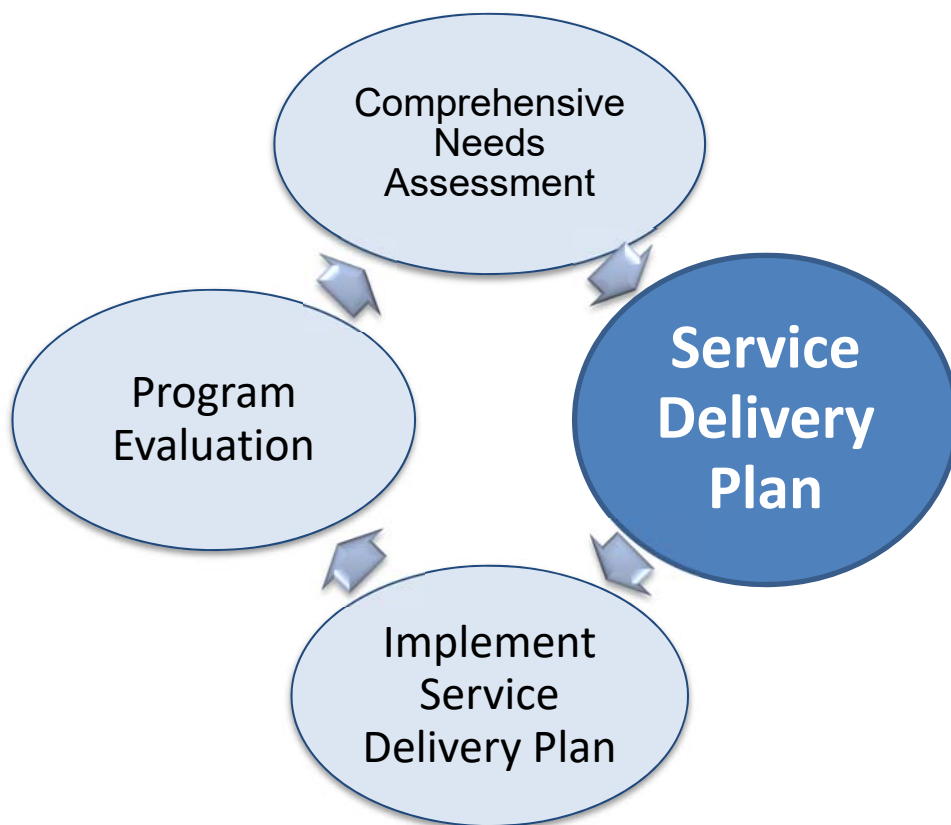




**IDAHO**  
STATE DEPARTMENT OF EDUCATION

## **Migrant Education Program Service Delivery Plan**



**Idaho State Department of Education  
Migrant Education Program  
650 West State Street  
PO Box 83720  
Boise, ID 83720  
(208) 332-2228**

**February 26, 2017**



Empowering migrant students and their families to succeed in Idaho.  
Capacitar a estudiantes migrantes y sus familias para tener éxito en Idaho.



## Idaho Migrant Education Program Service Delivery Plan Committee

The Idaho State Department of Education wishes to thank the following individuals who, as members of the Service Delivery Plan Committee, gave of their time, effort, knowledge, and expertise toward the accomplishment of this Service Delivery Plan.

<p><b>Christina Alvarez</b> Regional ID&amp;R Coordinator Blackfoot School District</p>	<p><b>Bill Brulotte</b> Director of Federal Programs Twin Falls School District</p>
<p><b>Raquel Cervantes</b> EL Coach and Migrant Coordinator Vallivue School District</p>	<p><b>Irene Chavolla</b> Educational Consultant Nampa, Idaho</p>
<p><b>Aracely Cornejo</b> Regional ID&amp;R Coordinator Vallivue School District</p>	<p><b>Janette Duarte</b> Migrant Academic Facilitator Idaho Falls School District</p>
<p><b>Roberto Gómez</b> Regional ID&amp;R Coordinator Cassia School District</p>	<p><b>Alissa Metzler</b> State EL &amp; Title III Coordinator Idaho State Department of Education</p>
<p><b>Abby Montano</b> Family Liaison/Recruiter Twin Falls School District</p>	<p><b>Peggy Pickett</b> Regional ID&amp;R Coordinator Jerome School District</p>
<p><b>Christina Nava</b> EL and Migrant Education Director Idaho State Department of Education</p>	<p><b>Heidi Rahn</b> Migrant Coordinator Idaho Falls School District</p>
<p><b>María (Quela) Renz</b> Migrant Preschool Teacher Minidoka School District</p>	<p><b>Lance Robertson</b> Regional ID&amp;R Coordinator Idaho Falls School District</p>
<p><b>Alma Rodríguez</b> Family Liaison/Recruiter Jerome School District</p>	<p><b>Sarah Seamount</b> Migrant Education Coordinator Idaho State Department of Education</p>
<p><b>Andrea Vázquez</b> Consultant META Associates</p>	<p><b>Kelly Wheeler</b> Migrant Education Specialist Idaho State Department of Education</p>

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## Acronyms

AMO	Annual Measurable Objective
CAMP	College Assistance Migrant Program
CIG	Consortium Incentive Grant
CIS	Career Information System
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
EL	English Learner
ELA	English Language Arts
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
GOSOSY	Graduation and Outcomes for Success for OSY
HEP	High School Equivalency Program
ICS	Idaho Content Standards
ID&R	Identification and Recruitment
IDLA	Idaho Digital Learning Academy
IHE	Institutions of Higher Education
IMEC	Interstate Migrant Education Council
INL	Idaho National Laboratory
IRI	Idaho Reading Indicator
IRRC	Identification and Recruitment Rapid Response
ISAT	Idaho Standards Achievement Test
ISDE	Idaho State Department of Education
LOA	Local Operating Agency
MEP	Migrant Education Program
MOU	Memorandum of Understanding
MPO	Measurable Program Outcomes
MSIS	Migrant Student Information System
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
NASDME	National Association of State Directors of Migrant Education
NCFH	National Center for Farmworker Health
NCLB	No Child Left Behind
OME	Office of Migrant Education
PAC	Parent Advisory Council
PASS	Portable Assisted Study Sequence
PD	Professional Development
PFS	Priority for Service
PIA	Parent Involvement Activities
QSI	Quality of Strategy Implementation
RTI	Response to Intervention
SBAC	Smarter Balanced Assessment Consortium
SBP	School Breakfast Program
SDP	Service Delivery Plan
SEA	State Education Agency
WICAP	Western Idaho Community Action Partnership

## Introduction



The Idaho Migrant Education Program (MEP) is responsible for the delivery of services to migrant students in the state. This Service Delivery Plan (SDP), which was developed collaboratively by a broad-based SDP Committee, describes the scope of these services and provides details on the goals, objectives, activities, and systems for accountability that are aimed at raising the achievement of migrant students.

### *Legislative Mandate*

Section 1306(a)(1) of Title I, Part C of the Elementary and Secondary Education Act (ESEA) reauthorized as the No Child Left Behind Act of 2001 requires State Education Agencies (SEA) and their local operating agencies (LOA) to identify and address the unique educational needs of migrant children in accordance with a comprehensive plan. The ESEA was reauthorized in 2016 into the Educating Students for Success Act (ESSA); however, the Office of Migrant Education has not yet released a set of regulations and the accompanying guidance and has instructed state MEPs to continue to operate under ESEA until the guidance is published. Requirements state that SDP:

- Is integrated with other Federal programs, particularly those authorized by the Elementary and Secondary Education Act (ESEA);
- Provides migrant children an opportunity to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet;
- Specifies measurable program goals and outcomes;
- Encompasses the full range of services that are available to migrant children from appropriate local, state, and Federal educational programs;
- Is the product of joint planning among administrators of local, state, and Federal programs, including Title I, Part A, early childhood programs, and language instruction education programs under Part A or B of Title III; and
- Provides for the integration of services available under Part C with services provided by such other programs.

Section 200.83(b) of the regulations requires Idaho and other states to develop their comprehensive SDP in consultation with the state migrant education parent advisory council (PAC).

The components included this comprehensive SDP include those suggested in the Office of Migrant Education (OME) SDP Toolkit 2012 ([http://nche.ed.gov/ome\\_toolkits/sdp/toolkit.pdf](http://nche.ed.gov/ome_toolkits/sdp/toolkit.pdf)). These 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 in order for them to participate effectively in school. (34 CFR 200.83(a)(2).)
3. *Measurable Program Outcomes (MPOs).* The plan must include the measurable outcomes that the MEP will produce statewide through specific educational or educationally-related services. (Section 1306(a)(1)(D) of the statute.) Measurable outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the comprehensive needs assessment (CNA). The measurable outcomes 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 measurable objectives described above. The state's service delivery strategy must address: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle, and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (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).)

Optional information that may be contained in the SDP includes the policies and procedures it will implement to address other administrative activities and program functions, such as:

- *Priority for Services.* A description of how, on a statewide basis, the state will give priority to migrant children who: (1) are failing, or most at risk of failing, to meet the state's challenging academic content and student achievement standards, and (2) whose education has been interrupted during the regular school year.
- *Parent Involvement.* A description of the SEA's consultation with parents (or with the state parent advisory council, if the program is of one school year in duration) and whether the consultation occurred in a format and language that the parents understand.
- *Identification and Recruitment.* A description of the state's plan for identification and recruitment 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.

## *Developers of the SDP*

Idaho updated its CNA in August 2016 and subsequently has updated the SDP with the information that is contained in this report. The CNA and SDP resulted from a systematic process that involved a broad-based representation of stakeholders. For continuity, many members of the CNA Committee also served on the SDP Committee. SDP meetings were held on September 23, 2016 and November 9, 2016.

The SDP Committee participants included Idaho State Department of Education (ISDE) representatives, subject matter experts, MEP administrative staff, instructional staff, identification and recruitment (ID&R) experts, secondary advocates, migrant health experts, and parent liaisons. A complete listing of the members of the SDP Committee and their affiliations is found at the beginning of this report.

## *Organization of the SDP*

The report contains 10 sections and supporting appendices:

**Section 1-Introduction** - This section includes legislative mandates, developers of the CNA which serves as the foundation for the SDP, and an overview of the SDP report.

**Section 2-Needs Identified through the Statewide CNA** - This section outlines the statewide process that Idaho undertook to explore the unique educational needs of migrant students; includes conclusions regarding concerns; and reports how CNA results are aligned with state systems and resources.

**Section 3-Performance Goals and Targets** - This section specifies the Idaho designations for Priority for Service (PFS) and spells out performance targets and goals set for all migrant students in the state.

**Section 4-Measurable Program Outcomes and Statewide Service Delivery Strategies** – This section outlines how the state and its LOAs will meet migrant student needs with specific implementation strategies. Outcomes for these strategies are described in the areas of English language arts, mathematics, school readiness, graduation from high school and services for out-of-school youth (OSY), and ancillary and support services.

**Section 5-Monitoring and Technical Assistance Plan** – This section is a plan for monitoring and technical assistance, clarifying the role that the SEA, LOAs, and outside experts will play in the technical assistance process.

**Section 6-Professional Development Plan for Staff** – This section provides the systematic plan for providing professional development for Idaho educators, administrators, recruiters, clerks, liaisons, and other service providers.

**Section 7-Parent Involvement Plan** – This section includes the plan for the state MEP services to parents. It considers the various roles of parents and how the state plans to address parent needs, especially as they help their children to be successful in school.

**Section 8-Identification and Recruitment Plan** – In this section, the roles and responsibilities of recruiters are specified with Idaho’s plan for quality control in recruitment.

**Section 9-Evaluation Plan** – This section contains the state plan for evaluating the implementation of the SDP based on performance targets and measurable program outcomes. The systems for data collection and reporting are specified along with how the Idaho MEP will use the evaluation results for making mid-course corrections and improvement.

**Section 10-Summary and Next Steps** – This section offers evidence-based conclusions and discusses the next steps in applying the results of the SDP to planning services for migrant students.

**Appendices** – The appendices include: (A) a strategic planning chart with committee decisions, (B) the CNA table of contents, and (C) SDP meeting agenda.



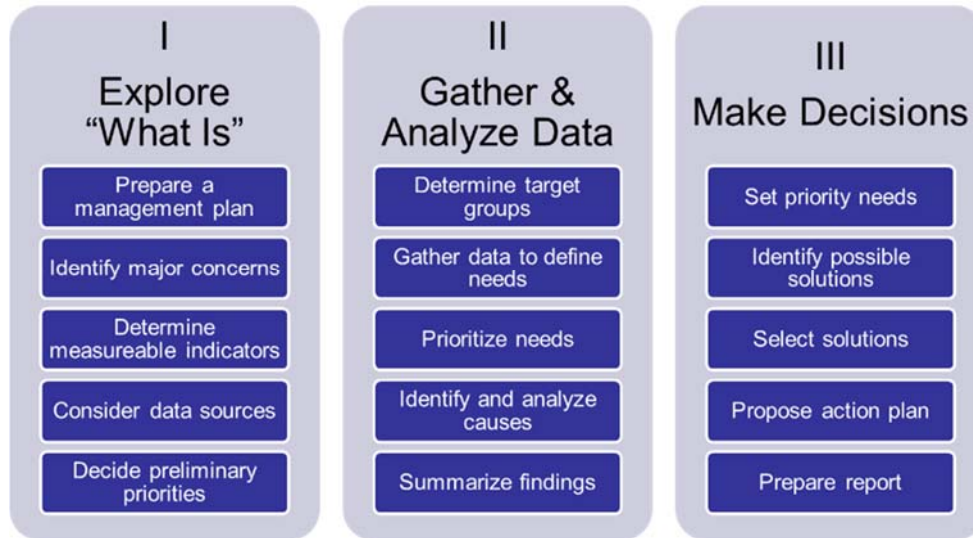
## Needs Identified Through the Statewide CNA



### *Statewide CNA Update Process*

The Idaho CNA was conducted using the guidance found in the Migrant Education CNA Toolkit (2012) found online at [http://nche.ed.gov/ome\\_toolkits/cna/toolkit.pdf](http://nche.ed.gov/ome_toolkits/cna/toolkit.pdf).

The graphic below summarizes the organization of the meetings and activities that the committee undertook to develop the CNA.



The CNA was designed to develop an understanding of the unique educational needs of Idaho migrant students and their families. Not only does this analysis of needs provide a foundation to direct the Idaho MEP through the service delivery planning process, but it also supports the overall MEP continuous improvement and quality assurance processes and the overall State Plan. The needs analysis was adapted to the resources and structures available in Idaho.

The Needs Assessment Committee (NAC) formulated a comprehensive understanding of the characteristics of the migrant student population in Idaho. A profile of Idaho migrant students was developed based on the most recently available information. The NAC used the profile and other collected data to develop concern statements, needs indicators, needs statements, and solutions strategies. As part of the CNA process, State MEP staff met to finalize the recommendations made by the NAC. It was determined that needed support services that were indicated by parents and staff to support academic instruction were minimally addressed. Therefore, a fifth goal area, Non-instructional Support Services was added. The full CNA report is on file with ISDE, and the table of contents for this report is included as Appendix B.

In response to identified needs and alignment with goals for all students, Idaho adopted the goal areas below during the NAC meetings and continued their use throughout the completion of the SDP.

- Goal 1:** School Readiness
- Goal 2:** English Language Arts (ELA) Achievement
- Goal 3:** Mathematics Achievement
- Goal 4:** High School Graduation
- Goal 5:** Non-instructional Support Services

The following concern statements guided the SDP committee in the development of statewide strategies and MPOs.

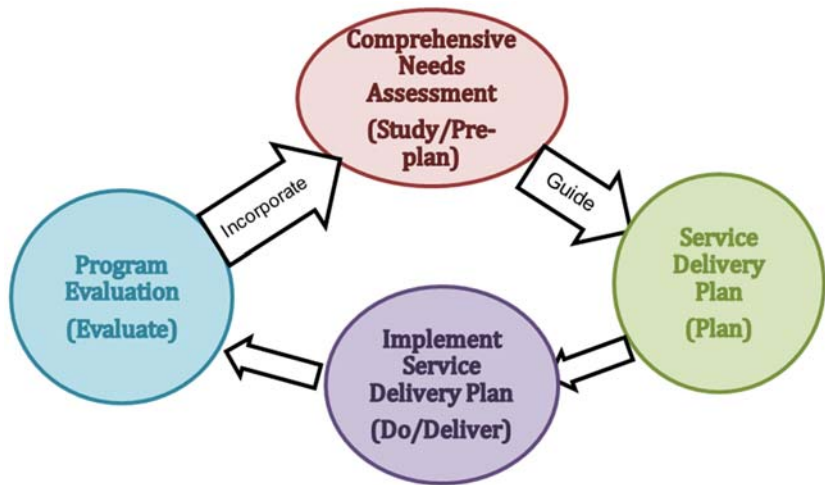
<b>School Readiness Concerns</b>	
<b>1.1</b>	We are concerned that migrant families underestimate the importance of the use of their native oral language in the home.
<b>1.2</b>	We are concerned that the number of migrant preschool children being served is low.
<b>English Language Arts Achievement Concerns</b>	
<b>2.1</b>	We are concerned that migrant students in Kindergarten are not proficient in Literacy Achievement.
<b>2.2</b>	We are concerned that migrant students in grades 3-12 are scoring proficient at a lower rate than non-migrant students.
<b>2.3</b>	We are concerned that migrant students do not receive the needed support for student engagement.
<b>2.4</b>	We are concerned that migrant families do not have access to resources needed to support ELA academic development in the home environment.
<b>Mathematics Achievement Concerns</b>	
<b>3.1</b>	We are concerned that migrant students in grades 3-12 are achieving proficiency in math at a lower rate than all sub-groups of students.
<b>3.2</b>	We are concerned that migrant families do not have access to resources needed to support math academic development in the home environment.
<b>High School Graduation Concerns</b>	
<b>4.1</b>	We are concerned that migrant students are graduating at a lower rate than their peers.
<b>4.2</b>	We are concerned that migrant secondary students receive less additional instructional services than elementary migrant students.
<b>4.3</b>	We are concerned that migrant students who move frequently may not be able to form meaningful connections to school including peers, staff, and teachers.
<b>4.4</b>	We are concerned that migrant parents and students do not understand graduation requirements and school systems (inter/intra-state) resulting in students not being on track to graduate.
<b>4.5</b>	We are concerned that migrant high school students do not have access to health services affecting attendance, credit accrual and/or graduation.

<b>Non-instructional Support Services</b>	
<b>5.1</b>	We are concerned that migrant students do not receive the needed support for student engagement.
<b>5.2</b>	We are concerned that migrant students who move frequently may not be able to form meaningful connections to school including peers, staff, and teachers.
<b>5.3</b>	We are concerned that migrant high school students do not have access to health services affecting attendance, credit accrual and/or graduation.

### *How CNA Results Informed the Service Delivery Planning Process*

The diagram below summarizes the continuous improvement process adopted by the MEP and shows the relationship of the CNA, SDP, program implementation and program evaluation. The process begins with the CNA, which informs the development of the SDP and continues on through the implementation and evaluation.

The CNA guides the overall design of the Idaho MEP on a statewide basis.. The SDP committee considered the goal areas and concerns developed by the NAC by using the data from the CNA and program evaluation to set MPOs, provide useful information for program improvement, and describe the extent to which MEP services were making a difference toward achieving statewide performance targets.



Appendix A contains the strategic planning chart of the SDP decisions that were determined by the SDP Committee and shows the alignment of CNA concerns and solutions in each goal area with the strategies and MPOs developed for the SDP. This chart was used throughout the process as an organizer and to capture the decisions of the SDP Committee. Prior to the first meeting and as a result of the decisions made through the CNA process, the areas of the chart that were filled in included *Need/concern*, *Solution Identified in the CNA*, and *Performance Targets*.

There were two meetings of the SDP Committee, both held in Boise, Idaho. (See Appendix C for meeting agendas.) The activities conducted during the meetings are described below.

- SDP Meeting #1**    1) Update strategies for meeting student needs; 2) update MPOs and align to strategies; 3) Review and decide on next steps toward determining the major components of the SDP.

- SDP Meeting #2** 1) Finalize strategies and MPOs to meet identified student needs; 2) finalize MPOs that are aligned to strategies; 3) prioritize strategies; 4) determine the evaluation tools and plan; and 5) understand next steps toward completing the ID MEP SDP.

### *Aligning CNA and SDP Results with State Systems and Resources*

A key activity of the SDP was to ensure that MEP activities were aligned with initiatives and other programs serving similar populations within the state. The four goal areas are aligned with the Idaho Content Standards and state initiatives.

#### **State and Local Resources**

There are state systems and resources available that the Idaho MEP has considered in the alignment of the CNA results and the development of its SDP. Following are examples of key state systems, resources, and Idaho initiatives.

- Idaho Content Standards (broken down by content area and grade level) and ISAT for English Language Arts and Mathematics assessments
- Idaho Reading Indicator (IRI) assessment results
- Idaho Statewide Parent Advisory Council (PAC), Idaho Parents as Teachers network, LOA migrant PACs
- Idaho Migrant Family Literacy and Head Start programs
- Migrant Student Information System (MSIS)
- Migrant High School Equivalency Programs (HEP) and College Assistance Migrant Programs (CAMP)

#### **National Resources**

The organizations and websites below are sources of information regarding national initiatives that provide structures to support the Idaho MEP.

- Title I, Part A of ESEA provides financial assistance to local operating agencies (LOAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. <http://www2.ed.gov/programs/titleiparta/index.html>
- Title III of ESEA assists SEAs and LOAs with the development of high-quality language instruction to ensure children who have limited English proficiency, including immigrant children, meet the same challenging state academic standards as all children are expected to meet. <http://www2.ed.gov/about/offices/list/oela/index.html>
- Title IV, Part B of ESEA supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. <http://www2.ed.gov/programs/21stcclc/index.html>

- Title X, Part C, The Education for Homeless Children and Youth Program in ESEA ensures that homeless children and youth receive a free and appropriate public education and removes barriers to their educational access, attendance, and success. <http://www2.ed.gov/programs/homeless/index.html>
- The Child and Adult Care Food Program improves the quality of day care for children and elderly adults by making care more affordable for many low-income families. <http://www.fns.usda.gov/cnd/care/>
- The School Breakfast Program (SBP) provides cash assistance to States to operate nonprofit breakfast programs in schools and residential childcare institutions. <http://www.fns.usda.gov/cnd/breakfast/>
- The Summer Food Service program is designed to provide free and reduced-price breakfast and lunch during the summer. All migrant children are categorically eligible for Summer Food Service Program. <http://www.summerfood.usda.gov/>
- The Preschool Initiative MEP Consortium provides resources for serving migrant preschool children. <http://www.preschoolinitiative.org/>

## Performance Goals/Targets and Priority for Services



### *State Performance Goals/Targets*

In the past, ISDE has established Annual Measurable Objectives (AMO) for all students which included migrant students. In response to House Bill 314 passed by the Idaho legislature, the state is in the process of reviewing the standards for learning in English language arts and mathematics.

Idaho is developing a new state consolidated plan and is nearing closure with the completion of a third draft. The Idaho State Board of Education will be given the final draft for approval before moving to the Idaho Legislature for final approval. The state will provide challenging academic content standards in English/Language Arts and Math for all required grades, alternate academic achievement standards for students with the most significant cognitive disabilities, and English Language proficiency standards. The department also will provide high-quality assessments for English/Language Arts and Mathematics for all required grades, students with the most significant cognitive disabilities, and English Language Learners.

It is expected that by the 2017-18 school year, the state plan that includes state performance goals/targets will be in place. Currently, the state uses the Idaho Content State Standards (ICS) in English language arts and mathematics with anchors for assessments at all grade levels.

Idaho belongs to the Smarter Balanced Assessment Consortium which has worked collaboratively with member states to develop assessments aligned to standards. These assessments have been generated to accurately measure student progress toward college and career readiness in ELA and mathematics. They provide a Comprehensive Assessment System which include the Idaho Standardized Achievement Test (ISAT), aligned Interim Assessments, and a Digital Library of lessons, tasks, and activities for teaching and learning which can be used formatively, to support existing instruction and gauge student progress.

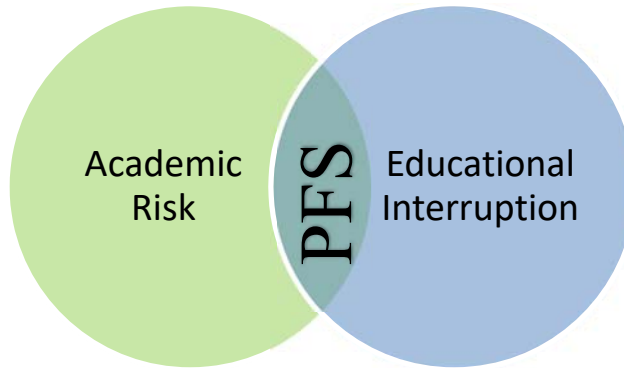
### *Priority for Services*

In accordance with the ESEA—Section 1304(d), migrant education programs in Idaho must give **PFS** to migrant children who meet the following definition:

In providing services with funds received under this part, each recipient of such funds shall give priority to migratory 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.

The definition of PFS is operationalized in Idaho through the meeting of at least one criterion in Academic Risk and one criterion in Educational Interruption as illustrated in the exhibit that follows:

## Criteria for PFS Status



**Academic Risk** *Criteria 1a must be used if scores are available.*

- **Criteria 1a:** Student has Idaho Assessment Scores, [1304 (d)(1)]  
A student who is not proficient on a state assessment:

ASSESSMENTS	SCORES
WAPT & ACCESS	Less than a 5 on the overall test or less than 5 on any subtest
ISAT English Language Arts, Math, Science	Less than a 3 on any test
IRI	Less than a 3

- **Criteria 1b:** Student has no Idaho Assessment Scores.  
A student who has shown lack of academic proficiency on another objective measure:

OBJECTIVE MEASURES	CRITERIA
District Assessments, RTI Screeners, or progress monitoring assessments	Less than proficient for grade level expectations
Lacks credit(s)	Missing credit(s) needed for graduation
Other state's assessment	Less than proficient on a state assessment from another state (MSIX)

- **Criteria 2:** Student has dropped out of school, [1304 (d)(2)]

**Educational Interruption** *Criteria 1 is preferred.*

- **Criteria 1:** Student has moved, Move must be:
  - a qualifying move
  - during the regular school year (Does not include summer moves.)
  - within the last 12 months.
- **Criteria 2:** Student has excessive absences, Absences must be:
  - 10 or more days (consecutive or not)
  - during the regular school year (Does not include summer school.)
  - within the last 12 months

ESSA: Criteria 2 removed for SY17-18

# 4

## Measurable Program Outcomes and Service Delivery Strategies

### Goal Area MPOs and Strategies

The SDP helps the state MEP develop and articulate a clear vision of the **needs** of migrant children on a statewide basis, the **strategies and services** the state will use to address the needs, the **MPOs** that will be used to evaluate the effectiveness of strategies, and how the strategies will help achieve the state’s **performance goals/targets**.

This section of the report outlines how Idaho’s MPOs will produce statewide results through specific educational or educationally-related services. The MPOs will allow the MEP to determine whether, and to what degree, the program has met the unique educational needs of migrant children and youth as identified through the CNA. It should be noted that the strategies and MPOs in a bolded typeface are required of all projects; whereas the strategies and MPOs in regular typeface are optional. This determination is made by the SEA staff in order to accommodate funded LOAs that serve very few students through mainly providing non-instructional support services.

School Readiness	
Key Strategies	MPOs
<b>1.1) Provide migrant parents with ideas, activities, and materials for use at home with their children to promote first language development and school readiness through site-based or home-based family literacy opportunities (e.g., language acquisition, packets with school supplies, books and activities).</b>	<b>1.1) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities will report on a pre/post survey that they have an increased ability to support school readiness activities in the home.</b>
1.2) Provide migrant funded site-based preschool services to migrant children ages 3-5 (e.g., during the regular school day, as an evening program, or as part of a summer school program).	1.2) By the end of program year 2017-2018, 90% of students attending at least 40 hours of migrant preschool will show a gain on a pre/post-test of school readiness skills.
1.3) Participate in the activities of the Preschool Initiative CIG and share materials, strategies, and resources with migrant families.	1.3) By the end of program year 2017-2018, 30% of all identified migrant-eligible preschool-aged children will be served.
English Language Arts Achievement	
Key Strategies	MPOs
2.1) Provide resources through migrant funds to promote early literacy (e.g., extended day kindergarten, backpacks and school supplies, family literacy nights and opportunities, individual libraries, migrant summer school, expeditionary opportunities, tutoring, after school programs).	2.1) By the end of program year 2017-2018, 80% of migrant K-2 students will receive resources to promote early literacy as measured by resource distribution logs.



<p><b>2.2</b> Use highly qualified staff to provide supplemental ELA extended school services aligned with state standards and proficiencies (e.g., summer school for ELA, IDLA-advancement, Plato, dual enrollment, community colleges, academies offered by IHEs, PASS, after school tutoring, home-based instruction).</p>	<p><b>2.2a)</b> By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will show gains of at least 20% or grade level proficiency on a pre/post assessment of grade-level ELA skills for students in grades 3-12.</p> <p><b>2.2b)</b> By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will earn at least one secondary English credit for students in grades 7-12.</p>
<p><b>2.3)</b> Provide opportunities for migrant staff to attend district, regional, state, and/or national level ELA professional development (e.g., migrant funds are used to send staff to PD events).</p>	<p><b>2.3)</b> By the end of program year 2017-2018, 80% of teachers participating in migrant-sponsored ELA professional development will report on a survey that they successfully applied the research-based instructional strategies on supplemental literacy instruction.</p>
<p><b>2.4) Provide ongoing (year-round) access and training on specific resources (e.g., school supplies, educational materials, books and multicultural literature) needed by migrant parents and students.</b></p>	<p><b>2.4) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities (one-on-one or in groups) will report on a pre/post survey that the resources they received have increased their ability to provide ELA academic support at home.</b></p>
<p><b>Mathematics Achievement</b></p>	
<p>Key Strategies</p>	<p>MPOs</p>
<p><b>3.1)</b> Provide resources through migrant funds to promote early numeracy (e.g., extended day kindergarten, backpacks and school supplies, family math nights and opportunities, mathematics manipulatives, migrant summer school, expeditionary opportunities, tutoring, after school programs).</p>	<p><b>3.1)</b> By the end of program year 2017-2018, 80% of migrant K-2 students will receive resources to promote early numeracy as measured by resource distribution logs.</p>
<p><b>3.2)</b> Use highly qualified staff to provide supplemental math extended school services aligned with state standards and proficiencies (e.g., summer school for math, IDLA-advancement, Plato, dual enrollment, community colleges, INL, math camps, academies offered by IHEs).</p>	<p><b>3.2a)</b> By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will show gains of at least 20% or grade level proficiency on a pre/post assessment of grade-level math skills for students in grades 3-12.</p> <p><b>3.2a)</b> By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will earn at least secondary math credit for students in grades 7-12.</p>

<p><b>3.3)</b> Provide opportunities for migrant staff to attend district, regional, state, or national level math professional development (e.g., migrant funds are used to send staff to PD events).</p>	<p><b>3.3)</b> By the end of program year 2017-2018, 80% of migrant staff participating in migrant-sponsored math professional development will report on a survey that they successfully applied the research-based instructional strategies during supplemental math instruction.</p>
<p><b>3.4.a) Identify organizations, experts, and resources to provide family math engagement opportunities and share information with parents (e.g., Parent Math Night, manipulatives, guest speakers, community and job outings focused on math in their world).</b></p> <p><b>3.4.b)</b> Provide opportunities for migrant parents to attend local, regional, state, and national math family engagement events and activities.</p>	<p><b>3.4) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities will report on a pre/post survey that they have an increased ability to support math education at home.</b></p>
High School Graduation	
Key Strategies	MPOs
<p><b>4.1)</b> Develop and implement a student monitoring system to follow migrant secondary students' progress towards grade promotion and graduation.</p>	<p><b>4.1)</b> By the end of 2017-2018 program year, 100% of migrant secondary students will be monitored using a student tracking system.</p>
<p><b>4.2.a)</b> Provide instructional services during the school day, before or after school, or during summer school for credit accrual for secondary migrant students (e.g., tutoring, study skills elective classes, PASS, credit recovery classes, internships).</p> <p><b>4.2.b) Provide support services (e.g., supplemental supplies and fees, advocacy etc.).</b></p>	<p><b>4.2)</b> By the end of the program year 2017-2018, the percentage of secondary migrant students receiving an instructional and/or support service will increase by 20% (or 80% served overall if already serving most of their students).</p>
<p><b>4.3)</b> Provide a secondary migrant graduation specialist or other migrant staff to support migrant students towards grade promotion and graduation for 7<sup>th</sup> – 12<sup>th</sup> grades.</p>	<p><b>4.3)</b> By the end of program year 2017-2018, a secondary migrant graduation specialist or other migrant staff will be in place in all funded MEPs to support migrant student promotion and graduation.</p>
<p><b>4.4) Provide parents and students with information and supportive events related to high school graduation and/or college and career readiness at a minimum of twice per year (e.g., Migrant Summer Leadership Institute, college visits, presentations at PAC meetings, CAMP collaborations, leadership institutes, career fairs/speakers, CIS software training).</b></p>	<p><b>4.4) By the end of program year 2017-2018, 80% of migrant students or parents participating, will report on a pre/post survey that the information gained was useful in promoting the goal of high school graduation and/or college and career readiness.</b></p>

<b>Non-instructional Support Services</b>	
<b>Key Strategies</b>	<b>MPOs</b>
<b>5.1) Provide professional development (PD) on migratory lifestyle and unique needs of migrant students (e.g., program and cultural awareness presentation, field or home visits for teachers and administrators, training on mobility /academic/social gaps).</b>	<b>5.1) By the end of program year 2017-2018, 80% of migrant staff participating will report an increase in student engagement based on staff surveys.</b>
<b>5.2) Provide workshops, meetings, and resources to parents and the community on ways to support and involve migrant students (e.g., extra-curricular activities, parenting classes, parent literacy workshops, instructional home visits).</b>	<b>5.2) By the end of program year 2017-2018, 80% of migrant parents participating will report an increase in student engagement based on parent surveys.</b>
<b>5.3) Establish partnerships and/or agreements among the school district and community healthcare providers and public health agencies to provide health services to migrant families, such as Memoranda of Understanding.</b>	<b>5.3) By the end of program year 2017-2018, at least two local partnerships and/or agreements among the school district and community healthcare providers and public health agencies will be established to provide health services to migrant families.</b>
<b>5.4) Provide information on, and referrals to, individualized health advocacy services to benefit migrant families needing health services (e.g., glasses, dental, immunizations).</b>	<b>5.4) By the end of program year 2017-2018, 80% of migrant parents participating in parent involvement activities will report on a pre/post survey that they have an increased understanding of how to access community health services.</b>

### *Resources Needed to Address Strategies*

The resources needed for Idaho to ensure that a high quality MEP is implemented are matched to each strategy as seen in the chart found in Appendix A. The resources listed include professional development (including local, state, and national training), technical assistance, collaboration with community-based organizations and other agencies, collaboration with institutions of higher education, collaboration with MEPs and initiatives in other states, specific curriculum, instructional materials/programs, etc.

### *Measurement Tool Descriptions and Progress Indicators*

For determining progress toward achieving the MPOs, a variety of strategies and tools will be employed as a means to gather evidence of program success and to determine areas needing improvement. These tools include:

- Analysis of state assessment results for non-migrant students and for migrant students for determining progress toward state performance targets;
- Informal and formal assessment results forming a body of achievement evidence such as the MEP Classroom Teacher Survey and Coordinator Report;

- Migrant staff, student, and parent surveys;
- Progress of attaining the MPOs using the Idaho MEP MPO Monitoring Tool;
- Reviews of professional development and parent development materials, meeting summaries, satisfaction surveys, agendas, and other outcomes;
- Records reviews, monitoring outcomes, technical assistance logs;
- Migrant student progress reports (e.g., credit accrual reports, graduation plans, and coordination meeting results);
- Graduation data (comparing migrant students and all students); and
- Migrant student demographic data.

A detailed plan that matches the MPOs with specific instruments is found in *Section 10, Evaluation Plan*. This section provides the plan for evaluating MEP implementation and data collection and reporting.

## Monitoring and Technical Assistance Plan

### 5

#### *State Monitoring Process*

Monitoring of local MEPs is the responsibility of the Idaho State Department of Education and migrant programs are a part of the consolidated monitoring of all Federal programs. This includes both compliance monitoring and fiscal monitoring,

The state's onsite monitoring plan is a risk-based model where LOAs that are determined to be at risk based on past performance, fiscal reports, self-monitoring results, dramatic changes in numbers, or large turnover in staff are monitored by state MEP personnel on site. The goals of the MEP onsite monitoring visit are to:

- Examine compliance and programmatic issues based on the Federal statute and regulations;
- Review how districts are addressing the needs of migrant students through the MEP; and
- Provide technical assistance.

To monitor local MEPs, ISDE uses a tool that is based on OME's Guidance for Monitoring Title I, Part C—Migrant Education. The State has taken this document and expanded it to contain the MPOs contained in this SDP report and a rubric that contains quality indicators on which the State can observe and gather evidence to go beyond determination of "in compliance" and "out-of-compliance".

In the spring, districts scheduled to be monitored the following year are notified. Monitoring staff, including ISDE staff and monitoring contractors, identify dates and solidify the schedule by August. An official notification letter is mailed to the superintendent and Federal programs director of each district identified for monitoring for the upcoming school year. This letter includes information on how to prepare for the visit. At least two weeks prior to the monitoring visit, the LOA submits specific documentation. This information assists the monitoring team members by providing background and context.

Monitoring teams conduct the onsite reviews. Although it is the district that is monitored, the team visits the schools with applicable programs and interviews building staff. The size of the monitoring team varies depending on the size of the LOA and the number of Federal programs monitored. In some instances, the state may determine that a follow-up monitoring visit is necessary to verify implementation of an LOA's actions resulting from its plan for correction.

#### *Technical Assistance Process*

Technical assistance is provided to local MEPs through activities designed to assist projects to meet compliance requirements, improve program implementation, increase student outcomes, and assist sites to make sound programmatic decisions about curriculum, instruction, student

assessment, program evaluation, parent involvement, and other areas essential to migrant education program success.

Ongoing technical assistance is provided through phone calls, correspondence, meetings/trainings, and onsite visits. Technical assistance may be provided through statewide or regional initiatives or upon request from individual projects for assistance with a) follow-up to monitoring findings, b) response to specific issues of eligibility or implementation encountered at local sites, or c) support of new and ongoing initiatives that are undertaken statewide to improve the MEP (i.e., the rollout of new strategies in the SDP).

Proper maintenance of student eligibility and services information is a critical area for proper operation of a project. Project student data for both is entered in the MSIS database. Data entry personnel receive ongoing training on the MSIS system and the Migrant Student Information Exchange (MSIX).

## Professional Development for MEP Staff



The Idaho MEP provides extensive professional development to prepare teachers and tutors to adapt instruction to address the unique educational needs of migrant students, implement consortium incentive grant initiatives, and coordinate with other states and agencies. Local and national trainings are provided to help teachers learn the strategies needed to implement the SDP, with an emphasis on math and literacy strategies, strategies for early learning, and strategies for high school graduation and college and career readiness.

Improving educator quality for migrant children is built into the strategies and MPOs. Professional development is both part of the state plan and an expectation for local programs. State objectives supporting the professional development of Idaho MEP staff include:

- Collaboration with higher education and other agencies to ensure educators have the preparation and background to employ research-based techniques in a variety of settings for students from various backgrounds;
- Networks of services providers and educational entities to provide effective practices for highly mobile secondary-aged students; and
- Creation of a professional development framework which supports sustained, ongoing, instructional improvement.

Within this framework, the Idaho state MEP and its local operating agencies offer and/or participate in professional development activities such as:

- CNA and SDP meetings
- State trainings and Regional trainings in ID&R, migrant services and data collection twice per year held in various parts of the state
- Federal Programs Directors training annually
- Consolidated Grant application training and technical assistance
- State Quarterly Webinars for EL and migrant programs
- Bi-monthly written program updates
- ID&R meetings for recruiters and project administrators
- Collaboration Meetings with Idaho Service Providers
- Statewide and regional migrant PAC meetings
- Idaho Biennial Federal Programs Conference
- Interstate Coordination and Consortium Incentive Grant (CIG) Sessions
- The Idaho Association of Bilingual Educators (IABE) Conference
- Annual Migrant Education Directors' Meetings and New Directors' Orientation

In addition to the wide variety of training at the local and state levels, Idaho leverages national sources of professional development. The organizations represented below have online and print materials, presentations, and conferences that are useful for providing more information about the needs of migrant students and best practices for providing services. In addition, many organizations also have resources in English language arts, math, school readiness, parent involvement, identification and recruitment, and graduation from high school.

- **Colorín, Colorado**, a bilingual site for families and educators of English learners, is found at <http://www.colorincolorado.org/>
- **ESCORT** is a national resource center located in Oneonta, New York, for improving the educational opportunities for migrant children. The website is found at [www.escort.org](http://www.escort.org), [They offer an annual conference, the ID&R Forum, in the fall that provides extensive information on identification and recruitment.](#)
- **Federal Resources for Educational Excellence** sponsored by the U.S. Department of Education reports on effective educational programs, practices, and products. For example, information is available about reading, mathematics, middle school curriculum, dropout prevention, early childhood education, and English learners. For more information, visit <https://www2.ed.gov/free/index.html>
- **Graduation and Outcomes for Success for OSY (GOSOSY)** is a Consortium Incentive Grant funded in 2015 and projected through 2018 by OME at the USDE to build capacity in states with their secondary-aged migrant out-of-school youth population. GOSOSY sponsors a dissemination event designed to help participants identify migrant OSY and provide services to meet their unique needs. The website is found at <http://osymigrant.org>
- **The Handbook for Educators Working with Children of Mexican Origin** can be found at <http://people.uncw.edu/martinezm/Handbook/html/index.htm>
- **Interstate Migrant Education Council (IMEC)**: IMEC's mission is to advocate for the highest quality education and other needed support for the nation's migratory children and youth. <http://imec-migrated.org/>
- **Migrant Library**: Sponsored by the *Geneseo Migrant Center*, the books listed in the Migrant Library serve as an introduction to migrant farmworker literature, both fiction and non-fiction. These resources may be useful inside the classroom, for research, or to increase understanding of the migrant experience in other areas. For more information, see [www.migrantlibrary.org](http://www.migrantlibrary.org)
- The **National Association for the Education of Young Children** is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8 <http://www.naeyc.org>
- The **National Association of State Directors of Migrant Education (NASDME)** offers its annual National Migrant Education Conference held in the spring. At this event, staff learn strategies in curriculum and instruction, parent involvement, assessment, identification and recruitment, and program administration. For more information, see [www.nasdme.org](http://www.nasdme.org)
- The **National Center for Families Learning** offers information and materials on migrant family literacy. <http://www.familieslearning.org/>
- **Guided Language Acquisition Design** is a model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills. The project is



based on years of experience with integrated approaches for teaching language. The model trains teachers to provide access to core curriculum using local district guidelines and curriculum. <http://www.projectglad.com/>

- **Teaching of English to Speakers of Other Languages** offers everyone involved in English language teaching and learning an opportunity to be part of a dynamic community, where professionals connect with and inspire each other to achieve the highest standards of excellence. <http://tesol.org/>
- The **National Center for Farmworker Health (NCFH)** is a private, not-for-profit corporation dedicated to improving the health status of farmworker families by providing information services, training and technical assistance, and a variety of products to community and migrant health centers nationwide, as well as organizations, universities, researchers and individuals involved in farmworker health. <http://www.ncfh.org/>

Another substantial initiative of ISDE is the Idaho Response to Intervention (RTI). RTI is a framework for continuous improvement that provides high-quality, standard-based instruction and research-based systematic interventions for all students' needs--academic, social-emotional, and behavioral--using learning rate over time and level of performance to make important educational decisions.

Using collaborative teams that include all professionals and parents in a well-defined decision-making process set the stage for a culture that fosters a climate for learning and meeting the needs of all students. A state website provides materials, information, and guidelines to support Response-to-Intervention implementation in the State of Idaho as follows: <http://www.sde.idaho.gov/topics/rti/>. Because the MEP is a supplemental program, teachers paid through migrant funds do not provide RTI services that all other students receive. However, migrant-funded teachers coordinate migrant services within the context of the RTI programs.

## Parent Involvement Plan



The Idaho MEP jointly develops with parents the plan for coordination with the Parent Advisory Council; parent involvement activities to improve student academic achievement and school performance; building parents' capacity for strong parent involvement; coordinating and integrating parent involvement strategies with other programs; and involving parents in the activities of the schools.

Federal guidance defines parent involvement as the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities. These include ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and the carrying out of other activities, such as those described in section 1118 of the ESEA. [Section 9101(32), ESEA]

Parents know the needs of their children best and can offer insight into their children's strengths and challenges, playing a pivotal role in planning the educational programs in which their children participate which helps to build their capacity to assist in their children's learning at home. Through their participation in the planning process, migrant parents are also more likely to become advocates and supporters of the MEP by having knowledge of the program and a more personal stake in its success.

Title I supports parent involvement by enlisting parents to help their children do well in school. In compliance with ESSA, the Idaho MEP requires that local sites receiving MEP funds consult with parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the local MEP. The SEA and LOAs are required to establish and consult with PACs in planning, operating, and evaluating MEPs [ESEA Sec. 1304(c)(3)],

Some opportunities for program planning in which parents are involved occur through involvement in the CNA and SDP process, participating in the annual MEP evaluation, and participating in local and state PACs.

Each local MEP sponsors parent development, family events for sharing information and resources, and culminating activities such as end-of-year programs highlighting their child's educational success in which parents are invited to participate and bring their whole family.

The Idaho MEP views parents as collaborators with the schools in the education of their children. However, we recognize that because of work schedules and family responsibilities, parents may not always be available to actively partner with schools operating MEPs or serve as a resource as requested. Through the daily interaction that occurs between parents and migrant advocates and family liaisons, there is strong communication and trust, allowing a close working relationship with staff of the local MEP.

## Identification and Recruitment



Eligibility for services through the MEP is determined per the Title I, Part C, Education of Migratory Children section of the ESEA, in conjunction with the Non-Regulatory Guidance provided by the United States Department of Education, OME. (Note: Eligibility determinations are made following existing regulations and guidance developed under NCLB. When OME provides updated regulations and guidance, Idaho's ID&R plan will be updated accordingly.)

Children are eligible to receive Idaho MEP services if they meet the Federal definition of "migratory child" and if the basis for their eligibility is properly recorded on the Idaho Certificate of Eligibility (COE), which is aligned to the national COE. Determining whether a child meets this definition occurs during an interview of the person responsible for the child, or of the youth, in cases where the youth moves on his or her own. Certification of eligibility depends on the recruiter's assessment determination of key eligibility information that is followed by certification by staff authorized by the state that the recruiter's determination is correct.

Migrant education recruiters are responsible for local ID&R and enrollment of migrant students. MEP recruiters find, identify, and enroll migrant students; confirm their eligibility; and conduct ongoing data checks designed for quality control. The LOA is responsible for maintaining accurate records and data entry to the migrant student database.

The Idaho MEP has an extensive and comprehensive Identification and Recruitment Manual that includes the following information:

- Information about the MEP
- Information for the Recruiter
- Determining and Establishing Eligibility
- Certificate of Eligibility Instructions
- Quality Control Systems

Components of ID&R include eligibility determination, the COE, the migrant student database and record transfer system, the child count, quality control, and collaboration with migrant service providers throughout the state. These components result in migrant student enrollment in the MEP system, ultimately allowing for service provision that targets the educational services needed by individual migrant students while they are in Idaho.

The Idaho MEP ID&R Manual extensively covers training for ID&R staff, ID&R activities, recruiter roles and responsibilities, quality control plans, regulations and guidance as issued by the Office of Migrant Education, sample interview scripts, a directory of useful contacts, and information about agriculture in the State of Idaho. The complete ID&R Manual including the quality control procedures is on file with the ISDE and available online at <http://sde.idaho.gov/el-migrant/migrant/files/identification-recruitment/guidance/Identification-and-Recruitment-Manual.pdf>.

## Exchange of Student Records Plan



### *State MEP Student Records Exchange*

The Idaho MEP is responsible for promoting interstate and intrastate coordination of services for migrant children, including providing for educational continuity through the timely transfer of pertinent school records. To assist with this task, MSIS is used to enter all data elements from the COE, priority for services, and services/referrals information for migrant-eligible children in Idaho. Additionally, MSIS maintains and transfers educational and health information, including immunizations. In addition, the ISDE collects course and enrollment information on every student through a longitudinal database.

Through MSIS, the state MEP and migrant funded school districts receive a variety of reports on demand for any year specified by the user, as well as essential data for the Consolidated State Performance Report (CSPR). It provides continuity in educational and health reporting and record keeping. Using the online capabilities of MSIS provides immediate access to student migrant eligibility, migrant services, and health information.

Student child counts are reported by district, grade, race/ethnicity, LEP status, disability status, PFS, and qualifying arrival date in reports that include student totals that can be generated at the SEA and LOA levels. Data are collected and updated on an ongoing basis and available for access by the LEAs at any time during the year. Training sessions are conducted for application users regarding the requirements and procedures for entering data accurately.

Regional recruiter coordinators and district staff are required to input and update data in the web-based MSIS. All users are provided a user name and password to access the secure system, and training is provided on methods for maintaining student privacy concerning the data collected. Data is organized through various reports that the user can generate via existing reports and advanced search parameters (e.g., dates, names, COE status, grades, district enrollment, etc.). State MEP staff generate periodic child counts throughout the year as a quality control measure to monitor and ensure data reporting accuracy.

### *MSIX and Data Collection and Reporting*

MSIS contains the required minimum data elements for upload to the U.S. Department of Education's Migrant Student Information Exchange (MSIX), a web-based portal that links states' migrant student record databases to facilitate the national exchange of their educational and health information. MSIX produces a single, consolidated record for each migrant child with data from each state that the child enrolled. It contains the minimum data elements for the proper enrollment, grade and course placement, and accrual of credits for migrant children. MSIS and MSIX interface weekly making the most recent records available to school districts. State staff participate in MSIX trainings and continuously work with state and local data managers to enable a smooth transition in the collection, transfer, and storage of student records. Information on the Idaho MEP data collection plan is found on the state website, referenced in the MEP section:

<http://sde.idaho.gov/el-migrant/migrant/>. Following the systems alignment process that occurs after completing the SDP, the data collection documents will be updated with new forms and guidance.

## Evaluation Plan

# 10

### *Evaluation of Implementation and MPO Results*

The evaluation of the Idaho MEP is completed by the state with the assistance of an experienced evaluator knowledgeable about migrant education, evaluation design, Federal reporting requirements and OME guidelines, the state context, and the operation of the Idaho MEP. The evaluation systematically collects information about program implementation and results to help the state make decisions about continuous program improvement and success.

The evaluation reports both **implementation** and **outcome** data to determine the extent to which the measurable outcomes for the MEP in all goal areas have been addressed and met and to determine the quality of strategy implementation.

Questions answered by implementation data include the examples below.

- Was the project implemented as described in the SDP?
- To what degree of fidelity were the strategies in the SDP implemented?
- What worked in implementation of the state MEP?
- What challenges did the MEP encounter?
- What improvements should be made to overcome the challenges?

Questions answered by outcome data include the examples below.

- To what extent did migrant students achieve performance targets on state assessments?
- To what extent were MPOs addressed and met?
- To what extent did students meet expectations for promotion to the next grade level?
- To what extent did subgroups of the MEP population (e.g., PFS students) meet MPOs? (when N in grade is greater than 30 students)
- What factors impacted MPOs that were not met or not addressed?

Data on migrant students and services are collected by the state from the LOA. Primary data sources include: migrant parents, recruiters, migrant program staff, and other staff as appropriate.

Surveys, focus groups, structured interviews, and records reviews (including assessment results reported through the state data collection and reporting system) are used for data collection. Data analysis procedures include descriptive statistics based on Idaho migrant student demographics, program implementation, and student and program outcomes. Means and frequencies are calculated, and trend analyses are noted.

To comply with Federal guidelines, Idaho prepares an **annual results evaluation**. Through the evaluation, data are collected annually and reviewed by the state to systematically and methodically improve the program. Further, a written report on the progress made by the Idaho MEP toward meeting its MPOs is conducted annually and every three years by an external

evaluator. This report includes recommendations for improving services to help ensure that the unique educational needs of migrant students who are served in Idaho are being met.

Idaho uses the assessment from the **Smarter Balanced Assessment Consortium (SBAC)** to determine the extent to which all students, including migrant students, achieve state standards. The SBAC was adopted in 2015 and is aligned with the Idaho Content Standards. Students in grades 3 through 8 and 11 are assessed.

### *Results Evaluation Data Collection Plan*

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 on the following pages. Following each data element is information on the methods for calculating whether MPOs were met, data collection tools, and the reporting timeline.

<b>Measurable Program Outcomes (MPO)</b>	<b>Method of Calculation</b>	<b>Reporting Tool</b>	<b>Reporting Timeline</b>
<b>School Readiness</b>			
<b>1.1)</b> By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities will report on a pre/post survey that they have an increased ability to support school readiness activities in the home.	Number of migrant parents attending parent involvement activities showing a gain between the pre and post survey.	MSIS MPO Data Collection	Sept. 15
<b>1.2)</b> By the end of program year 2017-2018, 90% of students attending at least 40 hours of migrant preschool will show a gain on a pre/post-test of school readiness skills.	Percentage of preschool-aged children attending at least 40 hours of migrant preschool who showed a gain	Pre/post assessment	Sept. 15
<b>1.3)</b> By the end of program year 2017-2018, 30% of all identified migrant-eligible preschool-aged children will be served.	Percentage of preschool-aged children served during 2017-2018	MSIS	Sept. 15
<b>English Language Arts Achievement</b>			
<b>2.1)</b> By the end of program year 2017-2018, 80% of migrant K-2 students will receive resources to promote early literacy as measured by resource distribution logs.	Number of migrant K-2 students receiving resources divided by the total number of identified migrant K-2 students.	Distribution logs	Sept. 15
<b>2.2a)</b> By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will show gains of at least 20% or grade level proficiency on a pre/post assessment of grade-level ELA skills for students in grades 3-12.	Number of 3-12 migrant students increasing skills, showing proficiency, or earning credits divided by number participating in extended school services	MSIS MPO Data Collection	Sept. 15
<b>2.2b)</b> By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service			

Measurable Program Outcomes (MPO)	Method of Calculation	Reporting Tool	Reporting Timeline
taught by highly qualified migrant staff will earn at least one secondary English credit for students in grades 7-12.			
<b>2.3)</b> By the end of program year 2017-2018, 80% of teachers participating in migrant-sponsored ELA professional development will report on a survey that they applied the research-based instructional strategies on supplemental literacy instruction.	Number of teachers indicating they applied strategies divided by total number of participants	MSIS MPO Data Collection	Sept. 15
<b>2.4)</b> By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities (one-on-one or in groups) will report on a pre/post survey that the resources they received has increased their ability to support ELA academic support at home.	Number of migrant parents attending parent involvement activities showing a gain between the pre and post survey.	MSIS MPO Data Collection	Sept. 15
<b>Mathematics Achievement</b>			
<b>3.1)</b> By the end of program year 2017-2018, 80% of migrant K-2 students will receive resources to promote early numeracy as measured by resource distribution logs.	Number of migrant K-2 students receiving resources divided by the total number of identified migrant K-2 students.	Distribution logs	Sept. 15
<p><b>3.2a)</b> By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will show gains of at least 20% or grade level proficiency on a pre/post assessment of grade-level math skills for students in grades 3-12.</p> <p><b>3.2a)</b> By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will earn at least secondary math credit for students in grades 7-12.</p>	Number of 3-12 migrant students increasing skills, or proficient, or earning credit divided by number participating in extended school services	MSIS MPO Data Collection	Sept. 15
<b>3.3)</b> By the end of program year 2017-2018, 80% of migrant staff participating in migrant-sponsored math professional development will report on a survey that they applied the research-based instructional strategies on supplemental math instruction.	Number of teachers indicating they applied strategies divided by total number of participants	MSIS MPO Data Collection	Sept. 15
<b>3.4)</b> By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities will report on a pre/post survey that they have an increased ability to support math education at home.	Number of migrant parents attending parent activities reporting they have an increased ability to support math education	MSIS MPO Data Collection	Sept. 15

Measurable Program Outcomes (MPO)	Method of Calculation	Reporting Tool	Reporting Timeline
<b>High School Graduation</b>			
<b>4.1)</b> By the end of 2017-2018 program year, 100% of migrant secondary students will be monitored using a student tracking system that indicates the student is or is not on track to graduate.	% of students being monitored using a student tracking system	MSIS MPO Data Collection	Sept. 15
<b>4.2)</b> By the end of the program year 2017-2018, the percentage of secondary migrant students receiving instructional and/or support services will increase by 20% (or 80% served overall if already serving most of their students).	Number of migrant students receiving instructional and/or support services divided by total number of secondary students compared to last year	MSIS MPO Data Collection	Sept. 15
<b>4.3)</b> By the end of program year 2017-2018, a secondary migrant graduation specialist or other migrant staff will be in place in all funded MEPs to support migrant student promotion and graduation.	Number of secondary migrant graduation specialists or other migrant staff supporting migrant student promotion and graduation	MSIS MPO Data Collection	Sept. 15
<b>4.4)</b> By the end of program year 2017-2018, 80% of migrant students or parents participating, will report on a pre/post survey that the information gained was useful in promoting the goal of high school graduation and/or college and career readiness.	Number of migrant parents attending indicating they are better informed showing a gain on pre/post survey	MSIS MPO Data Collection	Sept. 15
<b>Non-instructional Support Services</b>			
<b>5.1)</b> By the end of program year 2017-2018, 80% of migrant staff participating will report an increase in student engagement based on staff surveys.	Number of staff indicating increase in student engagement divided by total number of staff surveyed	MSIS MPO Data Collection	Sept. 15
<b>5.2)</b> By the end of program year 2017-2018, 80% of migrant parents participating will report an increase in student engagement based on parent surveys.	Number of parents indicating increase in student engagement divided by total number of parents surveyed	MSIS MPO Data Collection	Sept. 15
<b>5.3)</b> By the end of program year 2017-2018, at least two local partnerships and/or agreements among the school districts and community healthcare providers and public health agencies will be established to provide health services to migrant families.	Number of local partnerships and/or agreements	MSIS MPO Data Collection	Sept. 15
<b>5.4)</b> By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities will report on a pre/post survey that they have an increased understanding of how to access community health services.	Number of migrant parents attending reporting an increased understanding on a pre/post survey	MSIS MPO Data Collection	Sept. 15



### *Data Collection and Reporting Systems*

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 is compiled, analyzed, and summarized each year by the Idaho MEP. These activities help the state determine the degree to which the MEP is effective as evidenced by the data measuring MEP student performance on performance targets, MPOs, and strategies. Data is collected by the district coordinators and entered into MSIS. The ISDE then uses the data to inform an annual evaluation report.

## Summary and Next Steps



and families.

The comprehensive process for needs assessment and service delivery planning used by the Idaho MEP involved many migrant educators, administrators, parents/community representatives, and specialists with knowledge about the content areas of school readiness, English language arts, mathematics, promoting high school graduation, and programs and other services for meeting the unique educational needs of migrant students

### *Communicating the SDP to Local Projects and Other Stakeholders*

Idaho's plan for communication about the SDP with local MEPs is predicated on the system of regions within the state. Each regional coordinator has the responsibility of ensuring the 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 throughout the year.

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

- Dissemination and discussion during webinars sponsored by the ISDE
- Presentation at the Federal Programs Conference
- Presentations at the State Fall Migrant Tour
- Regular PAC meetings
- Regional Coordinators' Trainings
- Consolidated State and Federal Application (CFGAs) webinars
- Discussion during quarterly calls
- Staff meetings at all schools
- Providing projects with a laminated quick reference card
- When requested of the ISDE, 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, Idaho's OME project officer); and
- Placing a copy of the SDP report on the ISDE website at <http://sde.idaho.gov/> and <http://sde.idaho.gov/el-migrant/migrant/>

The ISDE will reconvene the SDP planning team to complete alignment activities, including updating data collection forms, the MEP application, and the MEP monitoring tool. This will occur during the spring/summer of 2017.

In the summer and fall of 2017, the Idaho MEP will continue its strategic planning and systems alignment process by undertaking the following key activities:

- Convene a small workgroup of key decision makers to focus on systems alignment. This workgroup will consist of ISDE personnel including an SEA staff member with expertise in data collection and reporting, ISDE staff, a local MEP coordinator, and an evaluation consultant knowledgeable about the Idaho MEP and the alignment of systems to support the implementation of the SDP.
- Revisit all data collection decisions and examine current procedures to determine whether they are in alignment with the evaluation plan described in the SDP.
- Develop new tools as necessary that measure the degree to which the MPOs have been achieved.
- Review the sub-grantee application and revise it to align with the new MPOs, strategies, and resources.
- Design and deliver an SDP rollout to include technical assistance for designing services to match SDP strategies, using new data collection forms, and reporting for new strategies and MPOs.
- Revisit the Idaho MEP monitoring tool to include accountability for progress made toward meeting the Idaho MPOs, as well as the level of implementation of strategies and any other aspects of the new SDP.

It is expected that Idaho will begin implementation of the new SDP in at the beginning of the 2017-18 program year. Idaho will maintain the cycle recommended by OME whereby the CNA will be updated every three years or whenever there are substantial changes in the migrant student demographics or the available resources. As part of the Continuous Improvement Cycle, the SDP process will be undertaken in the school year after the CNA has been completed. A results evaluation will be conducted annually and an implementation evaluation will be conducted every two to three years.

## APPENDIX A - Idaho Migrant Education Program SDP Strategic Planning Chart

### GOAL AREA 1: School Readiness

**NEED/CONCERN:** 1.1) We are concerned that migrant families underestimate the importance of the use of their native oral language in the home. 1.2) We are concerned that the number of migrant preschool children being served is low.

<u>Solution identified in the CNA</u>	<u>Performance Target (Goal)</u>	<u>Strategy</u>	<u>MEP Measureable Program Outcome (Objective)</u>	<u>Resources Needed</u>
<p>1.1.a) Provide parents with activities and materials that they can use at home with their children to promote first language development and use.</p> <p>1.1.b) Develop and disseminate a district-wide bilingual flyer providing information to parents about developing and maintaining the home language to help their children with language acquisition.</p> <ul style="list-style-type: none"> <li>- During PAC meetings, parents will be instructed and given information.</li> <li>- During home visits, family liaisons can provide and review the flyer with parents.</li> <li>- Prepare and disseminate packets in English and Spanish containing culturally meaningful and/or project-based activities to work with their children at home.</li> </ul> <p>1.2) Participate in the activities of the Preschool Initiative CIG and share materials, strategies, and resources with migrant families.</p>	None Stated	<p>1.1) Provide migrant parents with ideas, activities, and materials for use at home with their children to promote first language development and school readiness through site-based or home-based family literacy opportunities (e.g., language acquisition, packets with school supplies, books and activities).</p>	<p>1.1) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities will report on a pre/post survey that they have an increased ability to support school readiness activities in the home.</p>	<ul style="list-style-type: none"> <li>• PreK/school readiness supplies and resources (e.g., backpacks, crayons, scissors, iPads)</li> <li>• Curriculum, lesson plans, packets</li> <li>• Home visits</li> <li>• Bilingual books</li> <li>• Parent Involvement Activities (PIA)</li> </ul>
		<p>1.2) Provide migrant funded site-based -based preschool services to migrant children ages 3-5 (e.g., during the regular school day, as an evening program, or as part of a summer school program).</p>	<p>1.2) By the end of program year 2017-2018, 90% of students attending at least 40 hours of migrant preschool will show a gain on a pre/post-test of school readiness skills.</p>	<ul style="list-style-type: none"> <li>• PreK school supplies and resources (e.g., backpacks, crayons, scissors, iPads)</li> <li>• Curriculum, lesson plans, packets</li> <li>• Manipulatives</li> <li>• Staff</li> </ul>
		<p>1.3) Participate in the activities of the Preschool Initiative CIG and share materials, strategies, and resources with migrant families.</p>	<p>1.3) By the end of program year 2017-2018, 30% of all identified migrant-eligible preschool-aged children will be served.</p>	<ul style="list-style-type: none"> <li>• PIA</li> <li>• Training for parents</li> <li>• Food</li> <li>• Transportation</li> <li>• Home visits</li> </ul>

## GOAL AREA 2: English Language Arts Achievement

NEED/CONCERN: 2.1) We are concerned that migrant students in Kindergarten are not proficient in Literacy Achievement. 2.2) We are concerned that migrant students in grades 3-12 are scoring proficient at a lower rate than non-migrant students. 2.3) We are concerned that migrant families do not have access to resources needed to support ELA academic development in the home environment.				
<u>Solution identified in the CNA</u>	<u>Performance Target (Goal)</u>	<u>Strategy</u>	<u>MEP Measureable Program Outcome (Objective)</u>	<u>Resources Needed</u>
<p>2.1.a) Provide access to early learning programs funded through Federal migrant funds.</p> <p>2.1.b) Provide teacher preparation and professional development in the areas of instructional, academic, and supportive needs for migrant students to increase proficiency.</p> <p>2.1.c) Provide instruction in literacy in grades K-3 that is research-based and aligned with state standards and proficiencies.</p> <p>2.2.a) Provide supplemental extended school services (flexible schedule) by highly qualified staff in the area of ELA (e.g., summer school for ELA, IDLA-advancement, Plato, dual enrollment, community colleges, academies offered by IHEs)</p> <p>2.2.b) Provide teacher preparation and professional development in the areas of instructional, academic, and supportive needs for migrant students to increase proficiency (shift in instruction and awareness).</p> <p>2.2.c) Provide instruction in literacy in grades 3-12 that is research-based and aligned with state standards and proficiencies.</p>	<p>The level of proficiency of K-3 migrant students' needs to increase by 30% or more to be comparable with non-migrant peers.</p>	<p>2.1) Provide resources through migrant funds to promote early literacy (e.g., extended day kindergarten, backpacks and school supplies, family literacy nights and opportunities, individual libraries, migrant summer school, expeditionary opportunities, tutoring, after school programs).</p>	<p>2.1) By the end of program year 2017-2018, 80% of migrant K-2 students will receive resources to promote early literacy as measured by resource distribution logs.</p>	<ul style="list-style-type: none"> <li>• Library cards</li> <li>• Free books</li> <li>• School supplies</li> <li>• Free online apps</li> <li>• WICAP/Heads tart</li> </ul>
	<p>The percentage of migrant 3<sup>rd</sup> – 8<sup>th</sup>, and 10<sup>th</sup> grade students scoring proficient in ELA needs to increase by 31%.</p> <p>NOTE: The State is in process of completing its statewide Standards and Assessments Plan.</p>	<p>2.2) Use highly qualified staff to provide supplemental ELA extended school services aligned with state standards and proficiencies (e.g., summer school for ELA, IDLA-advancement, Plato, dual enrollment, community colleges, academies offered by IHEs, PASS, after school tutoring, home-based instruction, etc.).</p>	<p>2.2a) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will show gains of at least 20% or grade level proficiency on a pre/post assessment of grade-level ELA skills for students in grades 3-12.</p> <p>2.2b) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will earn at least one secondary English credit for students in grades 7-12.</p>	<ul style="list-style-type: none"> <li>• Staff</li> <li>• Curriculum</li> <li>• Facilities</li> <li>• Funding for online courses</li> <li>• Supplies</li> </ul>

<p>2.4.a) Provide accessibility to and for English Language Development services for parents of migrant students.</p> <p>2.4.b) Provide ongoing (year-round) access to specific resources (e.g., school supplies, educ. materials, books and multicultural literature, etc.) needed by migrant parents and students.</p> <p>2.4.c) Collaborate with English Language Learner/Title III to place students in appropriate educational programs and services, and share information with parents.</p>		<p>2.3) Provide opportunities for migrant staff to attend district, regional, state, and/or national level ELA professional development (e.g., migrant funds are used to send staff to PD events).</p>	<p>2.3) By the end of program year 2017-2018, 80% of teachers participating in migrant-sponsored ELA professional development will report on a survey that they applied the research-based instructional strategies on supplemental literacy instruction.</p>	<ul style="list-style-type: none"> <li>• Funds for migrant staff to attend training and travel</li> <li>• Guest speakers and guest presenters</li> </ul>
	<p>Twenty-five percent more migrant families need to have access to needed resources to support ELA academic development in the home environment.</p>	<p>2.4) Provide ongoing (year-round) access and training on specific resources (e.g., school supplies, educational materials, books and multicultural literature) needed by migrant parents and students.</p>	<p>2.4) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities (one-on-one or in groups) will report on a pre/post survey that the resources they received have increased their ability to provide ELA academic support at home.</p>	<ul style="list-style-type: none"> <li>• School readiness nights</li> <li>• Guest speakers</li> </ul>

### GOAL AREA 3: Mathematics Achievement

<b>NEED/CONCERN:</b> 3.1) We are concerned that migrant students in grades 3-12 are achieving proficiency in math at a lower rate than all sub-groups of students. 3.2) We are concerned that migrant families do not have access to resources needed to support math academic development in the home environment.				
<u>Solution identified in the CNA</u>	<u>Performance Target (Goal)</u>	<u>Strategy</u>	<u>MEP Measureable Program Outcome (Objective)</u>	<u>Resources Needed</u>
<p>3.1.a) Provide supplemental extended school services (flexible schedule) by highly qualified staff in the area of mathematics (e.g., summer school for math, IDLA-advancement, Plato, dual enrollment, community colleges, INL, math camps, academies offered by IHEs)</p> <p>3.1.b) Provide professional development for migrant staff related to math education.</p> <p>3.1.c) Provide instruction in math in grades 3-12 that is research-based and aligned with state standards and proficiencies.</p> <p>3.2.a) Identify organizations, experts, and resources to provide family math engagement opportunities and share information with parents.</p> <p>3.2.b) Provide math family engagement events and activities.</p> <p>3.2.c) Provide flexible schedules for teachers of migrant students so they</p>	<p>The achievement gap between migrant students scoring proficient or advanced on ISAT and all sub-groups of students needs to decrease by at least 10%.</p> <p>NOTE: The State is in process of completing its statewide Standards and Assessments Plan.</p>	<p>3.1) Provide resources through migrant funds to promote early numeracy (e.g., extended day kindergarten, backpacks and school supplies, family math nights and opportunities, mathematics manipulatives, migrant summer school, expeditionary opportunities, tutoring, after school programs).</p>	<p>3.1) By the end of program year 2017-2018, 80% of migrant K-2 students will receive resources to promote early numeracy as measured by resource distribution logs.</p>	<ul style="list-style-type: none"> <li>• Staff</li> <li>• Curriculum</li> <li>• Facilities</li> <li>• Funding for online courses</li> <li>• Supplies</li> <li>• Travel expenses (lodging, per diem, etc.)</li> </ul>
		<p>3.2) Use highly qualified staff to provide supplemental math extended school services aligned with state standards and proficiencies (e.g., summer school for math, IDLA-advancement, Plato, dual enrollment, community colleges, INL, math camps, academies offered by IHEs).</p>	<p>3.2a) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will show gains of at least 20% or grade level proficiency on a pre/post assessment of grade-level math skills for students in grades 3-12.</p> <p>3.2a) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will earn at least secondary math credit for students in grades 7-12.</p>	

<p>can extend their day to work with migrant students and families.</p>		<p>3.3) Provide opportunities for migrant staff to attend district, regional, state, or national level math professional development (e.g., migrant funds are used to send staff to PD events).</p>	<p>3.3) By the end of program year 2017-2018, 80% of migrant staff participating in migrant-sponsored math professional development will report on a survey that they applied the research-based instructional strategies during supplemental math instruction.</p>	
	<p>Migrant parents need assistance with math knowledge/homework to be able to support their children.</p>	<p>3.4.a) Identify organizations, experts, and resources to provide family math engagement opportunities and share information with parents (e.g., Parent Math Night, manipulatives, guest speakers, community and job outings focused on math in their world).</p> <p>3.4.b) Provide opportunities for migrant parents to attend local, regional, state, and national math family engagement events and activities.</p>	<p>3.4) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities will report on a pre/post survey that they have an increased ability to support math education at home.</p>	<ul style="list-style-type: none"> <li>• Supplies</li> <li>• Staff</li> <li>• Supplies</li> <li>• Travel expenses (lodging, per diem, etc.)</li> </ul>



## GOAL AREA 4: High School Graduation

<b>GENERAL NEED/CONCERN:</b> 4.1) We are concerned that migrant students are graduating at a lower rate than their peers. 4.2) We are concerned that migrant secondary students receive less additional instructional services than elementary migrant students. 4.3) We are concerned that migrant parents and students do not understand graduation requirements and school systems (inter/intra-state) resulting in students not being on track to graduate.				
<b><u>Solution identified in the CNA</u></b>	<b><u>Performance Target (Goal)</u></b>	<b><u>Strategy</u></b>	<b><u>MEP Measureable Program Outcome (Objective)</u></b>	<b><u>Resources Needed</u></b>
<p>4.1.a) Provide activities on career and college readiness to students in grades 7-12 and families.</p> <p>4.1.b) Develop and implement a student monitoring system to follow migrant secondary student progress towards grade promotion and graduation.</p> <p>4.2.a) Provide services (e.g., tutoring study skills, credit recovery, PASS Program) during the school day on credit accrual for secondary migrant students through an elective class.</p> <p>4.3.a) Provide a secondary graduation specialist to support migrant students towards grade promotion and graduation for 9<sup>th</sup> – 12<sup>th</sup> grades.</p> <p>4.4.a) Provide parent and student activities to increase understanding of high school graduation requirements and school systems in general (one-on-one or as part of a group).</p> <p>4.4.b) Provide professional development to migrant secondary staff to equip them to educate parents and students on school requirements.</p>	<p>The percentage of migrant students graduating high school needs to increase by 12%.</p>	<p>4.1) Develop and implement a student monitoring system to follow migrant secondary students' progress towards grade promotion and graduation.</p>	<p>4.1) By the end of 2017-2018 program year, 100% of migrant secondary students will be monitored using a student tracking system.</p>	<ul style="list-style-type: none"> <li>• Busing</li> <li>• Staffing</li> <li>• Food</li> <li>• Technology</li> <li>• Supply costs</li> <li>• Staff time</li> <li>• Supplies</li> </ul>
	<p>The percentage of secondary migrant students receiving instructional services needs to increase by 63%.</p>	<p>4.2.a) Provide instructional services during the school day, before or after school, or during summer school for credit accrual for secondary migrant students (e.g., tutoring, study skills elective classes, PASS, credit recovery class, internships).</p> <p>4.2.b) Provide support services (e.g., supplemental supplies and fees advocacy).</p>	<p>4.2) By the end of the program year 2017-2018, the percentage of secondary migrant students receiving instructional and/or support service will increase by 20% (or 80% served overall if already serving most of their students).</p>	<ul style="list-style-type: none"> <li>• Staffing</li> <li>• Facility</li> <li>• Busing</li> <li>• Supplies</li> <li>• Fees</li> <li>• School supplies</li> </ul>
	<p>Migrant secondary students need opportunities to form meaningful connections as they transition into a new school plan secondary and post-secondary success.</p>	<p>4.3) Provide a secondary migrant graduation specialist or other migrant staff to support migrant students towards grade promotion and graduation for 9<sup>th</sup> – 12<sup>th</sup> grades.</p>	<p>4.3) By the end of program year 2017-2018, a secondary migrant graduation specialist or other migrant staff will be in place in all funded MEPs to support migrant student promotion and graduation.</p>	<ul style="list-style-type: none"> <li>• Staffing</li> <li>• Training tool</li> <li>• Time to provide training</li> </ul>
	<p>The number of migrant parents and students that receive information about graduation requirements and school systems needs to increase by at least 50%.</p>	<p>4.4) Provide parents and students with information and supportive events related to high school graduation and/or college and career readiness at a minimum of twice per year (e.g., Migrant Summer Leadership Institute, college visits, presentations at PAC meetings, CAMP collaborations, leadership institutes, career fairs/speakers, CIS software training).</p>	<p>4.4) By the end of program year 2017-2018, 80% of migrant students or parents participating, will report on a pre/post survey that the information gained was useful in promoting the goal of high school graduation and/or college and career readiness.</p>	<ul style="list-style-type: none"> <li>• Staffing</li> <li>• Transportation</li> <li>• Food</li> <li>• Supplies</li> </ul>

## GOAL AREA 5: Non-instructional Support Services

<b>NEED/CONCERN:</b> 5.1) We are concerned that migrant students do not receive the needed support for student engagement. 5.2) We are concerned that migrant students who move frequently may not be able to form meaningful connections to school including peers, staff, and teachers. 5.3) We are concerned that migrant high school students do not have access to health services affecting attendance, credit accrual and/or graduation.					
<u>Solution identified in the CNA</u>	<u>Performance Target (Goal)</u>	<u>Strategy</u>	<u>MEP Measureable Program Outcome (Objective)</u>	<u>Resources Needed</u>	
<p>5.1.a) Provide instruction in literacy in grades 3-12 that is research-based and aligned with state standards and proficiencies.</p> <p>5.1.b) Provide professional development on migratory lifestyle and the unique needs to migrant students.</p> <p>5.1.c) Provide workshops/meetings to parents and community on ways to support migrant students.</p> <p>5.2) Provide professional development to all staff regarding how to meet the unique instructional and supportive needs of migrant secondary students.</p> <p>5.3.a) Actively pursue partnerships among the school district and community healthcare providers and public health agencies to provide health services to migrant families.</p> <p>5.3.b) Provide individualized health advocacy services to migrant families needing access to health services.</p>	<p>Migrant students need targeted support to increase student engagement.</p>	<p>5.1) Provide professional development (PD) on migratory lifestyle and unique needs of migrant students (e.g., program and cultural awareness presentation, field or home visits for teachers and administrators, training on mobility/academic/social gaps).</p>	<p>5.1) By the end of program year 2017-2018, 80% of migrant staff participating will report an increase in student engagement based on staff surveys.</p>	<ul style="list-style-type: none"> <li>● Funds for experiential opportunities (Busing, registration fees, overnight expense, etc.)</li> <li>● Staffing</li> <li>● Training tool</li> <li>● Time to provide training</li> </ul>	
		<p>5.2) Provide workshops, meetings, and resources to parents and the community on ways to support and involve migrant students (e.g., extra-curricular activities, parenting classes, parent literacy workshops, instructional home visits).</p>	<p>5.2) By the end of program year 2017-2018, 80% of migrant parents and staff participating will report an increase in student engagement based on parent and staff surveys.</p>		
		<p>Migrant students need access to health services.</p>	<p>5.3) Establish partnerships and/or agreements among the school district and community healthcare providers and public health agencies to provide health services to migrant families, such as Memoranda of Understanding.</p>	<p>5.3) By the end of program year 2017-2018, at least two local partnerships and/or agreements among the school district and community healthcare providers and public health agencies will be established to provide health services to migrant families.</p>	<ul style="list-style-type: none"> <li>● MOU draft</li> <li>● Flexible time for migrant staff</li> <li>● Staffing</li> <li>● Supplies</li> <li>● Food</li> <li>● Technology</li> </ul>
			<p>5.4) Provide information on, and referrals to, individualized health advocacy services to benefit migrant families needing health services (e.g., glasses, dental, immunizations).</p>	<p>5.4) By the end of program year 2017-2018, 80% of migrant parents participating in parent involvement activities will report on a pre/post survey that they have an increased understanding of how to access community health services.</p>	<ul style="list-style-type: none"> <li>● Staffing</li> <li>● Supplies</li> <li>● Food</li> <li>● Technology</li> </ul>

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## Appendix C: SDP Meeting Agendas



# AGENDA

## Idaho Migrant Education Program Service Delivery Plan Update Meeting #1 The Riverside Hotel - Boise, Idaho September 23, 2016

- 8:30 – 9:00 Continental Breakfast
- 9:00 – 9:15 Welcome, introductions, meeting objectives, materials/agenda review
- 9:15 – 9:30 Activity #1: (Small group discussion) **Review major concerns**, supporting data, and solutions from the Comprehensive Needs Assessment
- 9:30 – 9:45 **Review Service Delivery Plan (SDP) requirements** and suggestions from the Office of Migrant Education (OME) Toolkit (including design of MPOs for implementation evaluation and results evaluation)
- 9:45 – 10:30 Activity #2: (Small group activity) **Review current Idaho SDP** from 2014 and discuss updates and debrief
- 10:30 – 10:45 Break
- 10:45 – 11:45 Activity #3: (Small group activity) Based on concerns and solutions identified in the CNA, **identify implementation strategies** the MEP will use to address concerns.
- 11:45 – 12:15 Activity #4: (Walk about): **Review strategies** from all groups and make recommendations; identify strategies with instructional outcomes and implementation outcomes
- 12:15 – 1:00 Working lunch – Services to Preschool children discussion
- 1:00 – 1:15 Discussion about Measurable Program Outcomes (MPOs)
- 1:15 – 2:45 Activity #5: (Small Group) **Create MPOs** based on the four goal areas (English Language Arts Achievement; Mathematics Achievement; School Readiness; and High School Graduation) *Break as needed*
- 2:45 – 3:30 Activity #6: (Whole group discussion) **Review all MPOs** and arrive at consensus.
- 3:30 – 3:45 Activity #7: **Prioritize MPOs**
- 3:45 – 4:00 Wrap-up, follow-up, next steps, and timelines

## **Meeting Objectives**

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- 1) Create and prioritize strategies for meeting migrant student needs
- 2) Create MPOs and align to strategies
- 3) Review and decide on next steps toward determining the major components of the SDP

## **Meeting Outcomes**

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- List of prioritized strategies for meeting migrant student needs
- List of prioritized MPOs aligned to strategies



# AGENDA

## Migrant Education Program Delivery Plan Update Meeting #2 Hilton Garden Inn, Boise ID – November 9, 2016

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|---------------|--|
| 8:30 – 9:00   | Breakfast  |
| 9:00 – 9:15   | Welcome, introductions, meeting objectives, materials/agenda review  |
| 9:15 – 9:30   | The SDP in context—Idaho’s Continuous Improvement Cycle  |
| 9:30 – 10:45  | Large group discussion: Review the decisions made during SDP Mtg #1 and make final recommendations on strategies and MPOs  |
| 10:45 – 11:00 | Break  |
| 11:00 – 11:15 | <u>Activity #1</u> : Prioritize strategies by goal area  |
| 11:15 – 12:00 | <u>Activity #2</u> : Determine resources needed to implement strategies and provide input on other groups’ resources   |
| 12:00 – 12:45 | Working Lunch: Monitoring & Technical Assistance – Ideas on rolling out the SDP and PD   |
| 12:45 – 1:00  | Debrief Lunch Activity   |
| 1:00 – 1:45   | <u>Activity #3</u> : By goal area, determine evaluation strategies and data collection tools   |
| 1:45 – 2:00   | <u>Activity #4</u> : Gallery walk to provide input on other teams’ evaluation ideas. Debrief   |
| 2:00 – 2:15   | Large group discussion on SDP communication and implementation   |
| 2:15 – 2:30   | Break  |
| 2:30 – 3:45   | <u>Activity #5</u> : SDP communication and implementation (25 minutes in each group) <ul style="list-style-type: none"><li>• Migrant Parents (<i>facilitator: Sarah</i>)</li><li>• Professional Development (<i>facilitator: Christina N.</i>)</li><li>• Improvement Planning (<i>facilitator: Andrea</i>)</li></ul> |
| 3:45 – 4:00   | Wrap-up, follow-up, next steps, and timelines  |

## Meeting Objectives

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- 1) Finalize strategies for meeting student needs
- 2) Finalize MPOs aligned with strategies
- 3) Determine resources needed to meet MPOs
- 4) Determine evaluation strategies and tools for strategies and MPOs
- 5) Develop strategies for communicating the updated SDP to LOAs