEP will establish (or review) policies and procedures for sending and receiving records for migrant students through intrastate and interstate transfer, strategies for providing training and information on the Migrant Student Information Exchange (MSIX), strategies for cross-state collaboration, and ways your state student information system can assist with record transfer. (Revisit Section F.4.)

The last two sections include plans for the MEP to support local projects in implementing the SDP and holding them accountable.

8. Implementation and Accountability in Local Programs
   This section should include
   - Ways that the MEP will communicate with local programs to keep them informed about the SDP and solicit feedback
   - A technical assistance plan to build the capacity of local operating agencies (LOAs) to plan and implement their programs
   - Strategies for ensuring that the local granting process requires applicants to implement the SDP
   - A plan for local monitoring, including specific indicators for which LOAs will be held accountable (Revisit Section G.)

9. Looking Forward
   This section should include how you will communicate the Plan and ensure that it remains relevant. Topics should include:
   - Communicating the SDP to local projects
   - Communicating the SDP to other stakeholders
   - Reconvening the planning team to review formative data and emerging issues and determine any needed changes in the Plan

- Setting a target date for the next CNA and SDP Process
- Building and maintaining collaborations (Revisit Section G.)

The Plan for Looking Forward in *Appendix H.1* could be used to provide details on activities related to these topics.

I.3 Revisiting the Checklist

The checklist included in *Appendix B.1* will assist you with reviewing the SDP to ensure that it meets all Federal legislative requirements. While the focus of the planning process has been on determining how to implement the solution strategies identified in the Comprehensive Needs Assessment, you should not lose sight of the required components and content that have been summarized in the checklist. Each item listed must be addressed in some fashion in the SDP.

I.4 Sending the Plan for Review

Even though the development of the SDP involved a range of stakeholders, having others not involved in the process to review the Plan with fresh eyes will assist with ensuring that the Plan is readable, coherent, and likely to be effective. Reviewers may include:

- Local migrant program staff
- Parents
- Administrators from other Federal programs like Title I, Part A or Title III
- Program planning and evaluation staff

You should provide a feedback form that requests specific information that will help you revise the Plan. Online surveys are an efficient way to solicit feedback. See *Appendix I.2* for a suggested feedback form that may be adapted for your needs.

I.5 Revising and Launching the SDP

Once you revise your plan based on reviewer feedback, you should follow the strategies and timeline included in the section on "Looking Forward" to communicate the Plan and begin implementation.

I.6 Resources and Tools in Appendix I

Appendix I.1 Suggested Table of Contents for the Service Delivery Plan
Appendix I.2 Service Delivery Plan Sample Feedback Form

Appendix I.1 Suggested Table of Contents for the Service Delivery Plan

Executive Summary

Table of Contents

1. Introduction
   a. Legislative Mandate
   b. Description of the State Migrant Education Program
   c. Description of the Planning Process
      - Timeline
      - Planning Team Members
      - Planning Team Meetings (Purpose and Tasks)
2. General Framework – Plan Alignment
   a. Performance Targets
   b. Needs Assessment
   c. Service Delivery Strategies
   d. Measurable Program Outcomes
   e. Evaluation
3. Project Plan
4. Priority for Services Students
5. Identification and Recruitment Plan
6. Parent Involvement Plan
7. Exchange of Student Records Plan
8. Implementation and Accountability in Local Programs
   a. Local Level Communication
   b. Local Level Professional Development and Technical Assistance
   c. Subgranting Process
   d. Monitoring and Accountability
9. Looking Forward
   a. Communicating the SDP to Local Projects
   b. Communicating the SDP to Other Stakeholders
   c. Reconvening the Planning Team to Review Formative Data and Emerging Issues and Determine Changes Needed in the SDP
   d. Setting a Target Date for the Next Comprehensive Needs Assessment and SDP Process
   e. Building and Maintaining Collaborations

Appendix I.2 Service Delivery Plan Sample Feedback Form

[Note: You may adapt this form for an online survey or use it as a feedback form that is disseminated by email.]

Thank you for agreeing to review the Migrant Education Program Service Delivery Plan (SDP) for [State Name]. The development of an effective SDP is a process that benefits from the input and feedback from a variety of stakeholders. By responding to the questions on this feedback form, you will provide important information that will enable the planning team to improve the SDP to ensure that it is a relevant and usable plan for ensuring that migrant children in youth will have the support to access and succeed in educational opportunities and reach state educational performance targets.

After reading the SDP, please respond to the following statements by [deadline]. If you have any questions or are unable to provide your responses by the deadline, please call or email me.

Sincerely,
[State Director's Name, Title, Email, Phone Number]

Name of Reviewer: _____ Title/Position: _____
Program or Agency Represented: _____

Please respond to the following statements by circling the most appropriate rating. Any additional comments that you can provide related to the strengths or areas of needed improvement for these features of the SDP would be greatly appreciated.

Evaluation Scale: (5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

1. The SDP was clearly written and easy to read. 5 4 3 2 1

   Strengths:

   Areas in need of improvement:

2. The SDP shows a clear understanding of Federal requirements guiding the development of the plan. 5 4 3 2 1

   Strengths:

   Areas in need of improvement:

3. The SDP shows clear alignment of state performance targets, needs assessment, service delivery strategies, measurable program outcomes, and evaluation. **5 4 3 2 1**

   Strengths:

   Areas in need of improvement:

4. The needs and concerns statements depict the full range of needs (both instructional and non-instructional) of migrant children and youth.

5 4 3 2 1

Strengths:

Areas in need of improvement:

5. The strategies clearly relate to the Measurable Program Outcomes (MPOs).

5 4 3 2 1

Strengths:

Areas in need of improvement:

6. The MPOs provide a concrete picture of the results the Migrant Education Program hopes to achieve.

5 4 3 2 1

Strengths:

Areas in need of improvement:

7. The evaluation questions will form the basis of a strong evaluation plan that will measure both implementation and results.

5 4 3 2 1

Strengths:

Areas in need of improvement:

8. The project plan is sufficiently detailed to operationalize the strategies.

5 4 3 2 1

Strengths:

Areas in need of improvement:

9. Priority for Services students are targeted throughout the plan.

5 4 3 2 1

Strengths:

Areas in need of improvement:

10. The Identification & Recruitment (ID&R) plan will ensure that sound eligibility determinations are made.

5 4 3 2 1

Strengths:

Areas in need of improvement:

11. The parent involvement plan will ensure that parents of migrant children are provided the support they need to be involved in their children's education. 5 4 3 2 1

Strengths:

Areas in need of improvement:

12. The SDP includes a plan for requesting and transferring student records in an efficient way. 5 4 3 2 1

Strengths:

Areas in need of improvement:

13. The SDP includes sufficient strategies to foster ongoing communication with local projects. 5 4 3 2 1

Strengths:

Areas in need of improvement:

14. The SDP includes a detailed plan for providing technical assistance to local projects. 5 4 3 2 1

Strengths:

Areas in need of improvement:

15. The local granting process will require applicants to plan their program around the MPOs and strategies in the SDP. 5 4 3 2 1

Strengths:

Areas in need of improvement:

16. The SDP includes a plan for monitoring local projects. 5 4 3 2 1

Strengths:

Areas in need of improvement:

17. Plans for communicating the SDP to local projects will likely create buy-in. 5 4 3 2 1

    Strengths:

    Areas in need of improvement:

18. The plans for revisiting the SDP will ensure that it remains flexible and relevant. 5 4 3 2 1

    Strengths:

    Areas in need of improvement:

19. The SDP includes strategies for coordination and collaboration with key programs and agencies. 5 4 3 2 1

    Strengths:

    Areas in need of improvement:

Please provide any additional comments related to the overall effectiveness of the SDP:

Submit this form to:

[Contact Name, Email]