

# Minnesota Migrant Education Program

# Service Delivery Plan



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Migrant Education Program  
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## Abbreviations

Abbreviations	Meaning
ACCESS	Assessing Comprehension and Communication in English State-to-State
CFR	Code of federal regulations
CIG	Consortium Incentive Grant
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
ESL	English as a Second Language
ESSA	Every Student Succeeds Act
FERPA	Family Education Rights and Privacy Act
GPRA	Government Performance and Results Act
HS	High School
ID&R	Identification and Recruitment
IEP	Individual Education Plan
IMEC	Interstate Migrant Education Council
K-12	Kindergarten through Grade 12
LEA/LOA	Local Education Agency/Local Operating Agency
MARSS	Minnesota Automated Reporting Student System
MCA	Minnesota Comprehensive Assessments
MDE	Minnesota Department of Education
MEP	Migrant Education Program
MMERC	Midwest Migrant Education Resource Center
MPO	Measurable Program Outcomes
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
OME	Office of Migrant Education (of the U.S. Department of Education)
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PFS	Priority for Services
PK	Pre-Kindergarten
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Education Agency
TMIP	Texas Migrant Interstate Program
TVOC	Tri-Valley Opportunity Council, Inc.
TX	Texas

## Definitions of Terms Related to the SDP

**Area of Concern:** A broad area based on the root causes of the unique characteristics of the target group. The Office of Migrant Education has identified **Seven Areas of Concern** which are educational continuity, instructional time, school engagement, English language development, educational support in the home, health, and access to services.

**Continuous Improvement Cycle:** An approach to improving processes and increasing efficiency and effectiveness by identifying a problem, collecting relevant data to understand its root causes, developing and implementing targeted solutions, measuring results, and making recommendations based on the results.

**Implementation Evaluation Question:** An evaluation question that addresses the extent to which a strategy is implemented.

**Measurable Program Outcomes (MPOs):** Outcomes (i.e., objectives) produced by a state's migrant education program to meet the identified unique needs of migratory children and to help these children achieve the state's performance targets.

**Migratory Child:** Per section 1309(3)(A)–(B) of the of the Elementary and Secondary Education Act (ESEA), as amended, migratory child means a child or youth, from birth through 21, who made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher; or with, or to join, a parent or spouse who is a migratory agricultural worker or migratory fisher.

**Priority for Services (PFS):** ESEA section 1304(d) establishes a PFS requirement. In accordance with this requirement, Migrant Education Programs (MEPs) must give PFS to migratory children who have made a qualifying move within the previous one-year period and who are failing, or most at risk of failing, to meet the state's challenging academic standards or who have dropped out of school.

**Results Evaluation Question:** An evaluation question that addresses the level of improvement resulting from a program or strategy.

**Service Delivery Plan (SDP):** A comprehensive plan for delivering and evaluating MEP-funded services to migratory children. It is based on the results of an up-to-date statewide CNA and is intended to meet the unique needs of migratory children and their families.

**Solution Strategy:** A solution that addresses an identified need.

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## Executive Summary

In accordance with the Elementary and Secondary Education Act (ESEA) of 1965, reauthorized in 2015 as the Every Student Succeeds Act (ESSA), state education agencies (SEAs) are required to submit to the U.S. Department of Education in their Consolidated State Plan, the long-term goals and measurements of interim progress that are designed to improve the academic achievement of all children in their state. Additionally, states are required by ESSA to develop a migrant-specific service delivery plan (SDP) to help migratory children make progress toward achievement of the state's long-term goals and measurements of interim progress. The SDP outlines the delivery and evaluation of the services provided to migratory children through the migrant education program (MEP). The SDP is developed from the results of an up-to-date comprehensive needs assessment (CNA) and is a statewide plan that describes the services the SEA will provide directly or through local operating agencies (LOAs) to meet the unique needs of migratory children.

The MEP is authorized under Title I, Part C of the ESEA, as amended. The purpose of the MEP is to meet the unique educational needs of migratory children and their families in order to ensure that migratory children reach the same challenging academic standards as all students and graduate high school. A migratory child is defined as a child or youth, from birth to age 21, who made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher; or with, or to join, a parent or spouse who is a migratory agricultural worker or migratory fisher [section 1309(3)(A)–(B)].

The Minnesota MEP updated its SDP during 2019-20 utilizing the results of the CNA conducted during 2018-19. During the two SDP committee meetings, held at Hamline University in Saint Paul, Minnesota in August and November 2019, committee members developed service delivery strategies (based on the solution strategies created during the CNA) and measurable program outcomes (MPOs) to guide MEP implementation beginning in the 2020-2021 performance period. Following are the key findings from the SDP meetings.

- Federal, state, and local goals and the needs of migratory children were organized within three goal areas: 1) English language arts (ELA) and mathematics; 2) high school graduation/completion of high school diploma; and 3) non-instructional support services.
- There are large achievement gaps on Minnesota ELA and math assessments between migratory students and non-migratory students indicating a need for MEP supplemental reading and math instructional services to increase migratory student skills, and support services to eliminate barriers to school success.
- Eleven service delivery strategies identified by the SDP committee will be implemented beginning in the 2020-21 performance period.
- Progress toward the eight MPOs aligned to the strategies will be reported in the 2020-21 evaluation report which will document the evaluation of program implementation and performance results will inform decision making about the Minnesota MEP.

# Introduction

## Legislative Mandate for Service Delivery Planning

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The MEP is authorized under Title I, Part C of the ESEA of 1965 [section 1306(a)(1)], which was reauthorized in 2015 as ESSA. Under ESSA, states must address the unique educational needs of migratory children in accordance with a comprehensive state plan that:

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

Further, regulations require the SEA to develop its comprehensive state plan in consultation with the state migratory Parent Advisory Council (PAC) in a format and language that the parents understand. [34 CFR section 200.83(b)(c)]

Following are the components that are required to be included in a state SDP:

1. **Performance Targets.** The plan must specify the performance targets that the state has adopted for all migratory 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 migratory children. [34 CFR 200.83(a)(1)]
2. **Needs Assessment.** The plan must include identification and an assessment of the unique educational needs of migratory children that result from the children's migrant lifestyle; and other needs of migratory students that must be met for them to participate effectively in school. [34 CFR 200.83(a)(2)]
3. **Measurable Program Outcomes.** The plan must include the MPOs that the MEP will produce statewide through specific educational or educationally-related services [1306(a)(1)(D)]. MPOs allow the MEP to determine whether and to what degree the program has met the special educational needs of migratory children that were identified through the CNA. The MPOs should also help achieve the state's performance targets.
4. **Service Delivery Strategies.** The plan must describe the SEA's strategies for achieving the performance targets and MPOs. The state's service delivery strategies must address the unique educational needs of migratory children that result from the children's migratory lifestyle, and

other needs of migratory students that must be met to participate effectively in school. [34 CFR 200.83(a)(3)]

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

Following are recommended sections to ensure that MEP services are targeted and delivered efficiently, and to support local projects in implementing the SDP:

- **Migratory Children Identified to Receive Priority for Services (PFS).** This section should include the state's process for identifying those migratory children most in need of services, including the criteria the state established for prioritizing these students for services and ways to ensure that services are directed toward meeting their unique needs (See [definition](#)).
- **Identification and Recruitment (ID&R) Plan.** This section should include the process and structure for the ID&R plan. States should address staffing as well as training and discuss the types of accountability and quality assurances in place to ensure that sound eligibility determinations are made.
- **Parent Engagement Plan.** This section should include strategies that the state will implement to ensure that parents of migratory children are involved in the education of their children. The plan should include information on state and local migratory PACs (if applicable), supports for migratory parents, and resources for families.
- **Exchange of Student Records.** This section should include how the MEP will establish (or review) policies and procedures for sending and receiving records for migratory children through intrastate and interstate transfer, Migrant Student Information Exchange (MSIX) policies and procedures, strategies for providing training and information on MSIX, strategies for cross-state collaboration, and ways the state student information system can assist with record transfer.

In compliance with the guidance provided by the Office of Migrant Education (OME) of the U.S. Department of Education, Minnesota will update the comprehensive state SDP whenever it: 1) updates the statewide CNA; 2) changes the performance targets and/or MPOs; 3) significantly changes the services that the MEP will provide statewide; or 4) significantly changes the evaluation design. This new SDP aligns with the needs identified in the new CNA that was completed in May 2019.

## Description of the Minnesota Migrant Education Program

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The primary purpose of the Minnesota MEP is to help migratory children and youth overcome challenges of mobility, frequent absences, late enrollment into school, social isolation, dropping out, and other difficulties associated with a migratory life, in order that they might succeed in school. Furthermore, the Minnesota MEP must give PFS to migratory children and youth who have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet the challenging state academic standards; or (2) have dropped out of school.

Minnesota MEP data from the 2017-18 performance period indicates that there were 1,459 eligible migratory children and youth (birth to age 21) with the following demographics:



- 13 percent were age birth through two years old; 15 percent were 3-5 years old; 35 percent were in grades K-5; 16 percent were in grades 6-8; 19 percent were in grades 9-12, and 2 percent were dropouts/out-of-school youth (OSY);
- 72 percent had a qualifying arrival date (QAD) during the performance period;
- 77 percent made a qualifying move from Texas;
- 41 percent of eligible migratory children ages 3-21 were identified as PFS;
- 21 percent of eligible migratory children ages 3-21 were English learners (ELs), predominantly Spanish speakers;
- 32 percent of migratory children received MEP services;
- 30 percent of migratory children received instructional services; and
- 30 percent of migratory children received support services.

Because issues of mobility, language, and poverty affect migratory students' opportunities to receive excellence and equity in the classroom, the Minnesota MEP strives to provide an educational experience that can help children reduce the educational disruptions, and other problems that can result from repeated moves. The Minnesota MEP delivers services during the summer, and educational programs are set up exclusively for migratory children when regular school programs are not in operation, or in coordination with summer services provided by the school district.

Collaboration in the MEP takes many forms that include both inter/intrastate coordination. It is required that local projects coordinate with existing stakeholders and community partners to increase opportunities for migratory students to succeed in ELA/reading, math, school readiness, high school graduation, and completion of a high school diploma. MMERC coordinates the migrant secondary academic component and is also responsible for inter/intrastate coordination and reporting. Examples may include activities such as migratory student records transfer, referrals to community agencies, participation in state-designated MEP Consortium Incentive Grant (CIG) activities, and following up with local agencies on coordination and collaboration efforts. MMERC provides advocacy and free educational resources to educators of migratory students statewide.

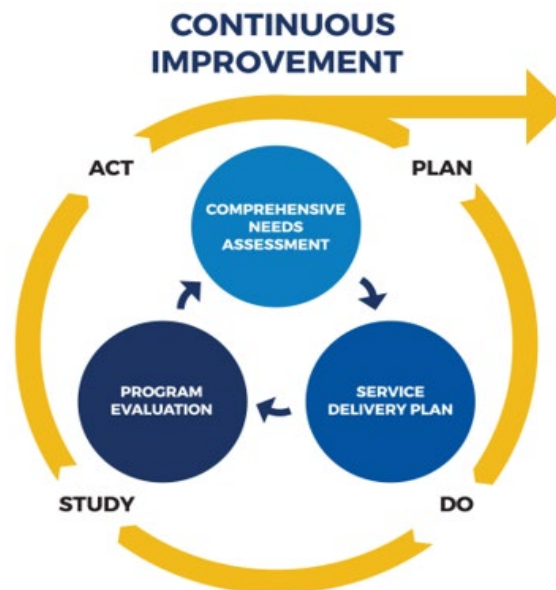
During 2018-19, the Minnesota MEP funded eight summer projects listed below. Though migratory students are identified throughout the state, the largest concentrations of migratory students are in the lower half of the state. Tri-Valley Opportunity Council (TVOC) oversees statewide ID&R, statewide recruiters, migrant liaisons, district contracts data management, reporting, coordination of health and nutrition services, and provides technical assistance plus training and management of MSIX and MIS2000.

- |   |  |
|---|--|
| 1. Belgrade-Brooten-Elrosa (BBE)          | 5. Monticello                          |
| 2. Bird Island-Olivia-Lake Lillian (BOLD) | 6. Owatonna                            |
| 3. Breckenridge                           | 7. Plainview-Elgin-Millville/Rochester |
| 4. Glencoe-Silver Lake (GSL)              | 8. Sleepy Eye                          |

## Description of the Planning Process

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The Minnesota MEP follows the Continuous Improvement Cycle (shown below) as recommended by the Office of Migrant Education (OME) at the U.S. Department of Education in its CNA, SDP, and Evaluation Toolkits. In this cycle, each step in developing a program, assessing needs, identifying strategies, implementing strategies, and evaluating results, builds on the previous activity and informs the subsequent activity. The Continuous Improvement Cycle includes the following components:



- **CNA:** A 5-step process involving stakeholders identifying major concerns, gathering data to define needs, and selecting priority solutions.
- **SDP:** A multi-step process to convene stakeholders to select research-based strategies (based on the CNA findings) to meet the needs of migratory children and youth, develop a plan to implement the strategies, and establish measurable goals and targets for accountability.
- **Implementation of SDP:** Information dissemination and training to align project services and goals with the statewide plan, roll-out of strategies, and data collection for accountability.
- **Evaluation:** Measures the extent to which strategies were implemented with fidelity and the impact of those strategies on migratory student achievement.

The Minnesota MEP SDP resulted from a systematic process that involved a broad-based representation of stakeholders whose experience lent authenticity and whose expertise directed the development of the strategies that are presented in this report. The SDP committee was composed of individuals representing the community; staff with knowledge of the perspective of migratory parents; MEP administrators; the Minnesota Department of Education (MDE); and MEP coordinators. Many of the SDP committee members also served on the Needs Assessment Committee (NAC) to provide continuity to the comprehensive process carried out to ensure that systems were aligned to meet migratory students' unique needs. Refer to the beginning of this document for a list of SDP committee members.

The Minnesota SDP committee was led through the service delivery planning process by META Associates as guided by the [MEP SDP Toolkit](#) (U.S. Department of Education, 2018). In addition, the committee reviewed the work of the NAC during the CNA process completed in 2018-19. During the

fall of 2019, the committee met twice in Saint Paul, MN to provide input on SDP requirements. All aspects of the MEP were considered including the CNA, SDP, application, and evaluation tools to ensure continuity. The table below lists the dates of the meetings, the meeting objectives, and the meeting outcomes.

**Minnesota SDP Planning Committee Meetings**

Dates	Objectives	Outcomes
08/07/19	<ol style="list-style-type: none"> <li>1) Create service delivery strategies for meeting student needs</li> <li>2) Create MPOs and align to strategies</li> <li>3) Review and decide on next steps toward determining the major components of the SDP</li> </ol>	<ul style="list-style-type: none"> <li>• Discussed the context of the Minnesota MEP to inform the day’s discussions</li> <li>• Reviewed the findings from the CNA process</li> <li>• Established workgroups for: ELA/mathematics, graduation/completion of a high school diploma, and non-instructional support services;</li> <li>• Using recommended solutions from the CNA, workgroups created service delivery strategies; full group discussed workgroup recommendations</li> <li>• Created MPOs for each of the strategies; full group discussed workgroup recommendations</li> </ul>
12/10/19	<ol style="list-style-type: none"> <li>1) Review and revise strategies and MPOs.</li> <li>2) Identify resources needed to implement the strategies.</li> <li>3) Develop a logic model for the Minnesota MEP.</li> <li>4) Discuss next steps in developing the SDP report and aligning MEP systems.</li> </ol>	<ul style="list-style-type: none"> <li>• Discussed the context of the Minnesota MEP to inform the day’s discussions</li> <li>• Finalized the service delivery strategies</li> <li>• Finalized the MPOs</li> <li>• Finalize the Minnesota MEP logic model</li> </ul>

## General Framework and SDP Alignment

This section shows the alignment of the required components of the SDP. Each component has its own function in the SDP, but all are aligned to provide a cohesive and consistent approach to enable migratory students to achieve Minnesota state performance goals and targets.

### State Performance Indicators

The state performance targets for migratory students in ELA, math, and graduation work in concert with the priorities and goals for all students established by Minnesota as part of its [ESSA Consolidated State Plan](#). The plan identifies measurements of interim progress toward meeting the state’s long-term goals (2025) for academic achievement and graduation.

#### Minnesota Interim and Long-Term Goals for Academic Achievement

Subject	2020	2021	2022	2023	2024	2025
ELA	70.88	74.71	78.53	82.53	86.18	90.00
Mathematics	69.86	73.88	77.91	81.94	85.97	90.00

Source: Minnesota ESSA Consolidated State Plan (January 2018)

The four-year cohort graduation target is 90 percent by 2020 with no student group below 85 percent. There is no subsequent increase after 2020.

### Needs Assessment

During 2018-19, the Minnesota NAC worked through the process outlined in the [MEP CNA Toolkit](#) (U.S. Department of Education, 2018) as facilitated by META Associates. Data on migratory student achievement and outcomes were used by the NAC to develop concern statements. Data for the CNA was collected from the State Report Card, MIS2000, Minnesota Comprehensive Assessment (MCA) results, and via surveys of parents, students, and staff. Based on this data, a state data profile was written; possible solutions were identified; and priorities for services based on the data were determined. At the two NAC meetings held in Saint Paul, the group reached consensus about the decisions on how to identify needs, additional issues/data to explore, and how to proceed with the next steps in determining a plan for addressing migratory student needs. This CNA process resulted in the development of the Minnesota MEP CNA report.

The Minnesota MEP CNA results provided the state with clear direction for planning services to be delivered to migratory children and youth. The needs assessment results described in the CNA report have been used as a foundation for the services described in this SDP report. Following is the Minnesota Migratory Student Profile contained in the CNA report using data from 2017-18 that lists the needs identified in numerous categories.

#### Minnesota Migratory Student Profile (Data from 2017-18 unless indicated)

Category	Profile Data
Eligible migratory students (0-21)	1,459
Typical qualifying activities	sugar beets, peas, corn, soybeans, apples, beans, grass/sod, nurseries, and various vegetables

Category	Profile Data
<b>Mobility patterns</b>	72 percent had a QAD within the previous 12 months
<b>Primary sending states</b>	Texas is the primary sending state. Interstate mobility within Minnesota involves the next highest category
<b>Geographic distribution</b>	Southern half of the State
<b>Migratory children with PFS</b>	41 percent
<b>Migratory children who are LEP</b>	21 percent
<b>Migratory children served</b>	32 percent of students (3-21), 38 percent of target grades K-12
<b>OSY identified/served</b>	32 OSY identified and 7 served
<b>Summer program attendance</b>	All migratory students served are in summer programs: 399
<b>Migratory students scoring at the proficient level on the ELA state assessment (2017)</b>	26 percent of migratory students compared to 60 percent of non-migrant
<b>Migratory students scoring at the proficient level on the math state assessment (2017)</b>	27 percent of migratory students compared to 59 percent of non-migrant
<b>Graduation rates (2017)</b>	50 percent of migratory students graduate compared to 82.2 percent of non-migratory students
<b>Dropout rates (2017)</b>	30 percent of migratory students dropped out compared to 5.5 percent of non-migratory students

The CNA report shows the final recommendations for concerns, data sources for the concerns, need indicators and statements, and the solutions created by the NAC for each goal area. The NAC identified possible solutions which the SDP committee used for the development of service delivery strategies during the SDP planning process. The solutions are general guidelines based on the examination of migratory student needs.

### **Service Delivery Strategies**

The service delivery strategies identified by the SDP committee took into consideration the needs identified during the CNA process as well as the solution strategies determined. There are three strategies for ELA and mathematics, five strategies for graduation/completion of a high school diploma, and three strategies for non-instructional support services. The strategies serve as the foundation for the implementation of the Minnesota MEP.

### **Measurable Program Outcomes**

The SDP committee updated MPOs to reflect the state performance targets, needs, and solutions identified during the CNA process. MPOs are the desired outcomes of the strategies that quantify the difference that the MEP will make for migratory students, parents, and/or staff. MPOs provide the foundation for the SDP and can be clearly communicated, implemented with fidelity, and evaluated.

### **Evaluation Questions**

The SDP committee developed an evaluation plan for results (that relate to the state performance indicators/targets and MPOs) and for implementation (that relate to the strategies). The CNA/SDP/evaluation alignment chart that follows provides a foundation for the MEP evaluation (see next section of the SDP).

## Alignment Chart with MPOs, Strategies, and Evaluation Questions

### GOAL AREA 1: ELA and Mathematics

**State Performance Target:** In 2019-20, 70.9 percent of all students will meet or exceed the standards on Minnesota Comprehensive Assessments (MCAs) in reading, and 69.9 percent of all students will meet or exceed the standards on MCAs in mathematics.

**Primary Concern Statement:** We are concerned that fewer migratory students are meeting or exceeding proficiency on the Minnesota MCAs in reading and math than non-migratory students due to high mobility resulting in interrupted schooling.

**Data Summary:** In 2017-18, 26 percent of the 102 migratory students assessed (17 percent of PFS students) scored at met or exceeding in reading compared to 60 percent of non-migratory students, and 19 percent of the 98 migratory students assessed (8 percent of PFS students) scored at met or exceeding in math compared to 58 percent of non-migratory students.

**Need Statement:** The percentage of migratory students scoring proficient or above needs to increase by 34 percent (43 percent for PFS students) in reading and by 39 percent (50 percent) in math to eliminate the gap between migratory students and non-migratory students.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<b>Strategy 1.1:</b> Provide standards-based curriculum and evidence-based reading instruction during migrant summer school programs to migratory students to meet individual student needs.	<b>MPO 1.1:</b> By the end of the 2019-20 performance period, 70 percent of migratory students in grades K-8 receiving standards-based reading curriculum and evidence-based instructional strategies, for a length of time appropriate to the assessment, will improve their scores by 2 percent on curriculum-based reading assessments.	What percentage of migratory students (PFS and non-PFS) in grades K-8 improved their reading scores by 2 percent on local reading assessments?	What types of reading interventions were provided to migratory students during summer programming?
<b>Strategy 1.2:</b> Provide standards-based curriculum and evidence-based math instruction during migrant summer school programs to migratory students to meet individual student needs.	<b>MPO 1.2:</b> By the end of the 2019-20 performance period, 70 percent of migratory students in grades K-8 receiving standards-based math curriculum and evidence-based instructional strategies, for a length of time appropriate to the assessment, will improve their scores by 2 percent on curriculum-based math assessments.	What percentage of migratory students (PFS and non-PFS) in grades K-8 improved their math scores by 2 percent on local math assessments?	What types of math interventions were provided to migratory students during summer programming?
<b>Strategy 1.3:</b> Provide reading and math instruction to migratory students not enrolled in migrant summer school programs ( <i>e.g., use of resources from the Migrant Literacy Net [MLN], MMERC materials, school readiness orientation</i> ).	<b>MPO 1.3:</b> By the end of the 2019-20 performance period, 60 percent of eligible migratory students in grades PreK-8 will receive instruction and/or MMERC support from the MEP.	What percentage of eligible migratory students in grades PreK-8 (PFS and non-PFS) received instruction and/or MMERC support during the summer?	What types of instruction/support were provided to migratory students beyond the summer school program?

## GOAL AREA #2: Graduation/Completion of a High School Diploma

**State Performance Target:** In 2019-20, the four-year cohort graduation rate for all students will be 90 percent.

**Primary Concern Statement:** We are concerned that migratory students are meeting graduation requirements at a much lower rate than non-migratory students due to being behind in credits, not passing state assessments, and being unaware of graduation requirements.

**Data Summary:** In 2015-16, the migratory student graduation rate was 50 percent compared to 82.2 percent for non-migratory students. Note: only 10 migratory students were in the 2015-16 cohort, as the majority of Minnesota’s migratory students graduate from their home-base school.

**Need Statement:** The migratory student graduation rate needs to increase by 32.2 percent in order to eliminate the gap between migratory and non-migratory students.

Strategies	MPOs	Results Questions	Implementation Questions
<p><b>Strategy 2.1A:</b> Provide migratory students in grades 9-12 and OSY with flexible programming to facilitate participation in MEP-funded instruction (<i>e.g. online courses [district programming and/or Northern Star Online], content area instruction, STAAR testing and support, UT credit by exam, PASS/Middle School PASS, SAT/ACT online preparation, English language instruction, STEM activities, college/career readiness and exploration, home visits</i>).</p> <p><b>Strategy 2.1B:</b> Gather information from the Minnesota MEP Secondary Coordinator, districts, intra/interstate coordination agencies, and MSIX to ensure appropriate placement of migratory students in grades 9-12 and OSY in out-of-state testing and/or courses leading toward graduation that are transferrable to home-based districts.</p>	<p><b>MPO 2.1A:</b> By the end of the 2019-20 performance period, 75 percent of migratory students enrolled in credit-bearing courses will earn transferable credit.</p>	<p>What percentage of migratory students (PFS and non-PFS) obtained high school credits?</p>	<p>What courses/credit by exams did migratory students/OSY complete?</p>
<p><b>Strategy 2.1C:</b> Ensure that educational records (including transcripts) of migratory students that obtained high school credit(s) are transferred to receiving LEAs.</p> <p><b>Strategy 2.1D:</b> Provide outreach and advocacy to migratory secondary students and OSY to encourage participation in MEP services (<i>e.g., talk to employers, collaborate with Head Start, attend sporting events, advertise MEP services and visit community businesses frequented by migratory families, review family needs assessments to locate students not served by the MEP, conduct home visits, collaborate with local partners, provide family nights, use technology/social media to advertise the program and its benefits, post shout-out flyers throughout the community</i>).</p> <p><b>Strategy 2.1E:</b> Provide instruction to migratory students in grades 9-12 and OSY not attending migrant summer school programs (<i>e.g., use of resources from the MLN, MMERC materials, online courses [district programming and/or Northern Star Online], content area instruction, STAAR testing and support, UT credit by exam, PASS/Middle School PASS, SAT/ACT online preparation, English language instruction, STEM activities, college/career readiness and exploration, home visits</i>).</p>	<p><b>MPO 2.1B:</b> By the end of the 2019-20 performance period, 60 percent of eligible migratory students in grades 9-12 and OSY will receive instruction and/or MMERC support from the MEP.</p>	<p>What percentage of migratory students in grades 9-12/OSY (PFS and non-PFS) received instruction and/or MMERC support?</p>	<p>What types of instruction/support were provided to migratory students beyond the summer school program?</p>

### GOAL AREA #3: Non-instructional Support Services

**State Performance Target:** The delivery of educationally-related support services to migratory students is a provision under Title I, Part C. There is no specific Minnesota state performance target for support services.

**Primary Concern Statement:** We are concerned about how interrupted education and its associated problems (including lower test scores, low attendance, a lack of continuity of education, lack of advocacy, low graduation rates, and lack of academic rigor) impact migratory students.

**Data Summary:** In 2017, 73 percent of staff reported that migratory students needed support services to better participate in their education; and 54 percent of students indicated a need for assistance locating school and community resources.

**Need Statement:** The number of migratory students and their family members receiving support services needs to increase.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p><b>Strategy 3.1:</b> Provide opportunities for families designed to help them support their child’s learning (<i>e.g., family nights, newsletters, training, emails, home visits, parent meetings, parent/teacher conferences, texts, social media, information on their child’s performance/behavior</i>).</p>	<p><b>MPO 3.1:</b> By the end of the 2019-20 performance period, 80 percent of family members surveyed will report that they increased their skills for supporting their child’s learning as a result of receiving MEP family services.</p>	<p>What percentage of migratory family members reported increased skills for supporting their child’s learning?</p>	<p>What types of parent activities were provided by local projects?</p>
<p><b>Strategy 3.2:</b> Provide professional development to staff that work with migratory students (<i>e.g., summer school training, Migrant 101, cultural sensitivity and awareness, EL strategies, differentiated instruction, MSIX, behavior management, progress monitoring</i>).</p>	<p><b>MPO 3.2:</b> By the end of the 2019-20 performance period, 80 percent of staff surveyed will report that they increased their capacity to meet migratory student needs as a result of participating in MEP professional development.</p>	<p>What percentage of MEP staff reported increased capacity to meet migratory student needs as a result of participating in MEP PD?</p>	<p>What types of professional development were provided to MEP staff?</p>
<p><b>Strategy 3.3:</b> Provide all eligible migratory students [including those in non-project areas and those that do not participate in migrant summer school programs with support services designed to eliminate barriers that inhibit school success (<i>e.g., advocacy, family literacy services, health/dental services, vision screening/glasses, transportation, translating/interpreting, counseling, leadership institutes, college and career exploration, enrichment activities, home visits</i>)].</p>	<p><b>MPO 3.3:</b> By the end of the 2019-20 performance period, 60 percent of all eligible migratory students ages 3-21 will receive MEP support services.</p>	<p>What percentage of eligible migratory students ages 3-21 (PFS and non-PFS) received MEP support services?</p>	<p>What types of support services were provided to students?</p>



# Evaluation Plan

## Components of the Minnesota MEP Statewide Evaluation

The statewide MEP evaluation measures the effectiveness of the Minnesota MEP, examining the fidelity between the implementation of the state's service delivery strategies as stated in this SDP, and determining migratory student progress toward the state's MEP MPOs, state performance targets aligned with federal performance goals 1 and 5, and the Government Performance and Results Act (GPRA) measures adopted by OME. The overall objectives of the Minnesota MEP evaluation are to:

1. Collect, analyze, summarize, and prepare reports that contain MEP progress toward state performance targets related to Performance Goals 1 and 5 (the percentage of students attaining proficiency in reading/language arts and mathematics for each grade, and the percentage of students who graduate from high school), disaggregated for PFS, non-PFS, and non-migratory students. [34 CFR sections 200.83 and 200.84]
2. Collect, analyze, summarize, and prepare reports that contain performance results data on MEP MPOs established in this SDP for all MEP activities and services, disaggregated for PFS and non-PFS migratory students. [34 CFR section 200.83]
3. Collect, analyze, summarize, and prepare reports that contain performance results data on the GPRA measures. [34 CFR section 80.40]
4. Collect, analyze, summarize, and prepare reports that provide specific implementation results that demonstrate the level of fidelity in the implementation of MEP activities and service delivery strategies contained in this SDP. [34 CFR section 200.84]
5. Prepare and report implications and recommendations to inform SEA decision making for the improvement of MEP services (e.g., data needed to collect in an update to the CNA; updated performance targets in the SDP based on overachievement of MPOs), based on data comparing implementation and performance results to performance targets. [34 CFR section 200.85]

The CNA/SDP/evaluation alignment chart in the previous section guides the program evaluation. The alignment chart lists the required components of the SDP (state performance targets, needs assessment, service delivery strategies, MPOs, and evaluation) and the alignment of these components. Each of the components are linked to provide a cohesive and consistent approach to enable migratory students to achieve state performance goals and targets and guide the evaluation.

States are required to evaluate the effectiveness of the MEP and provide guidance to LOAs on how to conduct local evaluations. OME indicates that evaluations allow SEAs and their LOAs to:

1. determine whether the MEP is effective and document its impact on migratory children;
2. improve program planning by comparing the effectiveness of different types of interventions;
3. determine the degree to which projects are implemented as planned and identify problems that are encountered in program implementation; and
4. identify areas in which children and youth may need different MEP services.

To accomplish this end, OME requires SEAs to conduct an evaluation that examines both program implementation and program results (or outcomes). In evaluating program implementation, the evaluation of the Minnesota MEP will address the following questions:

- What types of reading interventions were provided to migratory students during summer programming?
- What types of math interventions were provided to migratory students during summer programming?
- What types of instruction/support were provided to migratory students beyond the summer school program?
- What courses/credit by exams did migratory students/OSY complete?
- What types of instruction/support were provided to secondary age migratory students and OSY beyond the summer school program?
- What types of parent activities were provided by local projects?
- What types of professional development were provided to MEP staff?
- What types of support services were provided to students?

Implementation of the service delivery strategies identified in the Minnesota SDP is measured using the Fidelity of Strategy Implementation (FSI) tool that is anchored to specific implementation-based best practices in designing and implementing effective programs for migratory children and youth. Ratings on the FSI are self-assigned by MEP staff after reviewing evidence and coming to consensus on their ratings. The FSI's ratings are based on a 4-point rubric that measures the degree of implementation from "aware" to "exceeding".

As part of the performance results evaluation, progress is measured and reported toward the state performance targets, the GPRA measures, and the MEP MPOs to evaluate the impact of MEP services for migratory students. Data are collected and submitted using surveys, student assessment results, records reviews, and other sources identified in the evaluation plan. Questions that will be answered by **outcome** data include:

- What percentage of migratory students (PFS and non-PFS) in grades K-8 improved their reading scores by two percent on local reading assessments?
- What percentage of migratory students (PFS and non-PFS) in grades K-8 improved their math scores by two percent on local math assessments?
- What percentage of eligible migratory students in grades PreK-8 (PFS and non-PFS) received instruction and/or MMERC support during the summer?
- What percentage of migratory students (PFS and non-PFS) obtained high school credits?
- What percentage of migratory students in grades 9-12/OSY (PFS and non-PFS) received instruction and/or MMERC support?
- What percentage of migratory family members reported increased skills for supporting their child's learning?
- What percentage of MEP staff reported increased capacity to meet migratory student needs as a result of participating in MEP professional development (PD)?
- What percentage of eligible migratory students ages 3-21 (PFS and non-PFS) received MEP support services?

## Evaluation Data Collection Plan

For program improvement purposes, and in accordance with the evaluation requirements provided in 34 CRF 200.83(a)(4), evaluation data and demographic information is compiled, analyzed, and summarized by the external evaluator (META Associates) in collaboration with Minnesota MEP staff. These activities help the state determine the degree to which the MEP is effective in relation to the state performance targets, strategies, and MPOs. Specifically, data are collected to assess student outcomes, monitor student progress, and evaluate the effectiveness of the MEP. The data collected for these various purposes are listed in the tables that follow. Each data element is accompanied by a notation about the frequency of collection, the individual or agency responsible, and the source of the data.

Data element	Who collects?	How collected?	When Collected?
Number of eligible students recruited	MDE and MEP staff	MIS2000	Daily updates
Documentation of Certificate of Eligibility (COE) accuracy	COE approval team; ID&R Coordinator; rolling re-interview process	Reviewer checks COE at time of writing; approval team at submission and at COE data entry. Also during re-interview.	Immediately at submission for supervisor review and then at approval team level. Annual re-interview process.
Number of students, by age/grade, participating in MEP programs and services	Local projects	MIS2000	Daily updates
Number and type of intra/interstate coordination activities	MDE and MEP staff	MEP documentation	At time of activity
Number of parents involved through attendance at parent meetings; participation in workshops, classes, parent training; and school/classroom visits	MEP staff	Records kept by MEP staff on the FSI	At time of function
Home-school communication documentation	Local projects	Project records	Ongoing documentation
Number of staff attending professional development and specifics on training	Local projects	FSI and project records	At time of function
Documentation on monitoring and technical assistance review findings	MDE monitoring team	Onsite visits Monitoring tool	After visit
Number of migratory students who graduate from high school	MDE	MDE state database	Fall/Winter
Number of migratory students who score proficient or above in ELA and math on state assessments	MDE	MDE state database	Fall/Winter
Level of implementation of the strategies	MEP staff	FSI	Program year end

Data will be collected to assess the impact of strategies and progress toward MPOs. The data to be collected are listed in the tables on the following pages.

**Goal Area #1**

ELA/Math MPOs	Who collects?	How collected?	When collected?
<b>MPO 1.1:</b> By the end of the 2019-20 performance period, 70 percent of migratory students in grades K-8 receiving standards-based reading curriculum and evidence-based instructional strategies, for a length of time appropriate to the assessment, will improve their scores by 2 percent on curriculum-based reading assessments.	MEP staff	SPSR	Annually following summer programs
<b>MPO 1.2:</b> By the end of the 2019-20 performance period, 70 percent of migratory students in grades K-8 receiving standards-based math curriculum and evidence-based instructional strategies, for a length of time appropriate to the assessment, will improve their scores by 2 percent on curriculum-based math assessments.	MEP staff	SPSR	Annually following summer programs
<b>MPO 1.3:</b> By the end of the 2019-20 performance period, 60 percent of eligible migratory students in grades PreK-8 will receive instruction and/or MMERC support from the MEP.	MEP staff, MMERC staff	SPSR/ MIS2000	Weekly during services

**Goal Area #2**

Graduation/Completion of a High School Diploma	Who collects?	How collected?	When collected?
<b>MPO 2.1a:</b> By the end of the 2019-20 performance period, 75 percent of migratory students enrolled in credit-bearing courses will earn transferable credit.	MEP staff	SPSR/ MIS2000	Annually following summer programs
<b>MPO 2.1b:</b> By the end of the 2019-20 performance period, 60 percent of eligible migratory students in grades 9-12 and OSY will receive instruction and/or MMERC support from the MEP.	MEP staff, MMERC staff	SPSR/ MIS2000	Weekly during services

**Goal Area #3**

Non-instructional Support Services	Who collects?	How collected?	When collected?
<b>MPO 3.1:</b> By the end of the 2019-20 performance period, 80 percent of family members surveyed will report that they increased their skills for supporting their child’s learning as a result of receiving MEP family services.	MEP staff	Parent Survey	Following each parent engagement activity
<b>MPO 3.2:</b> By the end of the 2019-20 performance period, 80 percent of staff surveyed will report that they increased their capacity to meet migratory student needs as a result of participating in MEP professional development.	MEP staff	Staff Survey	Year-end

Non-instructional Support Services	Who collects?	How collected?	When collected?
<b>MPO 3.3:</b> By the end of the 2019-20 performance period, 60 percent of all eligible migratory students ages 3-21 will receive MEP support services.	MEP staff	SPSR/ MIS2000	Weekly

Data on migratory students and services will be collected by the state from each of its local projects. Data sources include student assessment results (state ELA and math assessments and local reading and math assessments); MIS2000; and migrant staff and migratory parents/students.

Data analysis procedures to be used will include descriptive statistics (e.g., means, frequencies, t-tests); trend analysis noting substantial tendencies in the data summarized according to notable themes; and analyses of representative self-reported anecdotes about successful program features; and aspects of the program needing improvement. For all services, the progress monitoring plan calls for the collection of data on student participation, coordination activities (including inter/intrastate coordination and home/school partnerships), staff and parent perceptions about program effectiveness, program strengths, and areas needing improvement.

## Interpreting and Using Evaluation Results

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The Minnesota MEP supports local projects in their efforts to use evaluation results for making mid-course corrections and improving program services through:

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

## Written Evaluation Report

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To comply with federal guidelines, the Minnesota MEP will perform an annual performance results evaluation in order to inform SEA decision-making. It will prepare a written evaluation report that contains implementation and performance results data. The written report will include implications and recommendations for improving MEP services based on implementation and performance results

to help ensure that the unique educational needs of migratory students are being met by the Minnesota MEP.

An external evaluation firm (META Associates) has been contracted to help ensure objectivity in evaluating the Minnesota MEP, to examine the effectiveness of services, and to make recommendations to improve the quality of the services provided to migratory students. To evaluate the services, the external evaluators have responsibility for:

- creating evaluation data collection forms and the systems and timelines for submitting evaluation data requirements;
- collecting and analyzing evaluation data; and
- preparing evaluation reports to determine the extent to which progress was made and objectives were met.

The evaluators analyze formative and summative evaluation data to determine the level of implementation of the strategies from the SDP; and determine the extent to which progress was made toward Performance Goals 1 and 5, the Minnesota MEP MPOs, and GPRA measures.

## Minnesota's MEP Data Collection and Reporting Systems

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### Minnesota's Migrant Database

**MIS2000** is the database used for the Minnesota MEP. MIS2000 is a firebird-based, Microsoft Windows-compatible, database program that stores all COE and enrollment information for Minnesota's migratory children. MIS2000 was developed by MS/EdD of Little Rock, Arkansas, and has been adapted to meet the unique data needs of Minnesota's MEP. The data held in MIS2000 is used for all MEP eligibility decisions. All information regarding enrollment and withdrawal dates, supplemental program information, and family contact information is contained in MIS2000. Further, the database is used by the MEP to complete federally mandated reports and to allocate funds to LOAs. All data entered in MIS2000 comes from the COEs, residency verification data, and district reports.

### National Migrant Database

**Migrant Student Information Exchange (MSIX)** is a web-based portal that links states' migratory child record databases to facilitate the national exchange of migratory children's educational and health information among the states. MSIX produces a single, consolidated record for each migratory child that contains the information from each state in which the child has enrolled. It contains the minimum data elements necessary for the proper enrollment, grade and course placement, and accrual of credits for migratory children. Minnesota has assigned unique student identifiers to migratory children that are used to identify/link student records. For more information on MSIX, go to [MSIX Website](#).

### Summer Program Services Report (SPSR)

This Excel spreadsheet documents all services, secondary credits, and pre/post reading and math assessment results for students participating in the summer program. Information from the SPSR is used by the Migrant Education Services Data Coordinator to update MIS2000 weekly during summer programs. Programs that provide advocacy, MMERC services, and other support services to students at multiple sites use a similar version of the spreadsheet to document services.

# Project Plan and Logic Model

## Project Plan

The [SDP committee](#) developed a **project plan** to flesh out activities and identify the resources needed for each strategy. All activities are for the local level, and the state is required to ensure that its local projects comply with the comprehensive state plan. Local projects have flexibility to determine activities from within the options provided to implement the strategies in the SDP and to achieve the MPOs. The committee considered the following key questions:

- What options do LEAs have for implementing the strategies?
- What other programs and agencies will be involved in the implementation of the SDP?
- What resources are needed for each activity—staffing, funding, or materials?
- What documentation should projects keep onsite about strategy implementation?

Following the project plans for each goal area is the **MEP logic model**. A logic model is a visual representation of the assumptions and theory of action that underlie the structure of an education program. The main components of the Minnesota MEP logic model include inputs, activities, outputs, and outcomes (separated into short, medium, and long term). It answers these guiding questions:

- Where are you going?
- How will you get there?
- What will show that you have arrived?

## ELA and Mathematics Project Plan

Service Delivery Strategies	Options for Strategy Implementation	How local programs will use MEP funds	Documentation
<p><b>Strategy 1.1</b> Provide standards-based curriculum and evidence-based reading instruction during migrant summer school programs to migratory students to meet individual student needs.</p> <p><b>Strategy 1.2:</b> Provide standards-based curriculum and evidence-based math instruction during migrant summer school programs to migratory students to meet individual student needs.</p>	<ul style="list-style-type: none"> <li>– Summer program</li> <li>– Short term special events or field trips</li> <li>– Home- or community-based instruction</li> <li>– MMERC services                             <ul style="list-style-type: none"> <li>– LEGO Robotics</li> <li>– English learner resources</li> <li>– Themed resource packs</li> </ul> </li> <li>– Online learning                             <ul style="list-style-type: none"> <li>– IXL</li> <li>– Migrant Literacy Net</li> <li>– Reflect Math</li> <li>– Zearn</li> <li>– STAR Math and Reading, etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Hire staff</li> <li>– Software licenses</li> <li>– Materials and supplies</li> <li>– Student transportation</li> <li>– Curriculum and programs</li> </ul>	<ul style="list-style-type: none"> <li>– Pre/post assessments</li> <li>– Services records (SPSR, Supplemental Services Form)</li> <li>– Lesson plans</li> <li>– Fiscal records</li> <li>– Schedules</li> <li>– Surveys</li> <li>– List of evidence-based services</li> </ul>

Service Delivery Strategies	Options for Strategy Implementation	How local programs will use MEP funds	Documentation
<b>Strategy 1.3</b> Provide reading and math instruction to migratory students not enrolled in migrant summer school programs.	<ul style="list-style-type: none"> <li>– MMERC services</li> <li>– Migrant Literacy Net</li> <li>– Online learning</li> <li>– Home- or community-based services</li> <li>– Day long project-based learning</li> <li>– Short term special events or field trips</li> <li>– Leadership Academy</li> <li>– Math Camp</li> </ul>	<ul style="list-style-type: none"> <li>– Hire staff</li> <li>– Software licenses</li> <li>– Materials and supplies</li> <li>– Staff and/or student transportation</li> </ul>	<ul style="list-style-type: none"> <li>– Assessment results</li> <li>– Attendance records</li> <li>– Services records</li> <li>– Fiscal records</li> <li>– Schedules</li> <li>– Agendas and lesson plans</li> </ul>

## Graduation/Completion of a High School Diploma Project Plan

Service Delivery Strategies	Ideas for Strategy Implementation	How local programs will use MEP funds	Documentation
<b>Strategy 2.1A</b> Provide migratory students in grades 9-12 and OSY with flexible programming to facilitate participation in MEP-funded instruction.	<ul style="list-style-type: none"> <li>– Use MSIX to determine placement and credit needs</li> <li>– Communication with home base schools</li> <li>– Online courses through district programming and/or Northern Star Online</li> <li>– Content area instruction</li> <li>– STAAR testing and support</li> <li>– UT credit by exam</li> <li>– High school and middle school PASS courses</li> <li>– SAT/ACT online preparation</li> <li>– English language instruction</li> <li>– STEM activities</li> <li>– College/career readiness and exploration</li> <li>– Home visits</li> </ul>	<ul style="list-style-type: none"> <li>– Secondary instructional staff</li> <li>– Advocates</li> <li>– Recruiters</li> <li>– Tuition assistance</li> <li>– Materials</li> <li>– Loaner electronic devices</li> <li>– Subscriptions to distance learning materials</li> </ul>	<ul style="list-style-type: none"> <li>– Communication and/or home visit documentation</li> <li>– Coursework progress</li> <li>– Assessment results</li> <li>– Student transcripts</li> <li>– Services records (SPSR, Supplemental Services Form)</li> <li>– Fiscal records</li> </ul>



Service Delivery Strategies	Ideas for Strategy Implementation	How local programs will use MEP funds	Documentation
<p><b>Strategy 2.1B</b> Gather information from the Minnesota MEP Secondary Coordinator, districts, intra/interstate coordination agencies, and MSIX to ensure appropriate placement of migratory students in grades 9-12 and OSY in out-of-state testing and/or courses leading toward graduation that are transferrable to home-based districts.</p>	<ul style="list-style-type: none"> <li>– Collaborate with MET</li> <li>– Meet at different hours than school hours</li> <li>– Hold informational meetings (ie. at the farms, or plants, or stores)</li> <li>– Use online programs</li> </ul>	<ul style="list-style-type: none"> <li>– Secondary instructional staff</li> <li>– Transportation</li> <li>– Advocates</li> <li>– Tablets</li> <li>– Chrome Books</li> <li>– Hot Spots</li> <li>– Curriculum</li> <li>– Software</li> <li>– Materials and supplies</li> </ul>	<ul style="list-style-type: none"> <li>– Fiscal records</li> <li>– Sign in sheets for meetings</li> <li>– Lists of services available</li> </ul>
<p><b>Strategy 2.1C</b> Ensure that educational records (including transcripts) of migratory students that obtained high school credit(s) are transferred to receiving LEAs.</p>	<ul style="list-style-type: none"> <li>– Use MSIX to determine placement and credit needs</li> <li>– Site-based credit accrual</li> <li>– Online credit accrual</li> <li>– Credit by exam</li> <li>– Provide transcripts for completed courses</li> <li>– Provide EL support</li> </ul>	<ul style="list-style-type: none"> <li>– Secondary instructional staff</li> <li>– Transcript fees</li> <li>– Testing fees</li> <li>– Curriculum</li> <li>– Software</li> <li>– Training: MSIX</li> </ul>	<ul style="list-style-type: none"> <li>– Mental Health Screeners(ACES)</li> <li>– WIDA</li> <li>– Coursework</li> <li>– Student transcripts</li> </ul>
<p><b>Strategy 2.1D</b> Provide outreach and advocacy to migratory secondary students and OSY to encourage participation in MEP services.</p>	<ul style="list-style-type: none"> <li>– College visits</li> <li>– Leadership academies</li> <li>– Guest speakers about careers</li> <li>– Online instruction</li> <li>– Home- or community-based instruction</li> <li>– Life skills instruction</li> <li>– Collaborate with employers, Head Start, and other agencies</li> <li>– Advertise MEP services and visit community businesses frequented by migratory families</li> <li>– Review family needs assessments to locate students not served by the MEP</li> <li>– Conduct home visits</li> <li>– Use technology/social media to advertise the program and its benefits</li> <li>– Post shout-out flyers throughout the community</li> </ul>	<ul style="list-style-type: none"> <li>– Transportation</li> <li>– Staff</li> <li>– Field Trip Fees</li> <li>– Speaker Fees</li> <li>– Software licenses</li> <li>– Materials and supplies</li> <li>– Student transportation</li> <li>– Curriculum/programs</li> </ul>	<ul style="list-style-type: none"> <li>– Communication with collaborating partners</li> <li>– Attendance records</li> <li>– Services records</li> <li>– Fiscal records</li> <li>– Schedules</li> <li>– Agendas and lesson plans</li> </ul>

Service Delivery Strategies	Ideas for Strategy Implementation	How local programs will use MEP funds	Documentation
<b>Strategy 2.1E:</b> Provide instruction to migratory students in grades 9-12 and OSY not attending migrant summer school programs.	<ul style="list-style-type: none"> <li>– MLN</li> <li>– MMERC materials</li> <li>– Online courses (district programming and/or Northern Star Online)</li> <li>– Content area instruction</li> <li>– STAAR testing and support</li> <li>– UT credit by exam, PASS/Middle School PASS</li> <li>– SAT/ACT online preparation</li> <li>– English language instruction</li> <li>– STEM activities</li> <li>– College/career readiness and exploration</li> <li>– Home visits</li> </ul>	<ul style="list-style-type: none"> <li>– Secondary instructional staff</li> <li>– Advocates</li> <li>– Recruiters</li> <li>– Tuition assistance</li> <li>– Materials</li> <li>– Loaner electronic devices</li> <li>– Subscriptions to distance learning materials</li> </ul>	<ul style="list-style-type: none"> <li>– Communication and/or home visit documentation</li> <li>– Coursework progress</li> <li>– Assessment results</li> <li>– Student transcripts</li> <li>– Services records (SPSR, Supplemental Services Form)</li> <li>– Fiscal records</li> <li>–</li> </ul>

### Non-instructional Support Services Project Plan

Service Delivery Strategies	Ideas for Strategy Implementation	How local programs will use MEP funds	Documentation
<b>Strategy 3.1</b> Provide opportunities for families designed to help them support their child’s learning.	<ul style="list-style-type: none"> <li>– Use MMERC materials</li> <li>– Family night activities</li> <li>– Parent engagement and training activities</li> <li>– Health clinic/fairs</li> <li>– Collaboration with TriValley</li> <li>– Employment opportunities</li> <li>– Food bags/banks</li> <li>– Family involvement in school activities</li> <li>– Newsletters</li> <li>– Home visits</li> <li>– Social media training</li> <li>– Student progress information</li> </ul>	<ul style="list-style-type: none"> <li>– Hire staff</li> <li>– Transportation</li> <li>– Food cost</li> <li>– Material costs</li> </ul>	<ul style="list-style-type: none"> <li>– Surveys</li> <li>– Schedule</li> <li>– Agenda</li> <li>– Notes</li> <li>– Evaluations</li> <li>– Fiscal records</li> </ul>
<b>Strategy 3.2</b> Provide professional development to staff that work with migratory students.	<ul style="list-style-type: none"> <li>– Hold training sessions</li> <li>– Advocacy training</li> <li>– Intentional conversations with school staff</li> <li>– Migrant 101 training</li> <li>– Progress monitoring</li> <li>– Provide access to MIS200 and MSIX</li> <li>– Guidance from MDE</li> </ul>	<ul style="list-style-type: none"> <li>– Training costs</li> <li>– TriValley staffing and materials, food, space rental, hotel, travel</li> <li>– Registration fees</li> </ul>	<ul style="list-style-type: none"> <li>– Schedule</li> <li>– Agenda</li> <li>– Notes</li> <li>– Evaluations</li> <li>– Fiscal records</li> </ul>

Service Delivery Strategies	Ideas for Strategy Implementation	How local programs will use MEP funds	Documentation
<p><b>Strategy 3.3</b> Provide all eligible migratory students [including those in non-project areas and those that do not participate in migrant summer school programs with support services designed to eliminate barriers that inhibit school success.</p>	<ul style="list-style-type: none"> <li>– Advocacy</li> <li>– Family literacy</li> <li>– Support for summer programming participation</li> <li>– Health/dental services</li> <li>– Vision screening/glasses</li> <li>– Regional models for service delivery</li> <li>– Transportation</li> <li>– Translation services</li> <li>– EL services</li> <li>– Counseling</li> <li>– Liaisons during the regular school year</li> <li>– College and career exploration</li> <li>– Other enrichment activities</li> <li>– Home visits</li> </ul>	<ul style="list-style-type: none"> <li>– Hire staff</li> <li>– Transportation of staff/students</li> <li>– Registration fees</li> <li>– Material costs</li> <li>– Emergency support not covered by other programs</li> </ul>	<ul style="list-style-type: none"> <li>– Surveys</li> <li>– Schedules</li> <li>– Agenda</li> <li>– Notes</li> <li>– Participation records</li> <li>– Evaluations</li> <li>– Fiscal documents</li> </ul>

## Minnesota MEP Logic Model

Input	Activities	Output	Short-term Outcome	Mid-term Outcome	Long-term Outcome
<p><b>Systems:</b></p> <ul style="list-style-type: none"> <li>-MEP funding</li> <li>-MEP staff (coordinators, recruiters, data entry clerks, parent liaisons, instructors)</li> <li>-State CNA, SDP</li> <li>-Intrastate collaboration</li> <li>-Interstate collaboration</li> </ul> <p><b>Information:</b></p> <ul style="list-style-type: none"> <li>-PFS determinations</li> <li>-Student records</li> <li>-Demographic data</li> <li>-Assessment data (ELL, 504, IDEA, etc.)</li> <li>-Graduation rates</li> <li>-MARSS data</li> <li>-MSIX data</li> <li>-MIS2000</li> <li>-Family needs assessments, interviews</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>-Technology/online resources</li> <li>-Evidence-based curriculum</li> <li>-Consortium materials</li> <li>-Mexican Consulate materials</li> <li>-English lessons</li> <li>-College awareness and GED materials</li> <li>-Family engagement materials</li> <li>-MMERC</li> </ul>	<p><b>Student services:</b></p> <ul style="list-style-type: none"> <li>-Instructional services (reading and math tutoring, summer programs, counseling sessions, home- or site-based, etc.)</li> <li>-The Sheridan Story</li> <li>-Book distribution</li> <li>-Credit accrual/recovery</li> <li>-College and career readiness activities</li> <li>-Goal setting sessions</li> <li>-Technology support at home and school</li> <li>-Tuition support for PreK programming</li> <li>-Health screenings, food distribution, and other support services</li> <li>-Transportation</li> </ul> <p><b>Family services:</b></p> <ul style="list-style-type: none"> <li>-Family engagement (e.g., family literacy events)</li> <li>-Parent education activities</li> </ul> <p><b>Training:</b></p> <ul style="list-style-type: none"> <li>-Staff training and development including academic and technology integration strategies</li> <li>-Statewide marketing efforts to expand programming and services</li> </ul>	<p><b>Student outputs:</b></p> <ul style="list-style-type: none"> <li>-Participation in MEP programming and instruction</li> <li>-PFS students served</li> <li>-Assessments provided and results recorded</li> <li>-Participation in credit-bearing courses, advising and college and career readiness activities</li> <li>-Enrollment in pre-K programs</li> <li>-Books distributed</li> <li>-Health screenings completed</li> <li>-Technology support provided</li> </ul> <p><b>Family outputs:</b></p> <ul style="list-style-type: none"> <li>-Participation in family engagement and literacy events</li> </ul> <p><b>Training outputs:</b></p> <ul style="list-style-type: none"> <li>-Staff participation in training</li> <li>-Use of evidence-based curriculum</li> <li>-Technology integration in lessons</li> </ul>	<p><b>Student outcomes:</b></p> <ul style="list-style-type: none"> <li>-Increased participation in ELA and math instruction</li> <li>-Gains on curriculum-based assessments in ELA and math</li> <li>-Increased participation in support services</li> </ul> <p><b>Family outcomes:</b></p> <ul style="list-style-type: none"> <li>-Parents understand and access the services available</li> <li>-Parents can identify the needs of their children and get help</li> </ul> <p><b>Training outcomes:</b></p> <ul style="list-style-type: none"> <li>-Increased staff knowledge and use of strategies</li> <li>-Increased statewide awareness of MEP requirements, tools, and services</li> </ul>	<ul style="list-style-type: none"> <li>-Interim performance targets met on the state assessment in ELA and math</li> <li>-Increased use of community resources and self-advocacy</li> <li>-Increased engagement at MEP events, school functions, and the educational environment</li> <li>-Increased percentage of students on-track for graduation.</li> <li>-Increased number of students receiving MEP services</li> <li>-All LEAs statewide with migratory students participating in the collection of MDEs reported and entered into MIS2000</li> </ul>	<ul style="list-style-type: none"> <li>-Increased number of migratory students scoring proficient on the state assessment in ELA and math</li> <li>-Advocacy and self-efficiency in the educational environment</li> <li>-Increased number of migratory students graduating from high school or obtaining a high school equivalency diploma</li> <li>-Increased percentage of students with a long-term plan for post-graduate careers or schooling.</li> <li>-Increased percentage of students entering at the kindergarten-ready level</li> </ul>

## Priority for Service Eligibility

In accordance with the ESSA—section 1304(d), migrant education programs in Minnesota must give priority for service (PFS) to migratory children who meet the following criteria:

Each recipient of MEP funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging state academic standards; or have dropped out of school.

The Minnesota MEP has established an account of how these criteria are met. A migratory student, child, or youth must fit criterion 1 and criterion 2 to receive PFS status.

### 1) Recent qualifying move

1a) The student has a QAD between September 1 of the previous year and August 31 of the current year; and

### 2) Failing, or most at risk of failing, to meet state academic standards

2a) Student scored below proficient on a state academic assessment; or

2b) Student scored below age/grade level on a local academic assessment; or

2c) Student is an English learner (EL) as identified by an English language proficiency assessment; or

2d) Secondary student is credit deficient; or

2e) Out-of-school youth (OSY)-Students who dropped out of school prior to the performance period; or

2f) Student dropped out of school; or

2g) Student has an IEP or 504 Plan; or

2h) Student qualifies for McKinney Vento

### Timelines:

- PFS is to be calculated within the first 10 days of a student's eligibility for the MEP and entered into the state's data system.
- Academic data, school data, and educational interruption data is to be used for the preceding 12 months.

### The PFS plan includes:

- Professional development on identification and services for PFS students locally.
- Activities to ensure that eligibility and services for PFS students are documented properly.
- Progress monitoring of the MPO and state performance results for students with PFS.

The Minnesota MEP application requires local grantees to assess the needs of this at-risk population and target services specifically to PFS students. The NAC examined PFS student data (41 percent of the Minnesota migratory student population) to assess the unique educational needs of PFS students and create solutions to address the needs.

The Minnesota MEP evaluation plan includes a focus on PFS student achievement to ensure that the needs of this most at-risk student population are being addressed. The Minnesota MEP examines PFS student performance in its evaluation, and uses the results to inform the process for strengthening services.

# Identification and Recruitment and Quality Control Plans

## ID&R Plan

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The Minnesota MEP articulates its ID&R plan through its ID&R manual. Local grantees are obligated to follow the requirements established in the manual for identifying and recruiting eligible migratory children and youth into the program, completing documentation accurately, maintaining high standards of quality control, and network building. The Minnesota ID&R manual reflects the statutory requirements of ESSA as well as the MEP Non-Regulatory Guidance (March 2017) and the Code of Federal Regulations (CFR) issued by OME. A copy of the manual is on file with the MDE.

## Roles and Responsibilities

The ID&R staffing structure is as follows:

- SEA MEP Director assures all program mandates and systems ensure excellence and serves as the contact with contractors related to ID&R and student databases.
- SEA MEP Specialist provides leadership, consultation, and direct technical assistance to school district personnel in addition to other MEP requirements.
- SEA MEP Specialists conduct desk and onsite monitoring reviews of summer migrant programs.
- Migrant Education Services/Program ID&R Manager develops and oversees systems for ID&R and data management at the state and federal level, serving as the primary liaison for communication with MDE staff and districts, approves all COEs and oversees the annual re-interview process, manages ID&R, and student databases (MIS2000 and MSIX) in addition to other MEP requirements.
- ID&R Assistant Manager provides training and support for statewide ID&R efforts and reviews all COEs.
- Migrant Education Services/Program Systems Specialist provides technical assistance, training and support to LEAs and services as a backup manager for MIS2000/MSIX.
- Migrant Education Services/Program Data Coordinator enters all COEs, Minnesota Automated Reporting Student System (MARSS) numbers, student health records and transcripts, etc. into MIS2000.
- ID&R Specialist recruits statewide, researches potentially eligible populations in targeted areas in the state, networks and provides support and training to local recruiters.
- Recruiters have the primary mission to locate eligible children and youth and to enroll them into the MEP with completion of required documentation.

The MEP uses a balanced ID&R approach, working with school districts as well as employers and community agencies and businesses.

## Quality Control

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The Minnesota MEP ID&R Quality Control Plan (also known as the State Quality Control Plan) provides a process to ensure that only eligible migratory children and youth are recruited for the MEP and that all eligibility decisions are supported by appropriate documentation. The plan is explained in detail in the ID&R manual.

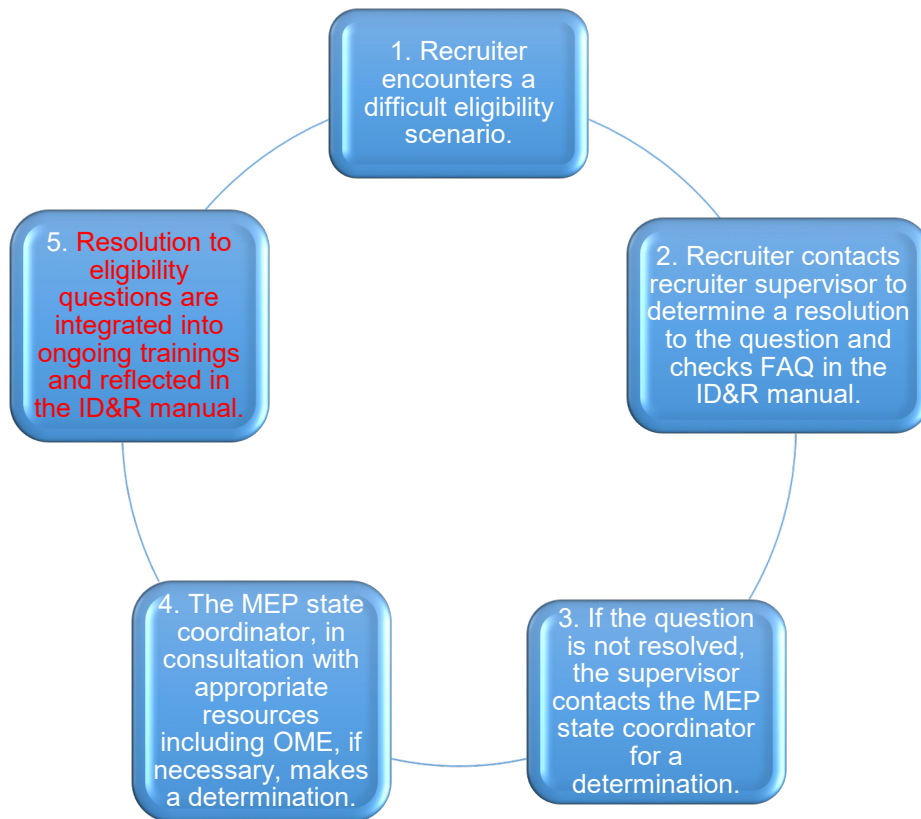
The Minnesota MEP Quality Control Goals are listed below.

- Identify and recruit all and only eligible migratory children and youth residing in Minnesota.
- Ensure that proper MEP eligibility determinations are made.
- Ensure that proper MEP eligibility determinations are supported by accurate documentation on COEs.

There are three components of the quality control plan, each of equal importance:

1. Recruiter and COE reviewer training and certification.
2. Standardized review of all COEs and eligibility determinations.
3. Verifications of representative random samples of recruited children and youth in Minnesota.

When recruiters encounter difficult eligibility decisions, the following flow chart is the procedure for resolving questions. All eligibility documentation is reviewed by state-designated reviewers prior to the provision of services.



## Parent and Family Engagement Plan

Section 1304 of ESEA, as amended, requires that both the state MEP and LOAs consult with parents of migratory children, including Parent Advisory Councils (PACs), in planning and operating programs and projects that last at least one school year. In addition, these programs and projects must be carried out, whenever possible, according to the same parent and family engagement requirements of section 1116 of ESEA. This provision requires SEAs and LOAs to involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the MEP.

The Minnesota MEP receives the highest concentration of migratory families during the summer. Summer-only projects are not required to hold formal PAC meetings throughout the year because parents are not present during the year. However, meaningful parent input on the SDP and services provided to migratory youth is a critical component. The draft of the SDP was completed in the winter of 2020 at a time when few migratory families were in the state. However, in preparation for the SDP, MDE solicited parent feedback via needs assessment surveys and through regularly scheduled local meetings in the summer 2019. In addition, MDE appointed SDP committee members who represented migratory families in order to infuse that perspective into the development of the SDP. As part of the SDP rollout process, summer programs in 2020 will introduce new strategies and solicit parent feedback regarding their implementation.

MDE will create communications regarding SDP priorities in a language and format that meets migratory parent needs. Focus groups will be held regionally to ensure geographic representation and optimal attendance; a common focus group protocol will be used at each site. If necessary, an addendum to the SDP will be added and revisions made based on parent feedback. The MEP will create and utilize a parent survey to collect input on services and will modify programming accordingly.

In addition to including parents in the administration of the MEP, the SDP strategies incorporate family engagement in the home. The goals of family engagement are to solicit feedback from parents, ask parents about the needs of their children, provide information about supporting student success in the home, and orient parents to local school systems and requirements.

Local programs are expected to provide parents with at least **two family engagement activities** during the summer to engage in activities designed to meet these overall goals. MEP staff will receive PD related to successful practices to engage families in academic content so that they can model activities for parents at meetings and during home visits. The MEP will continue to partner with other organizations and businesses through regular migrant consortium meetings to reach migratory families (i.e., Migrant and Seasonal Head Start, other state agencies, migrant-serving organizations, faith-based groups, Chambers of Commerce, employers, farmers, etc.).



# Student Records Exchange and MSIX Usage Plan

## Coordination and Student Records Exchange

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The Minnesota MEP actively develops and maintains strong interstate coordination with sending states to facilitate seamless transfer of education, health, nutrition, and social services records. The local projects submit these data elements to MDE through completion of the Summer Program Services Report (SPSR). MDE receives this data and enters it into MIS2000 within four business days. MIS2000 allows states to store data from COEs, education records, health information, as well as any additional information collected by programs (such as data needed for local and statewide evaluations). MIS2000's reporting tools allow states to run preinstalled reports, create reports, print copies of COEs, run eligible student counts, and fulfill federal reporting requirements. MIS2000 shares the information with other states through the Migrant Student Information Exchange (MSIX) system and communication directly with the home-base school district.

Minnesota has a strong working relationship with its Migrant and Seasonal Head Start counterpart to provide services to preschool-aged children through the alignment of program operating times and sharing of recruitment staff, health specialist, food and nutrition services between Migrant and Seasonal Head Start and Title I, Part C. Additionally, the Minnesota MEP has annual representation at the Texas Migrant Interstate Program (TMIP) Interstate Secondary Credit Accrual Workshop to keep abreast of changing requirements in Texas. Through TMIP, the Minnesota MEP also ensures students can fulfill graduation pathway requirements in their home state through a memorandum of understanding to proctor necessary out-of-state tests.

## The Migrant Student Information Exchange (MSIX)

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The U.S. Department of Education was mandated by Congress, in section 1308 (b) of ESEA, as amended, to assist states in developing effective methods for the electronic transfer of student records and in determining the number of migratory children in each state. Further, it must ensure the linkage of migratory student record systems across the country. In accordance with the mandate, the Department implemented the MSIX initiative whose primary mission is to ensure the appropriate enrollment, placement, and accrual of credits for migratory children.

The Minnesota MEP is fully operational in MSIX and the Minnesota migrant database system (MIS2000) interfaces with it successfully to allow the state to complete reports on interstate and intrastate student records. The Minnesota MEP is able to provide student data, as required, for the CSPR and to meet other federal and state data requirements. As a receiving state, the Minnesota MEP continues to work on interstate communication and collaboration with Texas and other sending states. Systems are in place to ensure the protection of student information in accordance with the Family Education Rights and Privacy Act (FERPA). Ongoing training is provided to Minnesota MEP staff on all of these systems.

## Implementation and Accountability in Local Programs

### Communication with Local MEPs about the SDP

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Minnesota's plan for communication about the SDP with local MEPs will occur with and through the local project coordinators. Each MEP coordinator will be trained on the new SDP, and each will have the responsibility of ensuring communication about the SDP with administrators, instructors, recruiters and clerks, other MEP staff, as well as migratory parents. Ongoing local coordination meetings and training with MEP staff will provide opportunities for communication. Further, the state MEP offers professional development for recruiters and instructional staff where training on the SDP will occur.

### Professional Development

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The Minnesota MEP provides extensive professional development to prepare teachers and tutors to adapt instruction to address the unique educational needs of migratory students, and coordinate with other states and agencies. Local and regional trainings are provided to help teachers learn strategies needed to implement the SDP, with an emphasis on math and literacy, high school graduation, completion of a high school equivalency diploma, and college and career readiness.

Some professional development topics focus on content area instruction to be delivered (e.g., use of academic language and strategies for migratory students who are English learners, reading and mathematics pedagogy, use of reading growth assessments, Texas and other district/state standards). These types of training enable MEP staff to fully understand the expectations outlined in the SDP and give them the tools to strengthen their skills to address individualized student needs; in addition, MDE can provide a consistent message across the local MEP sites and facilitate resource sharing statewide.

MEP staff also receive training on new data collection protocols and evaluation measures. For example, staff receive training so they are familiar with the FSI tool used to determine the level of implementation of each of the strategies in the SDP to ensure they have a clear understanding of MDE's expectations for implementation.

Within this framework, the Minnesota MEP and its LEAs offer and/or participate in professional development activities such as:

- the Annual Directors' Meeting at the U.S. Department of Education in Washington, DC;
- CNA and SDP committee meetings;
- evaluation planning team meetings;
- collaboration meetings with Minnesota service providers;
- ID&R meetings for recruiters and project administrators;
- interstate coordination and CIG meetings/training; and
- state/regional training addressing ID&R, migrant services, and data collection.

The Minnesota MEP ensures that MEP staff and school personnel that work with migratory children have access to local, state, and national professional development resources and opportunities. Following are examples of national resources for professional development.

- The MEP **RESULTS Website** provides information on legislation and policy, tools and curriculum, a resource library, recent updates about the MEP, information on state MEP Directors, and articles written about the MEP.
- The Interstate Migrant Education Council's (IMEC's) mission is to advocate policies that ensure the highest quality education and other needed services for migratory children. The **IMEC Website** provides a number of resources on best practices, policy and advocacy, and programs and studies.
- **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.
- **Harvest of Hope Foundation** operates to raise funds exclusively for migrant farm workers and their families to provide small grants for emergency aid, as needed.
- The **What Works Clearinghouse (WWC) Website** reports on effective educational programs, practices, and products.
- **Intercambio: Uniting Communities** is a non-profit organization whose mission is to improve immigrant lives through English education and unite communities across culture. Curriculum and materials are used throughout the state and instructors are invited to participate in webinars for instructors.
- The **Migrant Services Directory: Organizations and Resources** provides summaries and contact information for major federal programs and national organizations that serve migratory farmworkers and their families. The directory can be used as a tool for increasing coordination among programs and organizations that serve the same client population.
- **GOSOSY** (Graduation and Outcomes for Success for Out-of-School Youth) is a CIG funded from 2015-2020 by OME at the U.S. Department of Education (USDE) to build capacity in states with the growing secondary-aged migratory OSY youth population (Minnesota serves as the lead state for this CIG).
- The **Migrant Literacy NET** was created by the Migrant reading achievement: Comprehensive Online Reading Education (MiraCORE) CIG to increase migratory children's literacy skills.
- **IRRC** (Identification and Recruitment Consortium) is a CIG designed to assist states in conducting effective ID&R (Minnesota is a member state of this CIG).
- The **Preschool Initiative CIG** is designed to support states in identifying and serving preschool-age migratory children.
- The National Association of State Directors of Migrant Education (**NASDME**) offers its annual National Migrant Education Conference held in the spring. Minnesota typically sends staff to this event to learn strategies in curriculum and instruction, parent involvement, assessment, ID&R, and program administration.
- The National Center for Families Learning (**NCFL**) offers information and materials on migratory family literacy.
- The **National Center for Farmworker Health** 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.

- The U.S. Department of Education’s Office of English Language Acquisition ([OELA](#)) provides a Summit for ELs with a strand and sessions for migrant education.
- [Colorín Colorado](#) is a bilingual site for families and educators of ELs.
- The High School Equivalency Program ([HEP](#)) is aimed at migratory students aged 16 or above (or who are OSY) to obtain a high school diploma or equivalent, gain employment, or enroll in postsecondary institutions or training.
- The College Assistance Migrant Program ([CAMP](#)) assists students who are migratory or seasonal farmworkers (or children of such workers) enrolled in their first year of undergraduate studies at an institution of higher education (IHE). The funding supports completion of the first year of studies.
- The [Handbook for Educators Working with Children of Mexican Origin](#) provides support to educators working with children of Mexican origin.

Examples of **state and regional PD resources** that Minnesota shares among local projects follow.

- The [MDE Website](#) provides information about the Minnesota migrant education program with resources for stakeholders.
- The [MDE MEP webpage](#) provides information and resources for MEP staff and others wanting to learn about the Minnesota MEP.
- The [Minnesota English Learner Education \(MELEd\) Conference](#) brings over 1,000 teachers, administrators, coordinators, teacher educators, paraprofessionals, students, advocates, and researchers in the field of English language teaching together for three days of professional development. There are over 100 concurrent sessions over two days, keynote speakers, exhibitors, and networking opportunities that include migrant educators.
- [MMERC](#) is a lending library whose mission is to assist school districts in its partner states in meeting the needs of migratory children.
- The [TVOC](#) provides resources for identifying and recruiting eligible migratory students.

## Technical Assistance

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MDE provides technical assistance and resources to ensure effective administration of migrant education programs which adhere to state and federal requirements. Objectives of technical assistance include the following.

- Ensure that all eligible migratory students are accurately identified and served.
- Provide guidance and support to meet state and federal program requirements.
- Ensure access to federal funding and that funds are maximized to provide equitable education for migratory students.
- Maintain intrastate and interstate collaboration to promote academic success.

Ongoing technical assistance is provided by MDE 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

projects, or c) support of new and ongoing initiatives that are undertaken statewide to improve the MEP (such as the rollout of new strategies in the SDP).

In addition to technical assistance provided by MDE staff, the state MEP sponsors activities to encourage collaboration and sharing among local migrant programs. Some examples include the following:

- Summer kick-off training prior to summer programming, and summer debriefing upon completion of the summer program.
- Content-specific workshops and training geared toward particular staff positions during the year (e.g., annual ID&R training, workshops at the MELEd Conference).
- Onsite program visits to review instructional program implementation, recruiting procedures, student placement, recordkeeping through MIS2000, program evaluation practices, and using MSIX.
- Onsite professional development and technical assistance for summer program staff.
- Response to individual requests for assistance by phone or email throughout the year.
- Resources provided at trainings or onsite technical assistance visits.
- Support for local project staff to attend appropriate conferences for interstate coordination (e.g., National Migrant Education Conference, ID&R Forum, TMIP Secondary Credit Accrual Conference, Association for Migrant Educators of Texas [AMET] Conference).
- Summer weekly conference calls with MEP coordinators, including guest speakers on areas of immediate need.

## State Monitoring Process and Timelines

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Regular monitoring of local projects is conducted by designated staff at MDE. Monitoring is designed to determine whether the funded program is in compliance with federal ESEA Title I-Part C requirements. Each year, LEAs submit applications for migrant program approval and Title I-Part C funding. The monitoring process is initiated with a desk review of the local projects' annual application for funding, including the review of both programmatic and fiscal information. This process of application review continues each year to ensure accountability and compliance.

Each reporting period, one to two projects are selected for onsite review. Selection is based on the need to meet regulatory cycles and through a risk-based selection process that includes information submitted through a desk review and/or lack of a recent onsite review; size of allocation; request or formal complaint; data from the previous year's program evaluation; high percentage of funds unused in previous years; and the need to address other potential problems.

Programs are notified of an upcoming review by letter at least six weeks prior to the review and by phone and email to arrange a mutually acceptable time and date. To be prepared for review, LEAs are expected to review the monitoring protocol document, which includes a description of the format of the review, a checklist and tips for the coordinator, a self-assessment report (with sample evidence and relevant authority listed) for program staff to complete as a program team, and a sample review schedule. The self-assessment report is aligned with five critical elements discussed below, giving the project an opportunity to self-reflect on its areas of compliance and non-compliance prior to the review. The Monitoring Protocol document and Desktop Monitoring Tool are on file with MDE.

Onsite monitoring of selected MEPs is conducted each year using a tool that examines compliance with five key areas (critical elements) in accordance with ESEA:

1. Program Coordination [sections 1304(b)(c) and 1308(b)(3) of Title I, Part C, 34 CFR Part 200.81-200.89];
2. Program Implementation [sections 1301 (1-5), 1304(b)(c)(d) and 1306(a) of Title I Part C, 1112(c)(6) and 1119 of Title I Part A, 2 CFR Part 3474, 34 CFR Part 76];
3. Parent and Family Engagement [section 1116 and 1118 of Title I, Part A and sections 1304(b)(c) and 1306(a)(1)(B)(ii) of Title I, Part C, 2 CFR Part 3474, 34 CFR Part 76];
4. ID&R [sections 1304(b)(c)(d)(e) and 1306(a) of Title I, Part C, 2 CFR Part 3474, 34 CFR Part 76]; and
5. Fiscal Monitoring [sections 1304(b)(c)(d) and 1306(a)(b) of Title I, Part C, 2 CFR Part 3474, 34 CFR Part 76].

When monitoring reviews are completed, a report of findings is sent to the LEA, and the state provides technical assistance to help the MEP determine how to resolve any findings. All findings must be resolved as a condition of awarding funds in a new funding cycle. LEAs not receiving an onsite review are selected for a limited desk review of one aspect of the critical elements of the onsite review. LEAs selected for desk review are asked to submit evidence to support alignment with the grant application and alignment with the SDP. MEP coordinators must respond with corrective action plans to any findings out of compliance.

## Summary and Next Steps

Minnesota began the process of a CNA in 2018 and used the results of that CNA as the basis for this SDP. The systematic service delivery planning process used by the Minnesota MEP involved many migrant educators, administrators, and staff representing parents and community members who are knowledgeable about migratory students, programs, and services.

The Minnesota MEP will prepare for full implementation of the new SDP during the summer of 2020 and continue throughout the 2020-21 reporting period by implementing the following activities:

- Reviewing/revising all data collection and evaluation tools to ensure they are in alignment with the evaluation plan described in the SDP, including creating the FSI for determining the level of implementation of the strategies at the local level.
- Conducting a full evaluation of the implementation of the new SDP in summer 2020.
- Reviewing the MEP sub-allocation program application and revising it to align with the new MPOs, strategies, logic model, and project plans to ensure that the revised application is ready for distribution when needed.
- Reviewing existing structures for professional development for MEP staff as well as for parents and others who work with migratory students to ensure that professional development activities include general and specific information about the new SDP as well as content to carry out the activities of the SDP.
- Revising the SDP on an annual basis based on changing migratory student needs; evaluation results; changes to program activities and/or resources; changes to fiscal resources; or as new statutory requirements, regulations, or non-regulatory guidance become available from OME.

As specified in the guidance found in the MEP CNA Toolkit, the Minnesota MEP will revisit its CNA in 2-3 years (or more frequently if there are substantial changes in migratory student demographics or in program services) to update the data and solution strategies as needed and subsequently update the SDP as part of the Continuous Improvement Cycle.

## Appendix A: SDP Meeting Agendas

### Service Delivery Plan Update Meeting 1

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**Roseville, MN**

**August 7, 2019**

8:30 – 8:45	Welcome, introductions, meeting objectives, materials/agenda review
8:45 – 9:15	Review major concerns, supporting data, and solutions from the Comprehensive Needs Assessment meetings
9:15 – 9:30	Service Delivery Plan (SDP) requirements and suggestions from the Office of Migrant Education (OME) Toolkit
9:30 – 10:00	<u>Activity 1</u> : Start with the end in mind. Where does the MN MEP go from here?
10:15 – 10:30	Break
10:30 – 11:15	<u>Activity 2</u> : Based on concerns and solutions identified in the CNA, and previous strategies, complete strategies on the new alignment chart.
11:15 – 11:45	<u>Activity 3</u> : Review strategies from all groups and make recommendations
11:45 – 1:00	Lunch on your own
1:00 – 1:30	Measurable Program Outcomes (MPOs): What is the purpose? How are they written? Review existing MPOs.
1:30 – 2:30	<u>Activity 4</u> : Review previous MPOs and complete the MPOs column on the new alignment chart.
2:30 – 2:45	Break
2:45 – 3:15	<u>Activity 5</u> : Review MPOs from all groups and make recommendations
3:15 – 3:45	<u>Activity 6</u> : Services discussion: create a list of instructional and support services
3:45 – 4:00	Wrap-up, follow-up, next steps, and timelines

### Meeting Objectives

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



## Service Delivery Plan Update Meeting 2

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### Minneapolis, MN November 13, 2019

8:30 – 8:45	Welcome, introductions, meeting objectives, materials/agenda review
8:45 – 9:00	Overview of SDP requirements and table of contents for the SDP.
9:00 – 9:45	<u>Activity 1</u> : Whole group review of MPOs and strategies. In goal area groups, revise and report back to the whole group.
9:45 – 10:45	<u>Activity 2</u> : In goal area groups, determine resources, technical assistance, and professional development needed to implement the MPOs and strategies.
10:45 – 11:00	Break
11:00 – 12:00	<u>Activity 3</u> : Developing a logic model
12:00 – 1:15	Lunch
1:15 – 1:45	<u>Activity 4</u> : Whole group review of logic model
1:45 – 2:45	<u>Activity 5</u> : <b>Discuss/make recommendations</b> about SDP components: <ul style="list-style-type: none"><li>• Making PFS determinations</li><li>• Professional development resources</li><li>• Parent involvement plan</li><li>• Identification and recruitment plan</li><li>• Monitoring process</li></ul>
2:45 – 3:15	<u>Activity 6</u> : Determine implementation and results evaluation questions for each strategy and MPO using the alignment chart
3:15 – 3:30	Break
3:30 – 5:30	Coordinator’s Meeting for planning summer 2020 services

### Meeting Objectives

- 1) Review and revise strategies and MPOs.
- 2) Identify resources needed to implement the strategies.
- 3) Develop a logic model for the continuous improvement cycle.
- 4) Discuss next steps in developing the SDP report and aligning MEP systems.