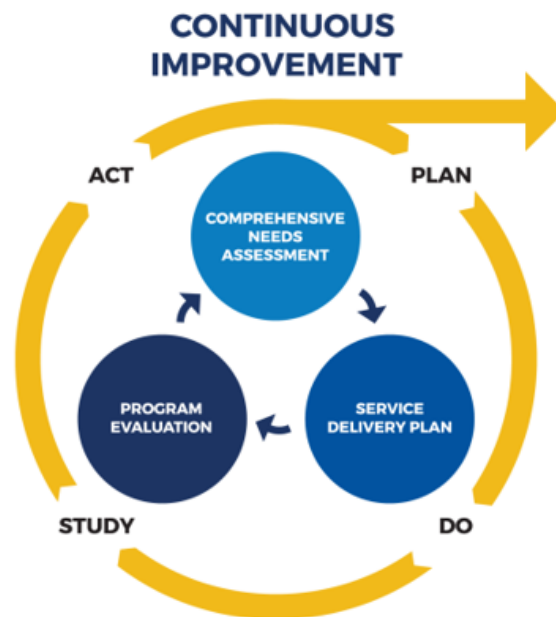




Migrant Education Program Service Delivery Plan



**Arizona Department of Education
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Abbreviations and Acronyms

ADE	Arizona Department of Education
AzMERIT	Arizona's Measurement of Educational Readiness
CAMP	College Assistance Migrant Program
CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
EL	English Learners
ELA	English Language Arts
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
ESD	Education Service District
FSI	Fidelity of Strategy Implementation
FY	Fiscal Year
HS	High School
ID&R	Identification and Recruitment
IMEC	Interstate Migrant Education Council
LEA	Local Education Agency
MDE	Minimum Data Elements
MEP	Migrant Education Program
MIS2000	Migrant Information System 2000
MPAC	Migrant Parent Advisory Council
MPO	Measurable Program Outcomes
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
OME	Office of Migrant Education (of the U.S. Department of Education)
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PD	Professional Development
PFS	Priority for Services
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Education Agency (Arizona Department of Education)

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Part 1 – Introduction

Congressional Mandate for Service Delivery Planning

The Migrant Education Program (MEP) is authorized under Title I, Part C of the *Elementary and Secondary Education Act* (ESEA) of 1965 [Section 1306(a)(1)] which was reauthorized as the *Every Student Succeeds Act* (ESSA) of 2015. Under ESSA, states must address the unique educational needs of migratory children in accordance with a comprehensive state plan that:

- is integrated with other Federal programs;
- provides that migratory children have an opportunity to meet the same challenging state academic standards that all children are expected to meet;
- specifies measurable program goals and outcomes;
- encompasses the full range of services that are available for migratory children from appropriate local, state, and Federal educational programs;
- is the product of joint planning among local, state, and Federal programs, including programs under Part A, early childhood programs, and language instruction programs;
- provides for the integration of available MEP services with other Federal-, state-, or locally-operated programs; and
- is periodically reviewed and revised, as necessary, to reflect changes in the state's strategies and programs provided under ESEA/ESSA.

Section 200.83(b) of the regulations requires the state education agency (SEA) to develop its comprehensive state Service Delivery Plan (SDP) in consultation with the state Migrant Education Parent Advisory Council (PAC) in a format and language that the parents understand.

The components that are required by statute to be included in a state SDP are:

1. *Performance Targets*. The plan must specify the performance targets that the state has adopted for all migrant children for: reading; mathematics; high school graduation/the number of school dropouts.; school readiness if adopted by the SEA; and any other performance target that the state has identified for migrant children. [34 CFR 200.83(a)(1)]
2. *Needs Assessment*. The plan must include identification and an assessment of: (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 for them to participate effectively in school. [34 CFR 200.83(a)(2)]
3. *Measurable Program Outcomes (MPOs)*. The plan must include the MPOs that the MEP will produce statewide through specific educational or educationally-related services [1306(a)(1)(D)]. MPOs 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 (CNA). The MPOs should also help achieve the state's performance targets.
4. *Service Delivery*. The plan must describe the SEA's strategies for achieving the performance targets and MPOs. 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 to participate effectively in school. [34 CFR 200.83(a)(3)]

5. *Evaluation*. The plan must describe how the state will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes. [34 CFR 200.83(a)(4)]

Other information that Arizona addresses in the SDP per guidance from the Office of Migrant Education (OME) includes the policies and procedures it will implement to address other administrative activities and program functions, such as:

- *Priority for Services (PFS)*. A description of how, on a statewide basis, the State will give priority to migrant children who have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school
- *Parent Involvement*. A description of the SEA's consultation with parents in a format and language that the parents understand.
- *Identification and Recruitment (ID&R)*. A description of the State's plan for ID&R activities and its quality control procedures.
- *Student Records*. A description of the State's plan for requesting and using migrant student records and transferring migrant student records to schools and projects in which migrant students enroll.
- *Secondary Project*. Describes statewide secondary services that include inter/intrastate collaboration for credit accrual, technical assistance to local operating agencies (LOAs), secondary course development, and consortium incentive grant (CIG) coordination.
- *Quality Control*. A comprehensive description of Arizona' quality control procedures is available on file at the SEA.

In compliance with the guidance provided by OME, Arizona will update the comprehensive State SDP whenever it: 1) updates the statewide CNA; 2) changes the performance targets and/or MPOs; 3) significantly changes the services that the MEP will provide statewide; or 4) significantly changes the evaluation design. This new SDP aligns with the needs identified in the new CNA that was completed in June 2018.

Description of the Arizona Migrant Education Program

The primary purpose of the Arizona MEP is to help migrant children and youth overcome challenges of mobility, frequent absences, late enrollment into school, social isolation, dropping out, and other difficulties associated with a migratory life, in order that they might succeed in school. Furthermore, the Arizona MEP must give PFS to migrant children and youth who have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school. Migrant students bring a rich variety of experience and knowledge to the classroom; however, the purpose of this report is to identify the needs of migrant students so that services can be targeted for the greatest impact.

The 2016-17 Consolidated State Performance Report (CSPR) shows that there were 9,853 eligible migratory children and youth in Arizona with the following demographics:

- 3% were age birth through two years old; 5% were 3-5 years old; 37% were in grades K-5; 20% were in grades 6-8; 38% were in grades 9-12, and <1% were out-of-school youth (OSY);
- 16% were identified as PFS;
- 40% were English learners (ELs), predominantly Spanish speakers;

- 39% had a qualifying arrival date (QAD) during the performance period, with 21% having a QAD during the regular school year; and
- 74% of all eligible migrant students were served during the performance period (7% during the summer).

The Arizona Department of Education (ADE) provides technical assistance, program development, parent engagement, records transfer systems, graduation, resources to teachers serving migrant students, assistance with ID&R, graduation specialist support, and preschool support.

To address the needs of the migrant student population, the Arizona MEP funds regular school year projects and year-round projects. In Fiscal Year (FY) 2017, there were 27 MEP-funded projects and in FY 2018, there were 25. Exhibit 1 illustrates the location of the MEP-funded projects, while Exhibit 2 identifies the projects by name.

Exhibit 1: Map of Regions in Arizona

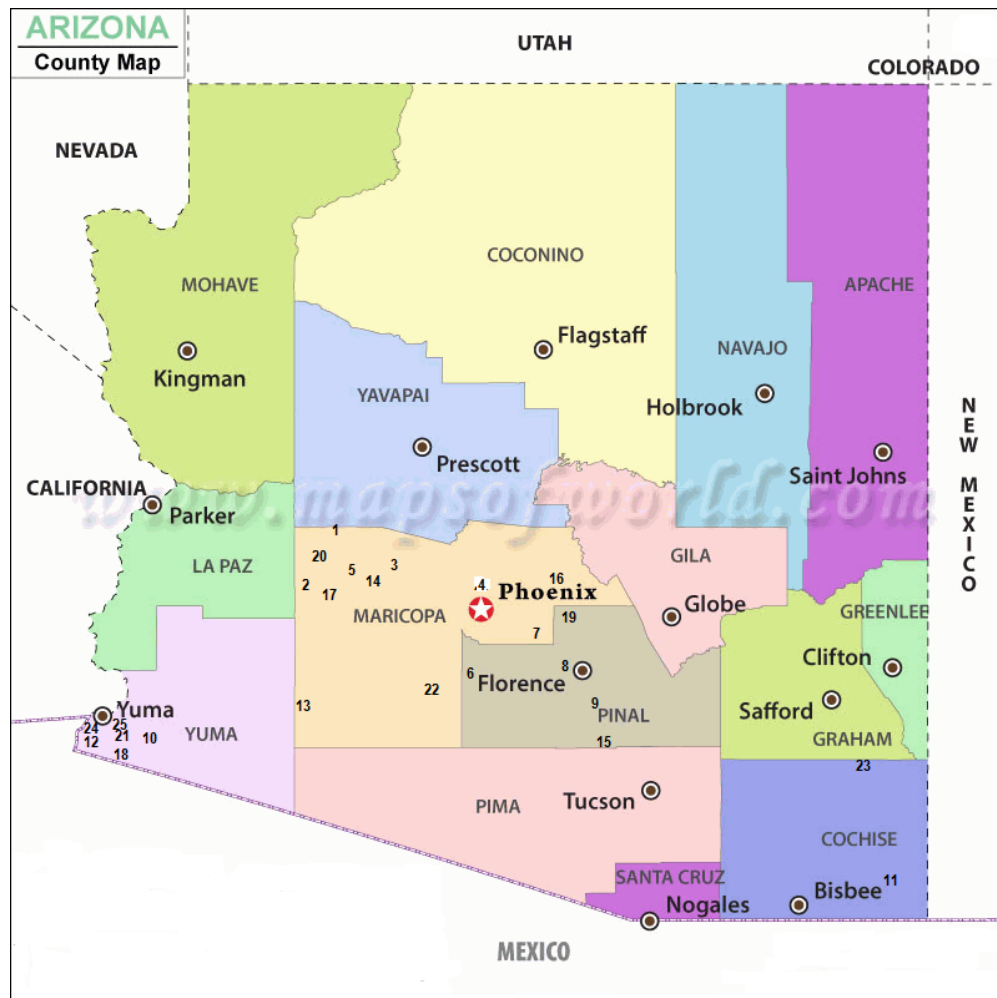


Exhibit 2: List of MEP-Funded Projects in Arizona (FY 2018)

1. Aguila Elementary District	10. Crane Elementary District	19. Queen Creek Unified District
2. Arlington Elementary District	11. Douglas Unified District	20. Saddle Mountain Elementary District
3. Avondale Elementary District	12. Gadsden Elementary District	21. Somerton Elementary District
4. Riverside Elementary District	13. Hyder Elementary District	22. Stanfield Elementary District
5. Buckeye Union H.S. District	14. Liberty Elementary District	23. Wilcox Unified District
6. Casa Grande Union District	15. Marana Unified District	24. Yuma Elementary District
7. Chandler Unified District	16. Mesa Unified District	25. Yuma Union H.S. District
8. J.O. Combs Unified District	17. Palo Verde Elementary District	
9. Coolidge Unified District	18. PPEP TEC H.S.	<i>Revised January 2018</i>

Developers of the Arizona MEP Service Delivery Plan Update

The Arizona MEP SDP resulted from a systematic process that involved a broad-based representation of stakeholders whose experience lent authenticity and whose expertise directed the strategies that are presented in this report.

The SDP Committee was composed of individuals representing the community; migrant parent representatives; MEP administrators; the SEA; and individuals with expertise in reading, mathematics, graduation/dropout prevention, OSY, family literacy, professional development, ID&R, and early childhood. Several members of the SDP Committee also served on the Needs Assessment Committee (NAC) to provide continuity to the comprehensive process carried out to ensure that systems were aligned to meet migrant students' unique needs.

Description of the Planning Process

The Arizona SDP Committee was led through the service delivery planning process by META Associates using the *Migrant Education Service Delivery Plan Toolkit* (2018). In addition, the Committee reviewed the work of the members of the NAC during the CNA update process completed during 2017-2018 school year.

The Arizona MEP follows the Continuous Improvement Cycle recommended by the OME that includes:

- CNA: A three-phase model to identify major concerns, gather data to define needs, and select priority solutions.
- SDP: A multi-step process to convene stakeholders to select research-based strategies (based on the CNA findings) to meet the needs of migrant children and youth, develop a plan to implement the strategies, and establish measurable goals and targets for accountability.
- Implementation of SDP: Information dissemination and training to align site services and goals with the statewide plan, roll-out of strategies, and data collection for accountability.
- Evaluation: Measures the extent to which strategies were implemented with fidelity and the impact of those strategies on migrant student achievement.

Exhibit 3 – Continuous Improvement Cycle



The Arizona MEP convened a planning committee for the SDP comprised of key stakeholders from migrant education as well as content area experts. Some members also served on the NAC for the CNA process, ensuring continuity from one phase of the Continuous Improvement Cycle to the next. (Refer to beginning of this document for a list of SDP Planning Committee members.) During 2018, the Committee met three times in Phoenix to provide input on SDP requirements. All aspects of the MEP were considered including the CNA, SDP, application, and evaluation tools to ensure continuity as illustrated in Exhibit 3. Exhibit 4 highlights the process through the various meeting objectives and outcomes.

Exhibit 4: SDP Planning Committee Meetings

Dates	Objectives	Outcomes
07/25/18	<ol style="list-style-type: none"> 1) Understand how the program planning process interacts with the State SDP 2) Create strategies for meeting migrant student needs 3) Prioritize strategies and identify required and optional strategies 4) Review and decide on next steps toward determining the major components of the SDP 	<ul style="list-style-type: none"> • Reviewed the findings from the CNA process • Established workgroups for: English language arts (ELA)/Math; and School Readiness, and High School Graduation/Services to OSY; • Using recommended solutions from the CNA, workgroups revised language to incorporate into strategies for the SDP; full group discussed workgroup recommendations
09/06/18	<ol style="list-style-type: none"> 1) Refine and finalize strategies for meeting migrant student needs 2) Develop MPOs 3) Identify resources needed to address the strategies 4) Discuss next steps in developing the SDP 	<ul style="list-style-type: none"> • Discussed process (or program implementation) objectives and outcomes (performance) • Created MPOs for each of the strategies
10/02/18	<ol style="list-style-type: none"> 1) Finalize strategies, MPOs, and resources 2) Determine evaluation strategies and tools to measure MPO progress and implementation of strategies 3) Develop strategies for communicating the updated SDP to LEAs 4) Understand the logic model 5) Discuss next steps in developing the SDP 	<ul style="list-style-type: none"> • Finalized the MPO language and added needed resources to complete the SDP planning chart • Discussed professional development needs for MEP staff to implement priorities • Identified strategies to include meaningful parent input into the SDP • Developed strategies for communicating the updated SDP to the field

The Arizona MEP process also included vetting the SDP draft with migrant parents to get their feedback on planned services and accountability measures.

Purpose of the SDP Update

The Continuous Improvement Process, as shown in Exhibit 3, was designed to help ensure that students participating in the Arizona MEP benefit from a planning process that involves stakeholders from across the State who possess various perspectives about migrant student needs. The guidance provided by OME calls for updating the SDP about every three years, and Arizona has maintained this cycle over the past nine years.

The Logic Model (Exhibit 5) on the following page is a visual representation of the intent of the Arizona MEP. The logic model provides the foundation for assessing the effectiveness and progress of the Arizona MEP, ensures a realistic picture of what the program can expect to accomplish, and helps tell the story and show the impact of the Arizona MEP.

Exhibit 5 - Arizona Migrant Education Program Logic Model

Inputs	Activities	Outputs	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes
<ul style="list-style-type: none"> -MEP allocation -State MEP staff -Consortium Coordinators -Consortium MEP staff -Evaluation/data team -Collaborators (e.g., community agencies, institutions of higher education (IHEs), other State/Federal programs) -CNA results -Evaluation data (implementation/ results) 	<ul style="list-style-type: none"> -Supplemental reading and mathematics instruction -Credit accrual and recovery -Student leadership activities -Summer programs -Support services -Parent activities -MEP SEA Boot Camps -Consortia MEP staff training -Continuous Improvement Cycle -SEA monitoring/ technical assistance 	<ul style="list-style-type: none"> -Consortium service delivery model -Consortium MEP staff provide reading and math instruction to students -Migratory students served during the summer -Consortia host parent activities and events -Consortia MEP staff attend PD -Collaborators provide services to migratory students -Migratory children recruited and identified 	<ul style="list-style-type: none"> -Increased student reading and math skills -More secondary-aged students obtaining high school credits -Consortium MEP staff develop relationships with migratory students -Families involved in supporting their children's education -Consortium MEP staff trained -MEP services found effective sustained 	<ul style="list-style-type: none"> -45% of migrant students in grades K-8 receive at least one supplemental reading or math instructional service -TBD% of students receiving supplemental instructional services increase their reading and/or math skills -TBD% of migrant preschoolers increase their school readiness skills -45% of migrant students in high school receive at least one supplemental instructional service -Increased MEP parent skills for supporting migratory students -Increased MEP staff skills for supporting migratory students 	<ul style="list-style-type: none"> -Increased number of migratory students scoring proficient or above on State assessments -Increased high school graduation rates -Increased number of migratory students attending postsecondary education

Overview of the SDP Update

In accordance with the OME's SDP Toolkit, this report contains **Part 1**, *Introduction*, and **Part 2**, *Building on the Comprehensive Needs Assessment*, which outlines the process Arizona undertook to analyze data on migrant students, and how needs were identified to determine possible solution strategies for the various service areas.

Part 3, *General Framework: Plan Alignment*, spells out how performance targets/goals meet the identified needs and priorities set by the State. The objectives are stated for which the State and its LOAs will be held accountable in the areas ELA/mathematics, school readiness, and high school graduation/services to OSY. Also, progress indicators are specified. **Part 4**, *Priority for Services*, specifies how Arizona designates migrant students having the highest PFS.

The plan for monitoring and technical assistance is specified in **Part 5**, *Implementation and Accountability Plan* clarifying the role in this process of the State, its local operating agencies, and outside experts. **Part 6**, *Professional Learning Plan for Staff*, clarifies the systematic plan for providing professional learning for Arizona educators, administrators, recruiters, clerks, and migrant families.

The plan for services to parents is included in **Part 7**, *Parent Involvement Plan*. This section considers the various roles of parents and how the State plan addresses parent needs. In **Part 8**, *Identification and Recruitment Plan*, the roles and responsibilities of recruiters are specified with the Arizona plan for quality control in recruitment.

Part 9, *Evaluation Plan*, contains the State plan for evaluating the implementation of the SDP based on performance targets and measurable program outcomes. Systems for data collection and reporting are specified along with the how Arizona will use the evaluation results for making mid-course corrections and improvement. **Part 10**, *Exchange of student Records*, offers information on the exchange of migrant student records. Finally, **Part 11**, *Looking Forward*, discusses how the SDP will be communicated to local projects and other stakeholders and the next steps. This section sets the stage for the implementation and evaluation of MEP services.

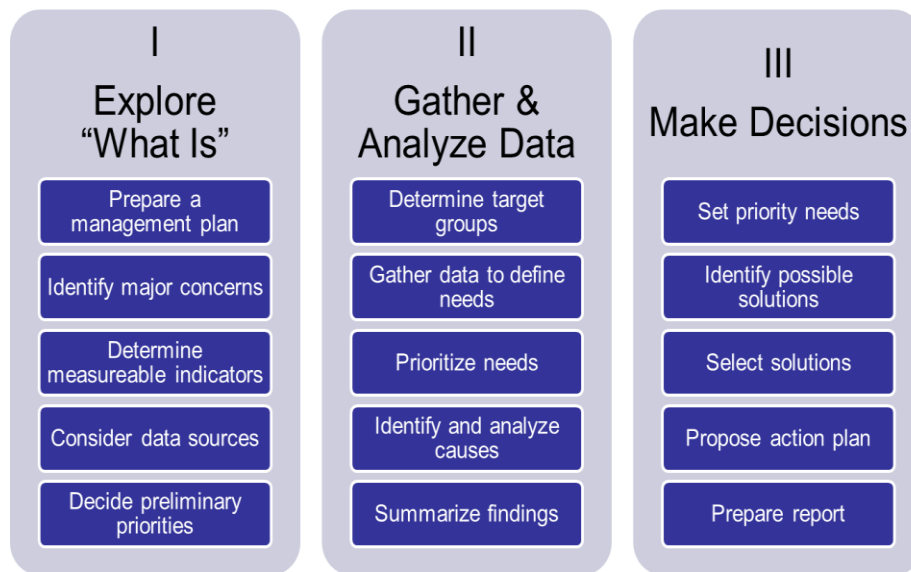
The *Appendices* are found at the end of the report and include the Arizona MEP SDP Planning Chart.

Part 2 – Building on the Comprehensive Needs Assessment

The CNA Process in Arizona

During the 2017-18 school year, the Arizona NAC worked through the process outlined in the Migrant Education Comprehensive Needs Assessment Toolkit: A Tool for State Migrant Directors (2012). A consultant from META Associates experienced in guiding teams through the CNA process facilitated the NAC through the process following OME’s Three-Phase Model that consists of *Phase I: What is a Comprehensive Needs Assessment?* *Phase II: Gathering and Analyzing Data*; and *Phase III: Decision Making*. Exhibit 6 illustrates the activities for each of the phases.

Exhibit 6
Three-phase Model for CNA



Data on migrant student achievement and outcomes were used by the NAC to develop Concern Statements during the first meeting. The draft concern statements were reviewed based on additional data requested and finalized after they were edited by the State MEP staff.

Over the course of the 2017-18 school year, additional data were collected as needed through the Migrant Information System 2000 (MIS2000) and via surveys of parents, students, and staff; a data profile was written; possible solutions were identified; and priorities for services based on the data were determined. At NAC meetings held in Phoenix, the group reached consensus about the decisions on how to identify needs, additional issues/data to explore, and how to proceed with the next steps in determining a plan for addressing migrant student needs.

At the final meeting of the NAC, the direction to ensure continuity with the planning process for the SDP was determined. This CNA process resulted in the development of the Arizona MEP CNA report which is on file at the ADE.

Using CNA results to inform the Service Delivery Planning Process

The Arizona MEP CNA results provided the State with clear direction for planning services to be delivered to migrant children and youth. A SDP committee was formed by the State with representatives from various districts serving migrant students and individuals with content expertise in reading, mathematics, graduation/dropout prevention, OSY, early childhood education (ECE), professional development, ID&R, and parent involvement.

The Appendices contains a chart of the CNA and SDP decisions made through the SDP process and in accordance with the State Goals. The areas of greatest need were identified as reading, mathematics, school readiness, and high school graduation/ services to OSY.

Aligning CNA Results to State Systems and Resources

Members of the SDP Committee included project coordinators representing districts serving migrant students in Arizona, as well as staff from the ADE to incorporate research-based practices in the content focus areas and to ensure alignment with State priorities beyond the MEP.

Migrant student performance on Arizona State assessments was collected and reviewed throughout the CNA process to create CNA need statements. Those need statements informed the development of the MPOs.

The ADE has initiatives in place to which MEP services have been aligned. Arizona will put the majority of its resources into supplementing existing services and resources in reading and mathematics, as well as school readiness and high school graduation/services to OSY.

Part 3 – General Framework: Plan Alignment

This section shows the alignment of the required components of the SDP (State performance targets, needs assessment, service delivery strategies, and MPOs). Each component has its own function in the SDP, but all are aligned to provide a cohesive and consistent approach to enable migrant students to achieve State performance goals and targets.

State Performance Indicators

The State Performance Targets for migrant students in ELA, math, and graduation work in concert with the priorities and goals established by the State of Arizona as part of its ESSA Consolidated State Plan. The Plan identifies interim benchmarks and long-term goals for graduation rates and student achievement for grades 3-11 (ELA), 3-8 and high school (Math) (<https://cms.azed.gov/home/GetDocumentFile?id=59b185613217e1015407f276>).

Needs Assessment

The needs assessment results described in the Arizona MEP CNA Report (2018) have been used as a foundation for the services described in this Service Delivery Plan.

Grades 3-11: The Arizona Measurement of Educational Readiness (AzMERIT) is administered to students in grades 3-11. The data included in the CNA (2018) show that the percentage of migrant students scoring proficient or above in ELA was 18% compared to 42% for all students—a deficit of 24%. There were even greater differences for students with PFS. In mathematics, migrant students scoring proficient or above in math was 23% compared to 42% for all students - a deficit of 19%.

Preschool Students: The Arizona MEP tracks the number of migrant children ages 3-5 receiving instructional services in mathematics and/or reading, the number receiving general support services, and the number receiving counseling services. The CNA reported CSPR data showing that only 3% of migrant children ages 3-5 received migrant-funded instructional services.

Secondary Students and OSY: Migrant students have a lower dropout rate (3.73%) compared to non-migrant students (4.84%). While it was reported in the CSPR that there was only one OSY, MEP staff indicate that the OSY population in Arizona is much higher. Efforts will be made to ensure this data is collected and reported accurately in the future.

Exhibit 7 details the concern statements, data sources, need indicators, and need statements the NAC identified during this Continuous Improvement Cycle.

Exhibit 7 – Comprehensive Needs Assessment Chart

Goal Area 1: ELA/MATH			
1.1 We are concerned that there is an achievement gap in ELA and math between migrant and non-migrant students.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
CSPR Data	(1) 20% of migrant students in grades 3-12 scored proficient on the state assessment in math compared to 39% for non-migrant students; (2) 16% of migrant students in grades 3-12 scored proficient on the assessment in English Language Arts compared to 40% for non-migrant students.	The percentage of migrant students testing proficient needs to increase by 19% in math and 24% in English Language Arts.	1.1a) Refer migrant students to summer school/ 1.1b) Identify specific needs for each migrant student in ELA/math. 1.1c) Provide instructional services to identified students. (e.g., after school/before school tutoring, interventions) 1.1d) Identify/set specific challenging goals and objectives for summer school.
1.2 We are concerned that migrant students are not receiving sufficient instructional services.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
CSPR Data	27% of migrant students received instructional services in reading and 22% of migrant students received instructional services in math.	The percentage of migrant students receiving instructional services in reading needs to increase by 73% and the percentage of migrant students receiving instructional services in math needs to increase by 77%.	1.2a) Refer and/or enroll into supplemental instructional services. 1.2b) Implement a Student Intervention Plan for each migrant student. 1.2c) Identify/recruit migrant students and provide quarterly data for each district. (State and LEA level) 1.2d) Provide professional development regarding allowable MEP expenditures. 1.2e) Create a report that provides quarterly data that identifies the services being offered to migrant students.
1.3 We are concerned that migrant parents are not aware of instructional strategies to support their child's academic success.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
Parent Needs Assessment Survey	(1) 66% of parents indicated they need help preparing their child for kindergarten; (2) 64% of parents indicated they need help with post high school options	The percentage of parents indicating a need for information/resources for pre-k and/or college/career readiness needs to decrease.	1.3a) Provide documentation of available instructional resources and support services during recruitment. 1.3b) Address instructional strategies and support services during MEP meetings.

Goal Area 2: SCHOOL READINESS			
2.1 We are concerned that migrant parents are not aware of resources, programs, and services for preschool-aged children.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
Staff Needs Survey	35% of migrant staff indicated that supplementary instructional services in pre-k programs are needed most.	The percentage of migrant staff indicating the need for supplementary services in pre-k needs to decrease.	2.1a) Design LEA maps of areas that offer programs and services for preschool age children. 2.1b) Develop and disseminate a recruiter kit containing specific information for preschools students. (Including flyers about resources, programs, etc.)

			2.1c) Provide information at PAC meetings about resources, programs, and services for preschool-aged children. 2.1d) Provide MEP staff with packets containing information about resources, programs, and services for preschool-aged children.
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2.2 We are concerned that migrant children ages 3-5 are not receiving instructional and/or support services.

Data Sources	Need Indicator	Need Statement	Solution Strategies
Staff Needs Survey Expert Committee Opinion	35 % of migrant staff indicated that pre-k programs are needed	The percentage of migrant staff indicating a need for pre-k programs needs to decrease.	2.2a) Design LEA maps of areas that offer programs and services for preschool age children. 2.2b) Coordinate referrals for families to identified programs and services.

2.3 We are concerned that we do not provide parents with enough strategies to support their children's academic success.

Data Sources	Need Indicator	Need Statement	Solution Strategies
Parent Needs Survey	66% of migrant parents indicated their need to prepare their children for kindergarten and families.	The percentage of parents indicating they need help preparing their child for kindergarten needs to decrease.	2.3a) Invite presenters to PAC meetings to discuss and model strategies to support their children's academic success. 2.3b) Conduct home visits to teach parents/guardians strategies to support their children's academic success.

2.4 We are concerned that migrant students need school supplies/print materials in the home (i.e., Wi-Fi, calculator, headphones, etc.)

Data Sources	Need Indicator	Need Statement	Solution Strategies
Parent Needs Survey Staff Needs Survey	(1) 70% of staff indicated that migrant students need books/supplies/materials; (2) 65% of migrant parents indicated that migrant students need books/supplies/materials	The percentage of staff and parents indicating migrant students need books/materials/supplies needs to decrease.	2.4a) Increase outsource donations. 2.4b) Develop community partnerships. 2.4c) Coordinate/collaborate with other programs and funding sources (e.g. First Things First, Title I) 2.4d) Maximize migrant funding to support the purchase of books/supplies/materials when possible.

Goal Area 3: HIGH SCHOOL GRADUATION/SERVICES TO OSY

3.1 We are concerned that we are not adequately identifying and recruiting OSY.

Data Sources	Need Indicator	Need Statement	Solution Strategies
CSPR Data	In 2015-2016, 83 OSY were identified and recruited	ID&R of OSY needs to increase.	3.1a) Provide training on the eligibility criteria for identifying OSY. 3.1b) Create partnerships with the local migrant employers. 3.1c) Collaborate with local and educational service agencies. 3.1d) Collaborate with local registrars to obtain enrollment and withdrawal reports to flag potential OSY/drop-outs.

3.2 We are concerned that Out-of-School youth are not receiving appropriate services to meet their educational needs.

Data Sources	Need Indicator	Need Statement	Solution Strategies
CSPR Data	In 2015-2016, 7% of OSY were served compared to 61% of	Services to OSY need to increase by 54%	3.2a) Develop and disseminate instructional materials and local resource information. 3.2b) Identify distant learning options.

	overall migrant students		3.2c) Provide PASS packets as a supplemental instructional resource. 3.2d) Collaborate with local social service agencies.
3.3 We are concerned that migrant high school students are not being provided enough supplemental resources (i.e., time, materials, tutoring) to support literacy skills.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
Expert committee opinion State Assessments	8% of migrant high school students earned a proficiency or higher on the 2015-2016 state reading assessment	The percentage of migrant high school students who are proficient on the State reading assessment needs to increase by 23%.	3.3a) Offer non-traditional programs (e.g., after school, summer, Saturday) that support literacy skills. 3.3b) Coordinate services with other school programs. (e.g., Title I, Title III)
3.4 We are concerned that migrant high school students and migrant families are not receiving enough information and support about graduation requirements and academic expectations.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
Parent Needs Survey	39% of parents surveyed stated that there is a need for information on graduation requirements and academic expectations	The percentage of parents receiving information on graduation requirements and academic expectations needs to increase.	3.4a) Include presentations on graduation requirements and academic expectations at MPAC meetings. 3.4b) Coordinate parent, students, and school counselor meetings to discuss graduation requirements and academic expectations.
3.5 We are concerned that migrant high school students and OSY are not receiving enough information/support for college and career plans.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
Student Needs Survey	(1) 65% of students said they would like more information about career options; (2) 59% of students said they would like more information about preparing for college.	The percentage of students receiving information/support about career options and preparing for college needs to increase.	3.5a) Coordinate with local community colleges to provide information about post-secondary opportunities. 3.5b) Coordinate presentations for high school students and OSY regarding CAMP. 3.5c) Coordinate/collaborate with adult education programs 3.5d) Collaborate with local universities to implement a HEP program.

Service Delivery Strategies, Measurable Program Outcomes, and Evaluation Questions

The Service Delivery Strategies identified by the SDP Committee are aligned with the needs of migrant children and youth as identified by the NAC. The CNA/SDP/Evaluation Alignment Chart on the pages that follow shows the alignment between the State performance targets, the needs identified in the CNA, and the strategies, MPOs, and evaluation questions identified during the SDP process. How progress toward meeting the MPOs is measured along with the extent to which the strategies are implemented is discussed in the *Evaluation Plan*, Part 9.

Arizona MEP CNA/SDP/Evaluation Alignment Chart – 2020-21

GOAL AREA #1: ELA/Math

State Performance Target:	<ul style="list-style-type: none"> In 2020-21, 55% of 3rd graders, 59% of 4th graders, 58% of 5th graders, 52% of 6th graders, 55% of 7th graders, 49% of 8th graders, 50% of 9th graders, 45% of 10th graders, and 46% of 11th graders will score proficient or above on Az MERIT ELA Assessments. In 2020-21, 58% of 3rd graders, 57% of 4th graders, 58% of 5th graders, 53% of 6th graders, 47% of 7th graders, 44% of 8th graders, and 44% of 8th graders will score proficient or above on AZ MERIT Math Assessments. In 2020-21, 81% of middle school students and 44% of high school students will score proficient or above on AZ MERIT Algebra I Assessments. In 2020-21, 86% of middle school students and 47% of high school students will score proficient or above on AZ MERIT Geometry Assessments. In 2020-21, 81% of middle school students and 45% of high school students will score proficient or above on AZ MERIT Algebra 2 Assessments.
Concern Statements:	We are concerned that there is an achievement gap in ELA and math between migratory and non-migratory students; that migratory students are not receiving sufficient instructional services; and that migratory parents are not aware of instructional strategies to support their child’s academic success.
Data Summary:	In 2017-18, 13% of migratory students (4% of PFS students) in grades 3-11 scored proficient on the assessment in ELA compared to 41% of non-migratory students; 21% of migratory students (10% of PFS students) in grades 3-8 and HS scored proficient on State assessments in math compared to 41% for non-migratory students; 16% of migratory students received instructional services in reading and 8% received instructional services in math.
Need Statement:	<i>The percentage of migratory students scoring proficient or above needs to increase by 28% in ELA (37% for PFS students) and 20% in math (31% for PFS students) to eliminate the gap between migratory and non-migratory students.</i>

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions	
		Results	Implementation
Strategy 1-1: Implement a student intervention plan for each migratory PFS student identifying specific needs for ELA and/or math and ongoing data collection (e.g., district benchmarks, DIBELS).	MPO 1a: By the end of the 2020-21 performance period, there will be a 5% increase in the number of eligible migratory students in grades K-8 who receive at least one supplemental instructional service.	What percentage of migratory students in grades K-8 (PFS and non-PFS) received at least one supplemental instructional service during the performance period?	What types of instructional services were provided to migratory students?

<p>Strategy 1-2: Provide supplemental instructional services to identified students (e.g., before school/after school tutoring, interventions, summer school).</p>	<p>MPO 1b: By the end of the 2020-21 performance period, 65% of migratory students in grades K-8 who receive supplemental reading instructional services will demonstrate a 5% gain on local pre/post reading assessments.</p>	<p>What percentage of migratory students (PFS and non-PFS) receiving supplemental instructional services increased their score on a local reading assessment?</p>	<p>What types of reading assessments were used to measure migratory student progress?</p>
<p>Strategy 1-3: Utilize and maintain a student profile tool.</p>	<p>MPO 1c: By the end of the 2020-21 performance period, 80% of migratory students in grades K-8 who receive supplemental math instructional services will demonstrate a 5% gain on local pre/post math assessments.</p>	<p>What percentage of migratory students (PFS and non-PFS) receiving supplemental instructional services increased their score on a local math assessment?</p>	<p>What types of math assessments were used to measure migratory student progress?</p>
<p>Strategy 1-4: Provide parents with information and assistance in accessing existing instructional resources and support services during recruitment, MPAC, and SMPAC meetings.</p>	<p>MPO 1d: By the end of the 2020-21 performance period, 85% of parents attending parent meetings focused on providing information about reading and/or math instructional resources will report that the information they received was beneficial for helping them support their child in school.</p>	<p>What percentage of migratory parents/family members responding to surveys that attended parent activities focused on reading and math report that the information they received helped them support their child in school?</p>	<p>What types of parent activities were provided?</p>

GOAL AREA #2: SCHOOL READINESS

State Perf. Target:	Arizona does not have a State Performance Target for school readiness.
Concern Statements:	We are concerned that migratory parents are not aware of resources, programs, and services for preschool-aged children; that migratory children ages 3-5 are not receiving instructional and/or support services; that we do not provide parents with enough strategies to support their children's academic success; and that migratory students need school supplies/print materials in the home (i.e., Wi-Fi, calculator, headphones, etc.).
Data Summary:	In 2018, 35% of migrant staff indicated that supplementary instructional services in pre-k programs are needed; 66% of migratory parents indicated a need to prepare their children for kindergarten; and 65% of migratory parents indicated that their children need books/supplies/materials
Need Statement:	<i>The percentage of migrant staff indicating a need for supplementary services in pre-k needs to decrease.</i>

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
Strategy 2-1: Host parent meetings to introduce and model strategies designed to increase school readiness to support children's academic success.	MPO 2a: By the end of the 2020-21 performance period, 85% of parents of preschool-aged children that attend parent training will report that the information received was beneficial for helping their preschool children be ready for kindergarten.	What percentage of migratory parents/family members responding to surveys reported that the information received was beneficial for helping their preschool children be ready for kindergarten?	What types of parent activities addressing school readiness were provided by local sites?
Strategy 2-2: Provide MEP-funded instructional and/or support services for migratory children ages 3-5 (not in kinder) when no other early childhood services are available. Strategy 2-3: Coordinate/ collaborate with other programs (e.g., Title I, Title III, community agencies), funding sources, and agencies to support the needs of migratory children ages 3-5 (not in kindergarten).	MPO 2b: By the end of the 2020-21 performance period, 75% of migratory children ages 3-5 (not in kindergarten) receiving MEP-funded instructional services will have a gain of 5% on pre/post school readiness assessments.	What percentage of migratory children ages 3-5 (PFS and non-PFS) (not in kinder) that attended a migrant-funded program had a 5% gain on a pre/post school readiness assessment?	What types of MEP programming were provided to migratory preschool children?

Strategy 2-4: Develop and disseminate a recruiter kit containing specific information for preschool-aged students (i.e., flyers about resources, programs).			
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GOAL AREA #3: HIGH SCHOOL GRADUATION/SERVICES TO OSY

State Perf. Target:	In 2020-21, the graduation rate for all students will be 79.6%.
Concern Statements:	We are concerned that we are not adequately identifying and recruiting OSY; that OSY are not receiving appropriate services to meet their educational needs; that migratory high school students are not being provided enough supplemental resources (i.e., time, materials, tutoring) to support literacy skills; that migratory high school students and migratory families are not receiving enough information and support about graduation requirements and academic expectations; and that migratory high school students and OSY are not receiving enough information/support for college and career plans.
Data Summary:	In 2017-18, 26% of the 194 eligible OSY were served compared to 64% of all migratory students; 8% of migratory high school students scored proficient or above on 2017-18 State ELA Assessments compared to 34% of non-migratory high school students; and 64% of parents indicated they need help with post high school options.
Need Statement:	<i>More eligible OSY need to be served and 26% more of high school students need to score proficient or above on State ELA Assessments to eliminate the gap between migratory and non-migratory students.</i>

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions	
		Results	Implementation
Strategy 3-1: Coordinate with SEA efforts/provide PD to staff members regarding strategies for engaging OSY in the MEP.	MPO 3a: By the end of the 2020-21 performance period, 80% of MEP staff responding to a survey will report that professional development taught them strategies for engaging OSY in the MEP.	What percentage of MEP staff reported that MEP PD taught them strategies for engaging OSY in the MEP?	What types of PD was offered by local sites?
Strategy 3-2: Create partnerships and collaborate with local employers of qualifying industries, other LEAs, agricultural associations, and community agencies to identify and recruit OSY. Strategy 3-3: Collaborate with/provide supplemental instructional services (e.g., online learning, PASS, credit accrual/recovery, student leadership academies).	MPO 3b: By the end of the 2020-21 performance period, 40% of eligible migratory students enrolled in high school will receive at least one supplemental instructional service.	What percentage of migratory students enrolled in high school (PFS and non-PFS) received at least one supplemental instructional service during the performance period?	What types of MEP instructional services were provided to students enrolled in high school?
Strategy 3-4: Partner with local community colleges/universities/ agencies to host college and career readiness events to discuss academic expectations and postsecondary	MPO 3c: By the end of the 2020-21 performance period, 85% of migratory parents that attend a parent meeting will report that the information they received regarding graduation requirements,	What percentage of migratory parents attending parent meetings reported that the information they	What types of parent training activities were provided by projects on secondary/

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions	
		Results	Implementation
opportunities for high school students and/or OSY.	academic expectations, and/or college and career preparation was beneficial.	received regarding graduation requirements, academic expectations, and/or college and career preparation was beneficial?	postsecondary education/careers?

Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
MPO 3a: By the end of the 2018-19 performance period, 80% of MEP <i>staff</i> responding to a survey will report that professional development taught them strategies for engaging OSY in the MEP.	3.1.1 What percentage of MEP staff reported that MEP PD taught them strategies for engaging OSY in the MEP?	3.1.2 What types of PD was offered by local sites?
MPO 3b: By the end of the 2018-19 performance period, 45% of eligible migratory <i>students</i> enrolled in high school will receive at least one supplemental instructional service.	3.2.1 What percentage of migratory students enrolled in high school (PFS and non-PFS) received at least one supplemental instructional service during the performance period?	3.2.2 What types of MEP instructional services were provided to students enrolled in high school?
MPO 3c: By the end of the 2018-19 performance period, 85% of migratory <i>parents</i> that attend a parent meeting will report that the information they received regarding graduation requirements, academic expectations, and/or college and career preparation was beneficial.	3.3.1 What percentage of migratory parents attending parent meetings reported that the information they received regarding graduation requirements, academic expectations, and/or college and career preparation was beneficial?	3.3.2 What types of parent training activities were provided by projects on secondary/postsecondary education/careers?

Part 4 – Priority for Services

Priority for Services (PFS) is determined according to a Federal definition and guidance. Under the most recent guidance, Section 1304(d) of the statute gives PFS to migrant children who have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school. Arizona has implemented the use of a PFS Checklist to assist with PFS determinations. On the checklist below, if items 1 and 2 apply, the child qualifies as PFS. If items 1 and 3 (any 1-10) apply, the child qualifies as PFS. Students who qualify as PFS will continue their status through the end of the current enrollment period.

1. **Have made a qualifying move within the previous 1-year period**
MIS will auto-calculate the QAD and Enroll Date to make the determination

AND

2. **Out of School Youth (OSY)**
A migrant youth under the age of 22 who: (1) has not graduated high school, (2) not attending school, (3) is classified as having dropped out of school (**USA school only**) or (4) is here to work

OR

3. **Are failing, or most at risk of failing, to meet the challenging State academic standards**
 1. Disabled/IEP – Student is identified as having a disability (i.e. IEP, 504 Plan)
 2. Poor Attendance – The student has missed 10 or more days of school
 3. Retention – Student has repeated a grade level
 4. Age/grade – Student is more than one year over age for grade level
 5. Credit Deficient – Student is not on track for graduation (based on local requirements)
 6. LEP/NEP – Student is classified as either non-English proficient or limited English proficient according to local language assessment practice
 7. Low Performance – Student scores below proficient on State or local ELA/reading, writing, or mathematics assessments
 8. Prekindergarten Children – Migrant children ages 3-5 that are not served by any other program
 9. Suspension – Student has had multiple suspensions (in-school and/or out-of-school)
 10. Expulsion – Student has been expelled
 11. Worker – Student is working to support themselves and/or family
 12. Trauma – Student has experience mental or physical trauma
 13. Pre-K – A Pre-K child “failing or most at risk of failing” a developmental milestone

The AZ MEP has also implemented the use of a graphic organizer (Exhibit 8) to assist in the determination of PFS.

Exhibit 8 – PFS Graphic Organizer

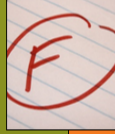
Priority For Service (PFS)

Section 1304 (d)



Mobility

- The student has made a qualifying move within the previous 1-year period.



Failing or Most at Risk of Failing

- Disabled/IEP
- Poor Attendance
- Retention
- Age/Grade
- Credit Deficient
- LEP/NEP (Non-English Speakers)
- Low Performance
- Pre-K(not served)
- Suspension
- Expulsion
- Trauma
- Is a Migratory Agricultural Worker



Out of School Youth

- Under the age of 22
- Has not graduated high school
- Currently not attending school
- Classified as having dropped out of school(USA school)
- The student is here as a Migratory Agricultural Worker

Part 5 – Implementation and Accountability Plan

Local Level Communication and Collaboration

Arizona’s plan for communication about the SDP with local MEPs is predicated on the system of consortia within the State. Each consortia director has the responsibility of ensuring communication about the SDP with administrators, instructors, recruiters and clerks, other MEP staff, as well as migrant parents.

Ongoing local coordination meetings with MEP staff, local PAC meetings, and regional meetings and trainings provide opportunities for communication. Further, the State MEP offers professional development for recruiters and instructional staff through the regularly scheduled MEP Bootcamps.

Collaboration in the MEP takes many forms that include both inter/intrastate collaboration. It is required that local sites collaborate with existing stakeholders and community partners to increase opportunities for migrant students to succeed in ELA/reading, math, school readiness, and high school graduation. Examples may include such activities as migrant student records transfer, referrals to community agencies, participation in State-designated MEP Consortium Incentive Grant activities, and following up with local agencies on credit accrual.

Local Level Professional Development and Technical Assistance

Professional development (PD) for MEP staff is a critical component of successful implementation of the state’s SDP. A technical assistance plan for local programs should offer resources and training opportunities accessible to every local program director and staff. The SDP should provide 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.

Professional development (PD) opportunities are provided to subgrantees at the State and local levels. Content for statewide PD is driven by State and Federal laws and regulations, student needs identified by MEP staff, and PAC members. The ADE provides extensive training for ID&R. Throughout the year, the ADE also provides PD to MEP staff through monthly MEP webinars. A variety of topics are discussed during including State and Federal compliance, program improvement, fiscal monitoring, data collection, and current events that affect the MEP. During these meetings, MEP staff can engage and ask questions to identify various strategies to assist in the improvement of ID&R, program development, and family outreach and participation. PD also is a valuable aspect of the PAC meetings. Parents are trained to formally participate on a statewide committee in addition to learning about various school services within, and outside of, the MEP to support their children.

The SDP Planning Committee discussed PD during SDP Meeting #3 and articulated specific PD challenges, solutions, and necessary collaborations. The SDP Committee indicated that a challenge they foresee for local implementation of the SDP is consistent delivery of the SDP to MEP staff, parents, and other stakeholders. The committee countered that challenge with the suggestions of following a timeline for the roll-out of the SDP and delivering training on the SDP to small groups, as opposed to a more formal large gathering. The SDP Committee also

indicated that there is a need for PD that is focused around understanding data and running reports to track progress.

The Arizona MEP intends to build staff capacity to provide services as specified in the SDP by providing migrant-created tools and support related to the rubrics, surveys, evaluation tools, and assessments. The Arizona MEP intends to support and maintain PD for statewide MEP staff through the coordination of statewide MEP meetings, trainings, and PD activities, as well as provide technical support via online platforms and direct support to ensure new and existing MEP stakeholders are trained.

Sub-granting Process

The Arizona MEP sub-granting process is managed through the consortia in Arizona and sub-grants are provided to the consortia. Each year all local programs submit applications to the ADE Grants Management System for MEP plan approval and funding. The monitoring process is initiated with a desk review of the annual MEP applications for funding, including the review of programmatic and fiscal information.

Monitoring and Accountability

In addition to monitoring for compliance with Federal and State requirements, local migrant programs are accountable for achieving the MPOs and must implement the strategies identified 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 for a particular strategy. The local sub-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 a part of a continuum of technical assistance.

Regular monitoring of LEA MEPs is conducted by a program specialist from the ADE MEP. Monitoring is conducted to determine whether the funded programs are in compliance with Federal and State requirements. LEAs upload information into the Arizona LEA Tracker (ALEAT) annually during a 6-year cycle. The monitoring process is divided into a 6-year cycle where different components of the MEP are reviewed each year. LEAs are involved in the self-assessment process each year of the 6-year cycle.

The SDP Planning Committee discussed strategies for discussion and dissemination of the SDP to local grantees to ensure that they are aware of the statewide strategies and MPOs and to help them consider how best they can be implementing them. The SDP Planning Committee first discussed what plan should be in place for helping local programs improve services if they do not meet MPOs. The committee indicated that the LEAs need clear expectations before deficiencies in funding, resources, or staffing can be identified. Once they are identified, the ADE MEP should develop strategies to address any issues and follow up within an established timeframe. To ensure that local programs are receiving the needed technical assistance and making improvements, the AZ MEP will conduct quarterly meetings/checks, monitor attendance at ADE trainings/MEP Bootcamp, review data entered into MIS2000, provide technical assistance via visits and/or webinars, and use service codes to track progress. Additionally, the Arizona MEP will consider other resources for improvement such as tools for improvement planning, alignment with other Title programs, and including migrant issues on the state Continuous Improvement Process.

Part 6 – Professional Learning Plan

Examples of **national** resources available for Arizona migrant educators and others who work with migrant students and families include:

- The OME administers grant programs that provide academic and supportive services to eligible migrant students. Resources are found at <http://results.ed.gov>.
- Interstate Migrant Education Council's (IMEC) mission is to advocate policies that ensure the highest quality education and other needed services for migrant children. Resources are found at <http://imec-migrated.org/>.
- The Geneseo Migrant Center houses resources useful in the classroom to understand and teach migrant children and youth. See www.migrant.net.
- The *Migrant Services Directory: Organizations and Resources* provides contact information for Federal programs and national organizations that serve migrant farmworkers. See www.ed.gov/about/offices/list/oese/ome/migrantdirectory.pdf.
- The What Works Clearinghouse (WWC) reports on effective educational programs, practices, and products. For more information, see www.ies.ed.gov/ncee/wwc/.

Professional learning opportunities for Arizona migrant staff include attendance at the National Migrant Education Conference held annually, at OME-sponsored events such as the MEP Annual Directors' Meeting, and the GOSOSY Consortium Incentive Grant meetings.

Professional learning will be migrant-specific, responding to the identified needs of staff providing services to meet the unique needs of migrant children and youth. The strategies for professional learning will be aligned with the Arizona MEP Service Delivery Plan. Webinars, workshops, web-based documents, and training-of-trainers will be utilized.

Part 7 – Parent Involvement Plan

Parent and family involvement is a cornerstone to the MEP, and the ADE supports statewide and local opportunities to increase formal and informal parent involvement. Opportunities for formal parent and family involvement occur through participation on Parent Advisory Councils (PACs) which occur at the district, regional, and State levels in accordance with Section 1304(c)(3) of the Elementary and Secondary Education Act. Membership of PACs must be comprised of parents/guardians with migratory children, meetings must be in a language that all members can understand, and must meet a minimum of three times each year. During PAC meetings, members are provided with information and training on all areas relevant to the MEP.

A portion of Migrant Parent Advisory Council (MPAC) meetings will be used to inform parents of transition information (e.g., preschool to elementary, elementary to middle school), academic support, assessment data and graduation requirements for their children, and higher education opportunities.

The SDP Planning Committee discussed the important role migrant parents play in the SDP process in Arizona, with parents actively providing input on the draft SDP as well as working to implement strategies. The committee stressed the importance of the LEA and SEA working collaboratively to get parent participation.

The SDP Committee discussed the types of activities/strategies to help ensure family engagement in their children's education and in Arizona MEP decision making. The committee expressed the importance of providing published information about specific goals related to implementing the SDP. Also, the committee stressed the importance of providing regular parents meetings and parent involvement activities at the State and local level.

The SDP Committee also discussed ways the MEP can coordinate with other programs or community resources to coordinate parent involvement activities. These include coordinating with other Title programs, collaborating with transportation services, Child Find, and other community resources

Part 8 – Identification and Recruitment Plan

Identification and recruitment (ID&R) of eligible migrant children is key to the MEP.

“Identification” is the process of determining the location and presence of migrant children.

“Recruitment” is defined as making contact with migrant families, explaining the MEP, securing the necessary information to make a determination that the child is eligible for the program, and recording the basis of the child’s eligibility on a Certificate of Eligibility (COE).

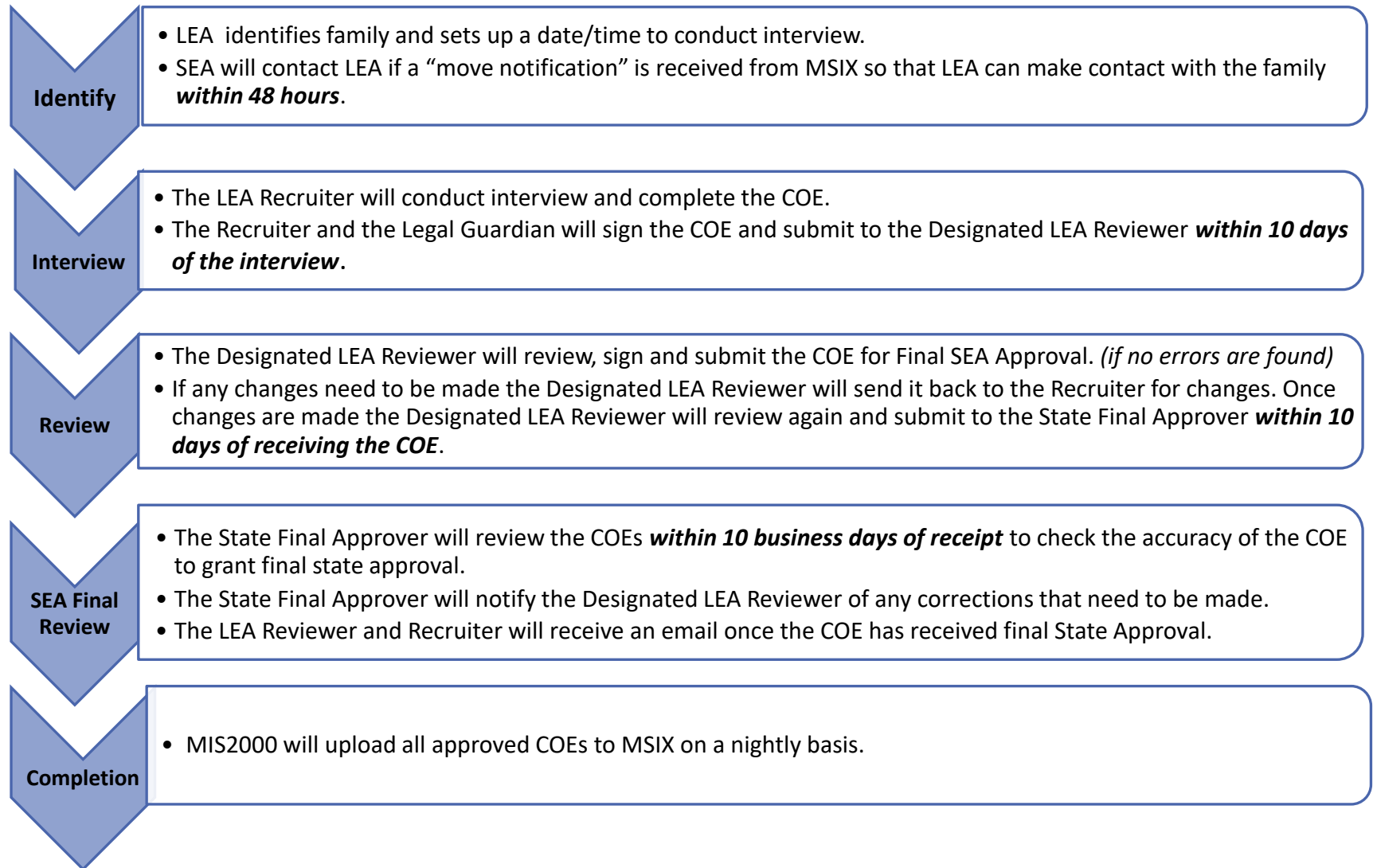
The Arizona MEP has a State goal to implement quality control procedures to ensure the accuracy of eligibility determinations. The Arizona MEP will uniformly implement quality control procedures to ensure that all documentation related to child eligibility contains true and accurate information. The quality control process begins with the completion of a COE and continues through the COE review process. The State MEP team carries out quality control procedures to be sure that the eligibility determinations are sound and accurate.

The State ID&R Coordinator provides regular training and one-on-one technical assistance to ensure that local Recruiters understand how to accurately identify and qualify migrant children and families. The State Data Specialist has multiple procedures in place, including a process to ensure that data entered on the COE is valid and that information is accurately entered into the Electronic COE Data Collection System. Additional information on data collection can be found in the State Data System Manual.

Certificate of Eligibility Approval Process - ID&R of eligible migrant children is essential to the MEP. Without effective ID&R, many migrant students will not fully benefit from school and in some cases, would not attend school at all. This is particularly true for the most mobile migrant children who may be more difficult to identify than those who have settled in a community. Children cannot receive MEP services without a COE.

As part of the statewide ID&R process, the SEA is responsible for implementing quality control procedures designed to ensure the reasonable accuracy of recruiter’s eligibility determinations and written documentation. Arizona uses the national COE created by the U.S. Department of Education as the official record to document eligibility determinations for each individual child. LEAs submit COEs to the State MEP office for review, correction if necessary, and approval by the State Approver. Exhibit 9 depicts the ID&R process in the State of Arizona.

Exhibit 9 – AZ ID&R Process Flow



Part 9 – Evaluation Plan

Plan for Evaluating Project Implementation and MPO Results

The evaluation of the Arizona MEP will be completed by the State with the assistance of an external evaluation firm knowledgeable about the MEP, evaluation design, Federal reporting requirements and OME guidelines, and the Arizona MEP. The evaluation will systematically collect information to inform the program and to help the State make decisions about program improvement and success.

The evaluation will report both **implementation** and **outcome** data to determine the extent to which the State performance targets, strategies, and MPOs in reading, mathematics, school readiness, and high school graduation/services to OSY have been addressed and met.

Implementation of all strategies identified in this SDP will be measured using a Fidelity of Strategy Implementation (FSI) tool that is anchored to specific implementation-based best practices in designing and implementing effective programs, especially for migrant children and youth. FSI data will be gathered by local MEPs and presented as evidence during onsite monitoring visits, classroom observations, and structured interviews with MEP staff. The FSI will utilize a 5-point rubric that measures the degree of implementation from non-evident to highly effective.

Questions answered by the implementation evaluation include the examples below.

- *What types of instructional services were provided to migrant students?*
- *What types of reading and math assessments were used to measure migrant student progress?*
- *What types of parent activities were provided?*
- *What types of parent activities addressing school readiness were provided by local sites?*
- *What types of MEP programming were provided to migrant preschool?*
- *What types of PD was offered by local sites?*
- *What types of MEP instructional services were provided to students enrolled in high school?*
- *What types of parent training activities were provided by local sites to disseminate information about graduation requirements, academic expectations, and/or college and career preparation??*

Questions answered by outcome/results evaluation include the examples below.

- *What percentage of migrant students in grades K-8 (PFS and non-PFS) received at least one supplemental instructional service during the performance period?*
- *What percentage of migrant students (PFS and non-PFS) receiving supplemental instructional services increased their score on a local reading or math assessment?*
- *What percentage of migrant parents/family members responding to surveys that attended parent activities focused on reading and math report that the information they received helped them support their child in school?*

- *What percentage of migrant parents/family members responding to surveys reported that the information received was beneficial for helping their preschool children be ready for kindergarten?*
- *What percentage of migrant children ages 3-5 (PFS and non-PFS) (not in kinder) that attended a migrant-funded program had a 5% gain on a pre/post school readiness assessment?*
- *What percentage of MEP staff reported that MEP PD on OSY eligibility criteria was beneficial in helping them identify OSY?*
- *What percentage of migrant students enrolled in high school (PFS and non-PFS) received at least one supplemental instructional service during the performance period?*
- *What percentage of migrant parents attending parent meetings reported that the information they received regarding graduation requirements, academic expectations, and/or college and career preparation was beneficial?*

Data on migrant students and services will be collected by the State from each of its local projects. Data sources include: student assessment results; preschool enrollment documented in MIS2000; and migrant staff, recruiters/advocates, and administrators; migrant parents, and migrant secondary students. Data will be collected using surveys and records reviews (including assessment results reported through the State system). Data analysis procedures will include descriptive statistics based on Arizona migrant student demographics, program implementation, and student and program outcomes. Means and frequencies, trend analyses, and inferential statistics will be applied as appropriate.

To comply with Federal guidelines, Arizona will perform an annual performance results evaluation in order to inform SEA decision-making, and prepare a written evaluation report annually. Implementation and performance results data also will be summarized. The written report will include implications and recommendations for improving MEP services based on implementation and performance results to help ensure that the unique educational needs of migrant students are being met.

Student Assessment and Progress Monitoring Plan

For program improvement purposes and in accordance with the evaluation requirements provided in 34 CRF 200.83(a)(4), the evaluation data and demographic information described in Part 3 of this SDP will be compiled, analyzed, and summarized by the external evaluator in collaboration with Arizona MEP staff. These activities will help the State determine the degree to which the MEP is effective in relation to the State performance targets, strategies, and MPOs.

Specifically, data are collected to assess student outcomes, monitor student progress, and evaluate the effectiveness of the MEP. The data collected for these various purposes are listed in the tables that follow. Each data element is accompanied by a notation about the frequency of collection and the individual or agency responsible.

Data element	Who collects	How collected	When collected
Number of eligible students recruited	SEA staff, LEA staff	MIS2000	Daily updates
Documentation of COE accuracy	COE approval team; re-interview process	SEA approval team checks COE at submission and at COE data entry. Also during re-interview.	Collected at submission for SEA review. Annual re-interview process.
Number of students, by age/grade, enrolled in school, OSY programs, summer programs	Consortium Coordinators and staff	MIS2000	Ongoing
Number of students receiving services through highly qualified teachers and tutors	Consortium Coordinators and staff	Migrant Database	Ongoing
Number and type of intra- and interstate coordination activities	SEA staff	Records kept by the SEA	Ongoing
Number of families involved through attendance at parent meetings; participation in workshops, classes, parent training; and school/classroom visits	Consortium Coordinators and staff	Records kept by consortium	At time of function during the summer
Family engagement communication documentation	Consortium Coordinators and staff	Records kept by consortium	Ongoing
Number of regional MEP staff enrolled in professional development and specifics on training	SEA staff and Regional Coordinators	Records kept by the SEA & consortium	At time of function
Documentation on monitoring and technical assistance review findings	SEA staff	Onsite visits Monitoring tool	Ongoing
Number of migratory students in grades K-8 who receive MEP-funded supplemental, content-based instructional services	Consortium Coordinators and staff	MIS2000	Ongoing
Number of high school migratory students who receive MEP-funded supplemental, content-based instructional services	Consortium Coordinators and staff	MIS2000	Ongoing
Number of migratory students who graduate from high school	SEA staff	ADE State Database	Fall/Winter
Number of migratory students who score proficient or above in ELA and math on State assessments	SEA staff	ADE State Database	Fall/Winter
Level of implementation of the strategies in each Consortium	Consortium Coordinators and staff	Fidelity of Strategy Implementation (FSI) Tool	Ongoing

ELA/Math MPO	Who collects	How collected	When collected
MPO 1a) By the end of the 2020-21 performance period, there will be a 5% increase in the number of eligible migratory students in grades K-8 who receive at least one supplemental instructional service.	Consortium Coordinators and staff	MIS2000	Ongoing
MPO 1b: By the end of the 2020-21 performance period, 65% of migratory students in grades K-8 who receive supplemental reading instructional services will demonstrate a 5% gain on local pre/post reading assessments.	Consortium Coordinators and staff	Pre/post-test ELA scores	End of year
MPO 1c: By the end of the 2020-21 performance period, 80% of migratory students in grades K-8 who receive supplemental math instructional services will demonstrate a 5% gain on local pre/post math assessments.	Consortium Coordinators and staff	Pre/post-test mathematics scores	End of year
MPO 1d: By the end of the 2020-21 performance period, 85% of parents attending parent meetings focused on providing information about reading and/or math instructional resources will report that the information they received was beneficial for helping them support their child in school.	Consortium Coordinators and staff	Parent Survey	End of year

School Readiness MPO	Who collects	How collected	When collected
MPO 2a: By the end of the 2020-21 performance period, 85% of parents of preschool-aged children that attend parent training will report that the information received was beneficial for helping their preschool children be ready for kindergarten.	Consortium Coordinators and staff	Parent Survey	End of year
MPO 2b: By the end of the 2020-21 performance period, 75% of migratory children ages 3-5 (not in kindergarten) receiving MEP-funded instructional services will have a gain of 5% on pre/post school readiness assessments.	Consortium Coordinators and staff	Pre/post-test school readiness assessment scores	End of year

HS Graduation/Services to OSY MPO	Who collects	How collected	When collected
MPO 3a: By the end of the 2020-21 performance period, 80% of MEP staff responding to a survey will report that professional development (PD) taught them strategies for engaging OSY in the MEP.	ADE MEP Staff Consortium Coordinators and staff	Staff Survey	End of year

HS Graduation/Services to OSY MPO	Who collects	How collected	When collected
MPO 3b: By the end of the 2020-21 performance period, 40% of eligible migratory students enrolled in high school will receive at least one supplemental instructional service.	Consortium Coordinators and staff	MIS2000	Ongoing
MPO 3c: By the end of the 2020-21 performance period, 85% of migratory parents that attend a parent meeting will report that the information they received regarding graduation requirements, academic expectations, and/or college and career preparation was beneficial.	Consortium Coordinators and staff	Parent Survey	End of year

Interpreting and Using Evaluation Results

For all programs and services, the progress monitoring plan calls for the collection of data on ID&R, student participation, coordination activities (including interstate coordination and home/school partnerships), staff and parent perceptions about program effectiveness, professional development, and program strengths and areas needing improvement. Determining progress and making adjustments in the MEP is focused on increasing migrant student achievement and other outcomes. The Arizona SEA will support local MEPs in their efforts to use evaluation results for making mid-course corrections and improving program services through:

- ✓ distributing materials to support professional development activities among Arizona MEP staff during regional meetings and statewide workshops;
- ✓ providing opportunities for local MEPs to share ideas and discuss the use of evaluation results for improvement during statewide meetings;
- ✓ reviewing program monitoring results and actions for the use of evaluation results for improvement;
- ✓ sharing information and providing consultation on increasing the reliability of data collection and reporting, interpreting data, and student progress monitoring for improving instruction;
- ✓ including language in the local MEP sub-application asking sites to discuss how evaluation results will be used for program improvement purposes;
- ✓ coordinating with the external evaluator to review processes, procedures, and supports provided to local MEPs;
- ✓ sharing information among local MEPs from State and national reading, math, early childhood, and ID&R meetings, conferences, and forums that focus on the use of data for improvement; and
- ✓ offering training-of-trainers sessions for MEP coordinators to support their efforts in assisting local MEPs to use evaluation results to make mid-course corrections and improve MEP programs and services.

Part 10 – Exchange of Student Records

Statewide MEP Data Collection and Reporting Systems

The Arizona MEP is responsible for promoting inter/intrastate coordination of services for migrant children, including providing educational continuity through the timely transfer of pertinent school records. To assist with this task, Arizona utilizes the Migrant Information System (MIS2000). The system is a web-based application that captures and stores Arizona's migrant student records designed to help and assist with educational continuity for migrant children/youth. Every local Arizona MEP project must enter all relevant data on this system.

MIS2000 maintains the necessary information on migrant students as identified in Section 1308 (b)(2)(A) of ESSA; and can accommodate new data elements as mentioned in Section 1308 (b)(B). MIS2000 incorporates all of the required Minimum Data Elements (MDEs) for daily transfer to the national Migrant Student Information Exchange (MSIX) system as mentioned in Section 1308 (b)(1).

MIS2000 provides a user-friendly, statewide, web-based application that allows accessibility to authorized users with a valid user name and password. The MIS2000 application provides real-time student-level data.

Migrant Student Records Exchange (MSIX)

The U.S. Department of Education was mandated by Congress, in Section 1308 (b) of ESEA, as amended by the ESSA Act of 2015, to assist States in developing effective methods for the electronic transfer of student records and in determining the number of migratory children in each State. Furthermore, it must ensure the linkage of migrant student record systems across the country. In accordance with the mandate, the Department has implemented the *Migrant Student Information Exchange* ([MSIX](#)) initiative whose primary mission is to ensure the appropriate enrollment, placement, and accrual of credits for migrant children.

Inter/intrastate coordination between States and LEAs ensure the continuity of services for children who migrate from one State or school district to another, including but not limited to, the transfer of student records. Inter/intrastate coordination helps reduce the effects of educational disruption that migrant children suffer because of repeated moves. Examples of inter/intrastate coordination includes some of the various activities listed below:

- Notifying “receiving” school district about migrant families who have moved to those districts;
- Promoting the exchange of student educational records;
- Exchanging information on health screenings and health problems that interrupt a student's education;
- Meeting with other States to discuss issues related to the MEP

Arizona is compliant with MSIX ADE requirements. Arizona is able to provide data as required by the Federal and State government.

Part 11 – Looking Forward

Communicating the SDP to Local Projects and Other Stakeholders

The updated SDP will be communicated to local MEP directors, regional directors, migrant parents, and other stakeholders through:

- Disseminating and discussing during the Arizona MEP directors' meetings;
- Translating key sections of the SDP report into Spanish;
- Providing copies of the translated SDP to local PACs and the State Migrant Parent Advisory Council (MPAC);
- When requested of the ADE, sending an electronic or paper copy of the SDP to stakeholders;
- Sharing a copy of the report with key collaborators (e.g., HEP and CAMP programs, Arizona's OME project officer); and
- Placing a copy of the SDP report on the State website at www.azed.gov.

Next Steps

The SDP update will be implemented beginning in the fall of 2019. The strategies and MPOs will be added to the local sub-application language in in the summer of 2019, with technical assistance and training delivered as outlined in the Accountability Plan section of this SDP.

The Arizona MEP will continue its annual evaluation during the 2019-2020 school year incorporating the new strategies and MPOs. Data from that effort will inform program improvement and planning. As specified in the guidance found in OME's CNA Toolkit (2012), the Arizona MEP will revisit its CNA in three years (or more frequently if there are substantial changes in student demographics or in program services) to update the data and solution strategies as needed and will revise the SDP accordingly as part of the Continuous Improvement Cycle.

Appendix A: Arizona MEP Service Delivery Plan (SDP) Planning Chart

GOAL 1.0: ELA/MATH

Concern Statements: 1.1) We are concerned that there is an achievement gap in ELA and math between migrant and non-migrant students; 1.2) We are concerned that migrant students are not receiving sufficient instructional services; and 1.3) We are concerned that migrant parents are not aware of instructional strategies to support their child's academic success.

<u>Solution</u> identified in the CNA	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>	<u>Resources Needed</u>
<p>1.1a) Refer migrant students to summer school.</p> <p>1.1b) Identify specific needs for each migrant student in ELA/math.</p> <p>1.1c) Provide instructional services to identified students. (e.g., after school/ before school tutoring, interventions)</p> <p>1.1d) Identify/set specific challenging goals and objectives for summer school.</p> <p>1.2a) Refer and/or enroll into supplemental instructional services.</p> <p>1.2b) Implement a Student Intervention Plan for each migrant student.</p> <p>1.2c) Identify/recruit migrant students and provide quarterly data for each district. (State and LEA level)</p> <p>1.2d) Provide professional development regarding allowable MEP expenditures.</p> <p>1.2e) Create a report that provides quarterly data that identifies the services being offered to migrant students.</p> <p>1.3a) Provide documentation of available instructional resources and support services during recruitment.</p> <p>1.3b) Address instructional strategies and support services during MEP meetings.</p>	<p>1.1) Implement a student intervention plan for each PFS migrant student that identifies specific needs for ELA and/or math and ongoing data collection (e.g., district benchmarks, DIBELS)</p>	<p>1a) By the end of the 2018-19 performance period, 45% of eligible migratory students in grades K-8 will receive at least one supplemental instructional service. (2017-18 CSPR Data: 31% - reading; 13% - math)</p>	<p><u>1.1</u></p> <ul style="list-style-type: none"> • Student Intervention Plan • ECAP • Data
	<p>1.2) Provide supplemental instructional services to identified students (e.g., before/after school tutoring, intervention, summer school)</p>	<p>1b) By the end of the 2019-20 performance period, _____% of migratory students in grades K-8 who receive supplemental reading instructional services will demonstrate a gain on local pre/post reading assessments.</p>	<p><u>1.2</u></p> <ul style="list-style-type: none"> • Advocates/liaisons, tutors, interventionists • School supplies • Technology • Transportation
	<p>1.3) Utilize and maintain a student profile tool.</p>	<p>1c) By the end of the 2019-20 performance period, _____% of migratory students in grades K-8 who receive supplemental math instructional services will demonstrate a gain on local pre/post math assessments.</p>	<p><u>1.3</u></p> <ul style="list-style-type: none"> • Student Profile • State Migrant Data System • Prof. Development • Transportation
	<p>1.4) Provide parents with information and assistance in accessing existing instructional resources and support services during recruitment, MPAC, and SMPAC meetings.</p>	<p>1d) By the end of the 2018-19 performance period, 85% of parents attending parent meetings focused on providing information about reading and/or math instructional resources will report that the information they received was beneficial for helping them support their child in school.</p>	<p><u>1.4</u></p> <ul style="list-style-type: none"> • Instructional/Information Packets • Community Collaboration • Calendar of Events • Food for meetings • Supplies

GOAL 2.0: SCHOOL READINESS

Concern Statements: 2.1) We are concerned that migrant parents are not aware of resources, programs, and services for preschool-aged children; 2.2) We are concerned that migrant children ages 3-5 are not receiving instructional and/or support services; 2.3) We are concerned that we do not provide parents with enough strategies to support their children’s academic success; and 2.4) We are concerned that migrant students need school supplies/print materials in the home (i.e., Wi-Fi, calculator, headphones, etc.)

<u>Solution</u> identified in the CNA	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>	<u>Resources Needed</u>
<p>2.1a) Design LEA maps of areas that offer programs and services for preschool-aged children.</p> <p>2.1b) Develop and disseminate a recruiter kit containing specific information for preschool students (Including flyers about resources, programs, etc.).</p> <p>2.1c) Provide information at PAC meetings about resources, programs, and services for preschool-aged children.</p> <p>2.1d) Provide MEP staff with packets containing information about resources, programs, and services for preschool-aged children.</p> <p>2.2b) Coordinate referrals for families to identified programs and services.</p> <p>2.3a) Invite presenters to PAC meetings to discuss and model strategies to support their children’s academic success.</p> <p>2.3b) Conduct home visits to teach parents/guardians strategies to support their children’s academic success.</p> <p>2.4a) Increase outsource donations.</p> <p>2.4b) Develop community partnerships.</p> <p>2.4c) Coordinate/collaborate with other programs and funding sources (e.g. First Things First, Title I)</p> <p>2.4d) Maximize migrant funding to support the purchase of books/supplies/materials when possible.</p>	<p>2.1) Host parent meetings to introduce and model strategies designed to increase school readiness to support children’s academic success.</p> <p>2.2) Provide MEP-funded instructional and/or support services for migratory children ages 3-5 (not in kinder) when no other early childhood services are available.</p> <p>2.3) Coordinate with other programs (e.g., Title I, Title III, community agencies), funding sources, and agencies to support the needs of migrant children ages 3-5 (not in kindergarten).</p> <p>2.4) Develop and disseminate a recruiter kit containing specific information for preschool-aged students (including flyers about resources, programs, etc.).</p>	<p>2a) By the end of the 2019-2020 performance period, 85% of parents of preschool-aged children that attend a parent training will report that the information received was beneficial for helping their preschool children be ready for kindergarten.</p> <p>2b) By the end of the 2019-20 performance period, _____% of migratory children ages 3-5 (not in kindergarten) receiving MEP-funded instructional services will have a gain of 5% on pre/post school readiness assessments. (Baseline to be determined 2019-20)</p>	<p><u>2.1</u></p> <ul style="list-style-type: none"> • Transportation • Supplies • Food for parent meetings • Child care • Guest speakers • MEP staff <p><u>2.2</u></p> <ul style="list-style-type: none"> • Transportation • MEP Staff/Staff • Supplies • Support Materials • Technology • Prof. Development • County Resource Guides <p><u>2.3</u></p> <ul style="list-style-type: none"> • Supplies • MEP Staff • Professional Development • County Resource Guides <p><u>2.4</u></p> <ul style="list-style-type: none"> • List of preschools & Headstart programs and what they offer • MEP Staff/LEA staff

GOAL 3.0: HIGH SCHOOL GRADUATION AND SERVICES TO Out-of-School Youth (OSY)

Concern Statements 3.1) We are concerned that we are not adequately identifying and recruiting OSY; 3.2) We are concerned that OSY are not receiving appropriate services to meet their educational needs; 3.3) We are concerned that migrant high school students are not being provided enough supplemental resources (i.e., time, materials, tutoring) to support literacy skills; 3.4) We are concerned that migrant high school students and migrant families are not receiving enough information and support about graduation requirements and academic expectations; and 3.5) We are concerned that migrant high school students and OSY are not receiving enough information/support for college and career plans.

<u>Solution</u> identified in the CNA	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>	<u>Resources Needed</u>
<p>3.1a) Provide training on the eligibility criteria for identifying OSY.</p> <p>3.1b) Create partnerships with the local migrant employers.</p> <p>3.1c) Collaborate with local and educational service agencies.</p> <p>3.1d) Collaborate with local registrars to obtain enrollment and withdrawal reports to flag potential OSY/dropouts.</p> <p>3.2a) Develop and disseminate instructional materials and local resource information.</p> <p>3.2b) Identify distant learning options.</p> <p>3.2c) Provide PASS packets as a supplemental instructional resource.</p> <p>3.2d) Collaborate with local social service agencies.</p> <p>3.3a) Offer non-traditional programs (e.g., after school, summer, Saturday) that support literacy skills.</p> <p>3.3b) Coordinate services with other school programs. (e.g., Title I, Title III)</p> <p>3.4a) Include presentations on graduation requirements and academic expectations at MPAC meetings.</p> <p>3.4b) Coordinate parent, student, and school counselor meetings to discuss graduation requirements and academic expectations.</p> <p>3.5a) Coordinate with local community colleges to provide information about postsecondary opportunities.</p> <p>3.5b) Coordinate presentations for high school students and OSY regarding CAMP.</p> <p>3.5c) Coordinate/collaborate with adult education programs</p> <p>3.5d) Collaborate with local universities to implement a HEP program.</p>	<p>3.1) Coordinate with SEA efforts and/or provide PD to staff members regarding the eligibility criteria for identifying OSY.</p> <p>3.2) Create partnerships and collaborate with local employers of qualifying industries, other LEAs, agricultural associations, and community agencies to identify and recruit OSY.</p> <p>3.3) Collaborate with/provide supplemental instructional services (e.g., online learning, PASS, credit accrual/recovery, student leadership academies).</p> <p>3.4) Partner with local community colleges/ universities/agencies to host college and career readiness events to discuss academic expectations and postsecondary opportunities for high school students and/or OSY.</p>	<p>3a) By the end of the 2018-19 performance period, 80% of MEP staff responding to a survey will report that professional development taught them strategies for engaging OSY in the MEP.</p> <p>3b) By the end of the 2019-2020 performance period, 45% of migrant students enrolled in high school will receive at least one supplemental instructional service. (2016-2017 CSPR Data: 19%)</p> <p>3c) By the end of the 2019-2020 performance period, 80% of migrant parents that attend a parent meeting will report that the information they received regarding graduation requirements, academic expectations, and/or college and career preparation was beneficial.</p>	<p><u>3.1</u></p> <ul style="list-style-type: none"> • Supplies • Annual State MEP Bootcamp • MEP PD • Informational pamphlets/flyers • Monthly newsletter • SEA <p><u>3.2</u></p> <ul style="list-style-type: none"> • MEP staff • Informational flyers • Monthly/quarterly meetings with employers • Supplies <p><u>3.3</u></p> <ul style="list-style-type: none"> • Monthly meetings with guidance counselors • Supplies • AWC/ASU/CTY/Johns Hopkins University • LEA • PASS • AEP (ESL, HSE) • Community partnerships <p><u>3.4</u></p> <ul style="list-style-type: none"> • Supplies • College recruiters/advisors • Transportation • Food for parent meetings