

Service Delivery Plan UPDATE



**Illinois State Board of Education
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Updated April 2011

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Glossary

CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
ECA	Early Childhood Assessment
ECE	Early Childhood Education
EL	English Learner (same as ELL)
ELL	English Language Learner (same as EL)
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
GPA	Grade Point Average
HS	High School
ID&R	Identification and Recruitment
IL	Illinois
IMC	Illinois Migrant Council
IMERP	Illinois Migrant Education Resource Project
ISAT	Illinois Standards Achievement Test
ISBE	Illinois State Board of Education
LEA	Local Education Agency
LOA	Local Operating Agency
Math MASTERS	Math-focused Migrant Education Consortium Incentive Grant
MEP	Migrant Education Program
MPO	Measurable Program Outcomes
NAC	Needs Assessment Committee
OME	Office of Migrant Education
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PASS	Portable Assisted Study Sequence
PD	Professional Development
PFS	Priority for Service
PK	Pre-Kindergarten
PSAE	Prairie State Achievement Examination
RIF	Reading Is Fundamental
SDP	Service Delivery Plan
SEA	State Education Agency
SOSY	Solutions for Out-of-School Youth Consortium Incentive Grant
TA	Technical Assistance

Service Delivery Plan Illinois Migrant Education Program

1 INTRODUCTION

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

Legislative mandate

Section 1306(a)(1) of Title I, Part C of the No Child Left Behind Act of 2001 requires State Education Agencies (SEAs) and their local operating agencies to identify and address the special educational needs of migrant children in accordance with a comprehensive plan that:

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

Section 200.83(b) of the regulations requires Illinois and other States to develop their comprehensive State Service Delivery Plan (SDP) in consultation with the State migrant education parent advisory council or, for SEAs that do not operate programs of one school year in duration (and are thus, not required to have such a council), with the parents of migrant children in a format and language that the parents understand.

There are a number of components that are required by statute to be included in a State comprehensive SDP. These are:

1. *Performance Targets.* The plan must specify the performance targets that the State has adopted for all migrant children for: reading; mathematics; high school graduation/the number of school dropouts; school readiness (if adopted by the SEA); and any other performance target that the State has identified for migrant children. (34 CFR 200.83(a)(1).)
2. *Needs Assessment.* The plan must include identification and an assessment of: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle; and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(2).)
3. *Measurable Program Outcomes.* The plan must include the measurable outcomes that the Migrant Education Program (MEP) will produce statewide through specific educational or educationally-related services. (Section 1306(a)(1)(D) of the statute.) Measurable outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the comprehensive needs assessment. The measurable outcomes should also help achieve the State's performance targets.
4. *Service Delivery.* The plan must describe the SEA's strategies for achieving the performance targets and measurable objectives described above. The State's service delivery strategy must address: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle, and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(3).)
5. *Evaluation.* The plan must describe how the State will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes. (34 CFR 200.83(a)(4).)

As a result of shifting demographics of the Illinois migrant student population, the length of time that has occurred since the previous CNA was conducted and the SDP was developed, and changes to guidance and best practices, Illinois updated its CNA in March 2010 and subsequently has updated the SDP with the information that is contained in this report.

The Illinois MEP SDP resulted from a systematic process that involved a broad-based representation of stakeholders whose expertise lent itself to development of the strategies contained in this report. For continuity, many members of the CNA Update Committee also served on the SDP Update Committee that met on October 7, 2010 and December 2, 2010. Including this brief introduction, the report contains six sections:

- **Section 1 – Introduction** provides an overview and background to the SDP update process.
- **Section 2 – Needs Identified Through the Statewide CNA** outlines the process that was used to explore data on migrant students, data analysis, and how needs were considered in identifying the service areas

- **Section 3 – Performance Goals/Targets, MPOs, and State Service Delivery Strategies** specifies the Illinois designations for Priority for Service (PFS) and spells out how performance targets/goals meet the identified needs and priorities set by the State
- **Section 4 – Monitoring, Technical Assistance, Professional Development, and Parent Involvement** clarifies the role of the State, its sub-grantees, and outside experts in delivering these necessary components.
- **Section 5 – Evaluation Plan** contains the State plan for evaluating the implementation of the SDP based on Illinois’ performance targets and measurable program outcomes. Systems for data collection and reporting are specified along with the how Illinois will use the evaluation results for making mid-course corrections and improvement.
- **Section 6 – Summary and Next Steps** offers evidence-based conclusions and next steps for applying the results of the SDP to planning services for Illinois migrant students.
- **Section 7 – Appendix** contains the Strategic Planning Chart Containing updated CNA and SDP Decisions for the Illinois MEP.

For understanding the context of the services delivered to migrant students in Illinois, the reader will note that the Illinois MEP has developed a separate comprehensive plan for administering, supporting, and evaluating its statewide identification and recruitment (ID&R) component. Under a contract with the Illinois State Board of Education, the Illinois Migrant Council (IMC) provides training, technical assistance, policy implementation, quality control supervision, and program evaluation through its Illinois Migrant Education Resource Project (IMERP) in support of the State MEP’s ID&R component.

While not included in this SDP update, the Illinois identification and recruitment (ID&R) plan is of importance in understanding how services are delivered in Illinois. This plan is updated annually to respond to emerging recruiting resource needs and population shifts. The plan is distributed to all recruiters and local MEPs as part of the Illinois MEP Identification and Recruitment Manual.

2 NEEDS IDENTIFIED THROUGH THE STATEWIDE COMPREHENSIVE NEEDS ASSESSMENT (CNA)

[Statewide CNA update process](#)

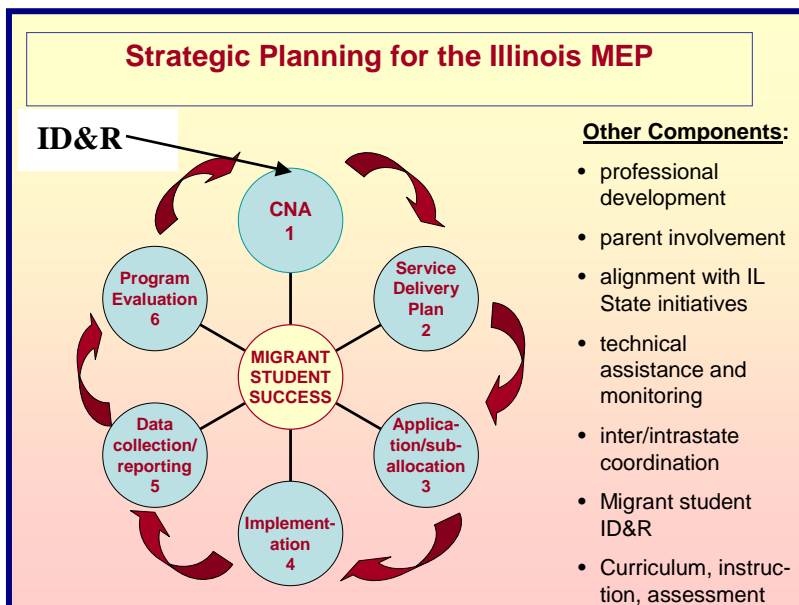
Beginning in 2002, Illinois began collecting and reviewing needs assessment data and used a “gap model” suggested by the Office of Migrant Education to move through three phases and explore differences between the present knowledge of student needs and the desired state or “what should be”. This process culminated in a CNA report (March 2007) which provides details of Illinois’ strategic planning. This document is on file at the Illinois State Board of Education (ISBE), Division of English Language Learning.

Needs assessment data collection concentrated on several key activities which involved determining the target group of migrant students designated as being “Priority for Services.” To determine the scope of the needs and the target group, parent focus groups were conducted, a secondary and out-of-school youth profile/assessment was completed, parents were surveyed, high school counselors were consulted on migrant secondary student credit accrual, migrant student demographic and achievement data generated by the New Generation System database were analyzed, and assessment results for migrant/non-migrant students were obtained from the State website.

The process for conducting the CNA in Illinois is shown embedded within the overall system for comprehensive needs assessment, service delivery planning, and using the results for improvement (see exhibit to the right). This graphic illustrates the various interrelated components that help to ensure accountability within the planning process.

The Needs Assessment Committee (NAC) was

composed of individuals representing migrant parents and the community; local administrators from across the State with high concentrations of migrant students; ISBE; institutions of higher education; migrant health care programs; and individuals with expertise in reading, mathematics, secondary migrant student graduation, professional development, identification and recruitment, early childhood education and family literacy, curriculum and instruction, and the use of technology to deliver instruction. Phone conferences and meetings of the CNA Update Committee were held throughout 2010. Smaller workgroups collected data, conducted focus groups, and summarized results.



Aligning CNA Results with State Systems and Resources

The Illinois State Board of Education has initiatives in place to align MEP services to the CNA results. The main service delivery areas identified during the CNA process are reading, mathematics, high school graduation/out-of-school youth, and school readiness. Illinois' MEP services are delivered to highly mobile students through migrant programs primarily operated during the summer; therefore, State MEP resources are utilized to coordinate with sending and receiving States and agencies that also serve Illinois' migrant students. Other services include supplemental instruction during the summer and regular year, parent involvement, and professional development to ensure that migrant students' educational and support service needs are being met.

There are a number of State systems and resources available that the Illinois MEP has considered in the alignment of the Comprehensive Needs Assessment results and the development of its MEP Service Delivery Plan. Listed below are examples of key State systems, resources, and initiatives within Illinois.

- The State NCLB-mandated reading/language and mathematics standards and assessments described on the State website at: www.isbe.state.il.us
- ISBE State Title I-A (Basic Program), Title I-B (Even Start Program and Migrant Even Start); Title I-D (Homeless Program); Title II-D, Title III, Title V
- State Transitional Bilingual Education Program
- Illinois institutions of higher education offering professional development partnerships to support ISBE
- The 21-state MEP consortium, Solutions for Out-of-School Youth
- The 9-state mathematics consortium, Math MASTERS
- 12 local and regional agencies operating MEP instructional projects; 2 Regional Offices of Education operating MEP recruitment and outreach projects
- Network of 55 Regional Offices of Education to improve the effectiveness of schools increasing the opportunity for all students to achieve at a higher level
- Illinois Annual Statewide Migrant Education Program Workshop, Illinois Annual Statewide Conference for Teachers Serving Linguistically and Culturally Diverse Students; Illinois Annual Statewide NCLB Conference
- Annual Illinois Statewide Summit for Bilingual Parents
- Annual Illinois Statewide Migrant Parent Workshop
- Illinois State Board of Education Division of English Language Learning (Chicago);
- Illinois Migrant Education Resource Project (IMERP) of the Illinois Migrant Council
- Illinois Migrant and Seasonal Head Start Program (through the IL Dept. of Human Services)
- Illinois Department of Commerce and Economic Opportunity's *Eliminate the Digital Divide Program* (through the Illinois Migrant Council Technology Learning Center)
- The Illinois Resource Center at: www.thecenterweb.org/irc/
- Child Nutrition Programs including the National School Lunch and School Breakfast Programs
- Community Health Partnership of Illinois: Migrant primary and oral health care network
- Reading Is Fundamental (RIF) through IMERP
- Illinois Arts Council through IMERP
- The Illinois State Parent Information Resource Center (PIRC), one of the Federal PIRC centers, located in Chicago

3 PERFORMANCE GOALS/TARGETS, MEASURABLE PROGRAM OUTCOMES (MPOS), AND STATE SERVICE DELIVERY STRATEGIES

Priority for Services

Based on data gathered for eligible migrant students, Illinois determines which migrant students receive priority for services (PFS). Every local MEP program in the State is required to maintain a current list of eligible migrant students as well as a listing of students who meet PFS criteria. In accordance NCLB, Section 1304(d), migrant education programs in Illinois must give **Priority for Service** to migrant children who are failing, or most at risk of failing, to meet the State's content and performance standards (Illinois Learning Standards based on the Common Core); *and* whose education has been interrupted during the regular school year. Key factors considered by the Illinois MEP include:

- Failed to meet standards on State reading and/or math assessments (including students enrolled during the test window who were absent, exempt, not tested, or not scored);
- Limited English proficient;
- Over-age for grade;
- Retained in grade;
- Failed one or more core high school courses;
- Out-of-school youth; and
- Special education student.

The use of reading and/or mathematics assessment results refers to the Illinois state assessments (Illinois Standards Achievement Test and Prairie State Achievement Examination), that of another State, a norm-referenced test, or a criterion-referenced test such as the curriculum-embedded assessments utilized by the Math MASTERS Consortium. State assessment results from other States must be verified through school records or through data entered into that State's migrant student record database system.

Key factors considered to determine interruption of education during the regular school year include: a) the interruption has to occur within the preceding 12 months. Moves occurring during the summer are not considered an interruption of services; and b) the interruption has to relate to the migrant lifestyle.

The PFS criteria have to occur during the current school year or previous school year. If a student is identified as a PFS student during the current regular school year and moves into/from another school district during the same regular school year, the student is still considered as PFS and continues receiving extra educational services as appropriate and available. A student once identified as PFS for the current school year possibly could be identified as PFS for the following regular school year if the interruption in service happened in the past 12 months and the criteria indicating that the student is at risk of failing are also met. Thus, a student could be served for two regular school years in a row.

[How performance targets/goals meet needs and priorities](#)

The performance targets for migrant students in Illinois are the same as those for all students in the State. They were established by ISBE as part of its Consolidated State Plan. As such, migrant students are part of the “all students” designations.

Reading/Literacy – By 2014, 100% of elementary and middle school migrant students will meet target reading scores on the State assessment given a 92% attendance rate and a 95% student participation rate for students taking the State reading assessment.

Mathematics – By 2014, 100% of elementary and middle school migrant students will meet target mathematics scores on the State assessment given a 92% attendance rate and a 95% student participation for students taking the State mathematics assessment.

School Readiness – By 2014, 100% of migrant students will meet target benchmarks for 3-4 year olds on the Illinois Early Learning Standards in language arts, math, science, social studies, physical development and health, fine arts, and social/emotional development

High School Graduation and Services to Secondary-Aged Youth – By 2014, 85% of high school-aged migrant students served in Illinois will graduate from high school.

While these statewide **performance targets** represent the expectations that are held constant for all students in Illinois, the MEP is a supplementary program designed to address the unique educational needs resulting from migrant students’ educational disruption, lack of continuity of instruction, and other factors related to migrancy and mobility. Many migrant children do not reside in Illinois during the winter months; thus, the MEP MPOs that follow reflect the fact that most MEP-funded programs serve migrant students during the summer only.

The MEP performance targets, and the MPOs on which they are based, are aligned with the needs identified in the Illinois CNA update.

[MPOs in reading/literacy, mathematics, school readiness, graduation/services to secondary-aged youth](#)

This Service Delivery Plan is necessary to help the State MEP develop and articulate a clear vision of the **needs** of migrant children on a statewide basis, the MEP **measurable program outcomes** and how they help achieve the State’s **performance goals/targets**, the **strategies/services** the MEP will provide on a statewide basis, the **resources** needed, and how to **evaluate** whether and to what degree the program is effective.

This section of the report outlines how Illinois’ MPOs will produce statewide results through specific educational or educationally-related services. The MPOs will allow the MEP to determine whether, and to what degree, the program has met the unique educational needs of migrant children and youth as identified through the CNA. The measurable outcomes also reflect how the MEP will help achieve the State’s performance targets.

READING/LITERACY	Strategies	Resources Needed
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Measurable Program Outcome		
1a 75% of students participating in a summer program for at least 3 weeks who are identified as <i>Emerging Readers</i> on the <u>Concepts About Print</u> will demonstrate a gain of at least four points.	1-1 Establish and support professional development on the delivery of high quality reading instruction	Release time for teachers and aides to work on collaborative processes; classes offered by IHEs; restructure school time to allow release time for teachers
1b 75% of students participating in a summer program for at least 3 weeks who are identified as <i>Beginning Readers</i> through <i>5th Grade Readers</i> on the <u>Rigby</u> will demonstrate a gain of at least one level.	1-2 Employ and train an individual with literacy coach responsibilities at each site to help teachers implement effective instructional and assessment strategies	New hire or expand the role of existing staff to lead professional learning teams (i.e., reading improvement teachers)
1c 75% of students participating in a summer program for at least 3 weeks who are identified as <i>Readers</i> in grades 6-8 assessed with the <u>Fluency Snapshot</u> will demonstrate a gain of at least five words per minute.	1-3 Participate in spring training and a summer conference for teachers, paraprofessionals, administrators, and literacy coaches to learn instruction and assessment strategies	The training already is in place, but will need resources for specific PD sessions
1d 85% of migrant instructional teachers and aides, administrators, and instructional coaches will report on a <u>PD survey</u> that MEP-sponsored PD in reading has helped them to more effectively support high quality reading instruction.	1-4 Implement a Balanced Literacy initiative with emphasis on teaching reading strategies	New hire or expand the role of existing staff to lead professional learning teams (i.e., reading improvement teachers)
1e 90% of migrant parents surveyed will report growth in their ability to support their child's reading success.	1-5 Support a structure for the delivery of reading instruction and tools for observation of instructional staff, program monitoring, and technical assistance	Expand local level administrative role (or this could be the literacy coach person or peer)
1f The reading achievement gap between migrant students attending school in an Illinois school district with a migrant program and all students in the same districts on the IL State reading assessment will be reduced by at least 1%.	1-6 Implement at least 2 parent workshops (i.e., 2 for a regular year or summer programs, 1 for a 3 week summer program), that include information on how parents can support their children's learning in reading, vocabulary, comprehension, study skills, and/or the linkage between reading and math	Add this responsibility to the role of the parent liaison to work in collaboration with instructional staff
	1-7 Strengthen the linkage between reading and math curricula/instructional strategies	New hire or expand existing staff roles to lead professional learning teams (i.e., reading improvement teachers, literacy coach)
	1-8 Provide alternative delivery systems focusing on reading/literacy for students who cannot attend site-based programs (i.e., OSY; students who reside in a location where no migrant program exists)	Regional Offices of Education (ROEs) to provide TA and/or direct services; ID&R lead to identify unserved students; letter from ROEs to area superintendents; LOA project(s) positioned to mobilize quickly to address new populations
	1-9 Use appropriate assessment tools to document growth in reading	Information/guidance that is clearly presented on the selection/use of appropriate assessments
	1-10 Develop a process for analyzing reading data to drive instruction	Professional learning teams, need PD on the process
	1-11 Use developmentally-appropriate practices in reading for the delivery of curriculum content	New hire or expand the role of existing staff to lead professional learning teams (i.e., reading improvement teachers)
	1-12 Send home reading materials and	Parent liaison; teachers; A-Z

	manipulatives to reinforce reading instruction in school	printable books
	1-13 Provide tutoring in reading (e.g., in-school, before- and after-school, one-on-one, small group, large group)	Volunteers; mentoring; teachers; and someone to coordinate activities, especially for cross-age peer tutors such as Big Brother/Big Sister; and other after school programs
	1-14 Implement differentiated instruction in reading based on the English proficiency level of migrant students who are ELLs	Identify ELLs; professional development for teachers; materials for ELL readers
	1-15 Network with local agencies to support the health and well being of migrant students	Maintain and extend; in targeted areas, seek to present at regional superintendent meetings to share information about migrant students and how to meet student needs and resources; work with Community Health Partnership of Illinois

MATHEMATICS	Strategies	Resources Needed
Measurable Program Outcome		
2a 80% of the students who attend migrant summer school for at least 3 weeks will show improvement in math assessments for their grade level.	2-1 Establish and support professional development to support the delivery high quality mathematics instruction	Release time for teachers and aides to work on collaborative processes; classes offered by IHEs; restructure school work time to allow release time for teachers
2b 85% of migrant instructional teachers and aides, administrators, and instructional coaches will report on a PD survey that MEP-sponsored PD in math has helped them to more effectively support high quality mathematics instruction.	2-2 Participate in spring training and a summer conference for teachers, paraprofessionals, administrators, and coaches emphasizing summer math curriculum, instruction, and assessment	Extra days for math consultants to do training
	2-3 Support a structure for the delivery of math instruction and tools for observation of instructional staff, program monitoring, and technical assistance	Expand local level administrative role (or this could be the math coach or a peer)
2c The math achievement gap between migrant students attending school in an Illinois school district with a migrant program and all students in the same districts on the IL State math assessment will be reduced by at least 1%.	2-4 Implement at least 2 parent workshops (i.e., 2 for a regular year or summer program, 1 for a 3 week summer program), that include information on curriculum in math, problem solving, study skills and/or the linkage between reading and math	Add this responsibility to the role of the parent liaison to work in collaboration with instructional staff.
	2-5 Strengthen the linkage between mathematics and reading curricula/instructional strategies	New hire or expand the role of existing staff to lead professional learning teams (i.e., math improvement teachers)
2d 90% of migrant parents surveyed will report growth in their ability to support their child's learning in mathematics.	2-6 Provide alternative delivery systems focusing on mathematics for students who cannot attend site-based programs (e.g., OSY or students who do not reside in an MEP project area)	Regional Offices of Education (ROE) to provide TA and/or direct services; ID&R lead to identify unserved students; letter from ROE to area superintendents; LOA project(s) positioned to mobilize quickly to address new populations
	2-7 Develop a process for analyzing math data to drive instruction	Professional learning teams; PD sessions
	2-8 Use developmentally-appropriate	New hire or expand the role of

	practices in math to deliver curriculum content	existing staff to lead professional learning teams (i.e., mathematics improvement teachers)
	2-9 Send home mathematics materials and manipulatives to reinforce mathematics instruction in school	Parent liaison; teachers; A-Z printable books with a math focus
	2-10 Implement a best practice problem solving mathematics curriculum that includes oral and written language and hands-on learning (i.e., Math MASTERS)	IRC, ROEs, IMC, PD on differentiated instruction in mathematics
	2-11 Provide tutoring in mathematics (i.e., in-school, before- and after-school, one-on-one, small group, large group)	Volunteers; mentoring; teachers; and someone to coordinate activities, especially for cross-age peer tutors such as Big Brother/Big Sister; Teen REACH and other after school programs
	2-12 Implement differentiated instruction in mathematics based on the English proficiency level of migrant students who are ELLs	SEA may need to focus on this in the future
	2-13 Network with local agencies to support the health and well being of migrant students	Maintain and extend; in targeted areas, seek to get on regional superintendent meeting agendas to share info. about migrant students and how to meet student needs and resources; CHP

SCHOOL READINESS Measurable Program Outcome	Strategies	Resources Needed
<p>3a 80% of all preschool migrant students participating for at least 3 weeks in summer school programs will show gains in <u>language/literacy</u> as measured by an appropriate language/literacy assessment</p> <p>3b 80% of all preschool migrant students participating for at least 3 weeks in summer school programs will show statistically significant gains in <u>mathematics</u> as measured by an appropriate mathematics assessment</p> <p>3c 85% of migrant ECE teachers and aides, administrators, and instructional coaches will report on a PD survey that MEP-sponsored PD has helped them to more effectively support young children's learning.</p> <p>3d 90% of migrant parents surveyed</p>	3-1 Provide language development opportunities (both children-to-children and adult-to-children)	Appropriate curricular materials stressing major academic areas; art/creative play; print-rich learning environments providing integrated developmentally appropriate learning centers with manipulatives; teacher/child ratios that allow for meaningful instruction; experienced classroom aides; home-based instruction; coordination with other ECE programs/services
	3-2 Provide math development opportunities (both children-to-children and adult-to-children)	Additional funding for each ECE classroom for purchase of materials
	3-3 Provide parent development on knowledge of how children learn	Early childhood-specific pre-services and inservices; STARNET online lending library and workshops; IL MEES; IL Childcare Connection resource and referral workshops/lending library; INCCRA (Heads Up Reading); LEA ECE programs which can be used or adapted to migrant families; IHES; IRC; Statewide Parent Workshop
	3-4 Implement at least 2 parent	Formatted PD aligned w/curriculum

will report growth in their ability to support their young child's learning at home.	workshops (i.e., two for a regular year or summer program, 1 for a 3-week summer program with exploration of learning materials for PK children, as appropriate)	strategies used in classrooms w/emphasis on what to do in the home; kindergarten preparation; info on health and dental requirements for school; kits w/basic materials
	3-5 Participate in staff training and TA in emergent literacy (reading/writing), curriculum, assessment, instructional materials and strategies in developmentally-appropriate practices	SEA to identify information on appropriate assessment instruments for measuring language/literacy and mathematics proficiency in young children and disseminate information to MEP sites (e.g., Big Math for Little Kids, PPVT IV, PALS, skills checklists)
	3-6 Network with local agencies to support the health, education, and well being of young migrant students	Emphasis on making sure that migrant children meet the requirements of health and dental screenings allowing them to enroll and stay in school; information on relevant health and community services topics for recruiters and parent liaisons to give to parents.
	3-7 Facilitate the transition from summer programs to kindergarten	Transition kits with materials/activities for parents to use with children; school supplies; a designated lead/contact person to facilitate the process; screening info and/or open house info; required physical/dental exams
	3-8 Integrate parent education with early childhood learning activities	STARNET online lending library and workshops; IL MEES; IL Childcare Connection resource and referral workshops/lending library; INCCRA (Heads Up Reading); LEA ECE programs which can be used or adapted to migrant families; IHES; IRC; Statewide Parent Workshop

* Note: School readiness performance targets are not included in Illinois' NCLB AYP factors. Therefore, the School Readiness performance target is suggested based on the early learning standards for all 3-4 year old students in the State. As a supplemental educational program, the MEP focuses on language arts and math benchmarks.

H.S. GRADUATION/SVCS TO SECONDARY-AGED YOUTH Measurable Program Outcome	Strategies	Resources Needed
4a The percentage of high school migrant students enrolled in summer migrant credit-bearing programs who successfully complete course(s) required for high school graduation will increase by at least 1%.	4-1 Provide alternative learning opportunities for migrant youth for whom H.S. enrollment is difficult (i.e, students who reside in areas that do not operate an MEP, students who work full time, or students for whom time is insufficient to earn credits)	LEA migrant director in coordination w/liaison and students working together with parents, ROEs, guidance counselor, community colleges, etc.; expenses to take tests paid by local MEP; outreach and follow-up through ID&R (workplaces, discussions with CHP, faith-based institutions, community organizations); develop and deliver alternative programming options for migrant youth (i.e., ESL, share community resources) including mini lessons designed
4b The percentage of IL migrant students who graduate from high school in districts with migrant programs will increase by at least 1%.	4-2 Coordinate with public and private agencies to provide opportunities for educational growth and support services to secondary-aged youth including OSY	
4c 85% of migrant secondary teachers and aides, administrators, and instructional coaches working		

<p>with secondary-aged students will report on a PD survey that MEP-sponsored PD has helped them to more effectively provide services to HS-aged students</p> <p>4d The percentage of identified OSY who participate in instructional services will increase by 5%</p> <p>4e The percentage of students (both those attending a home-based program and those in a center-based program for at least 3 weeks) who make progress toward their instructional/learning goals will increase by 5%</p> <p>4f 90% of migrant parents surveyed will report growth in the ability to support their secondary-aged child's pursuit of learning and post-secondary objectives</p>		for OSY
	4-3 Provide opportunities to earn H.S. credit aligned with students' graduation plans	Partnerships with IHEs,
	4-4 Provide parent education regarding H.S. graduation, G.E.D. and post secondary opportunities	Parent coordinator and recruiter to work in collaboration with instructional staff
	4-5 Offer outreach activities to secondary migrant youth and their families	Staffing, materials, resource lists
	4-6 Raise student awareness about local community and college/university outreach programs through visits to IHEs, peer mentoring, job shadowing, dual credit classes, and other strategies	IL Department of Employment Security, , distance learning, after school tutoring, private learning centers ; parent liaison and school counselor; job shadowing programs, partnerships with IHEs. Hold a "leadership" day for migrant secondary-aged youth during the summer on a college campus and facilitate participation of youth
	4-7 Establish a collaboration among the school guidance counselor, MEP staff, and the migrant student to develop and monitor a graduation plan that is revisited at least annually to provide support and ensure that students participating during the regular school year are on track for graduation	Counselor, MEP staff; monitor each grading period and adjust the plan annually; hire a student advocate to monitor migrant student success if there is no one functioning in this role
	4-8 Provide staff with professional development on instructional strategies proven successful with ELLs and secondary-aged migrant students, career readiness/planning, and post secondary awareness	IRC, ROEs, IMC, PD on differentiated instruction and other successful strategies
	4-9 Network with local agencies to support the health and well being of migrant students	Maintain and extend existing networks; in targeted areas, seek to get on regional superintendent meeting agendas to share info about migrant students and how to meet student needs and resources; CHP; IMC; IRC
	4-10 Implement at least 2 parent workshops (i.e., two for a regular year or summer program, 1 for a 3 week summer program), that include information on helping promote high school graduation/career goals	
	4-11 Create a module/unit on career readiness/planning and post secondary awareness for use during the summer	
	4-12 Develop learning objectives for every secondary-aged youth in a summer MEP or in a non-credit program	Learning objective template for projects to adapt; staff time

Measurement tool descriptions and progress indicators

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

- Analysis of state assessment results for all students and for migrant students;

- Informal assessment results forming a body of achievement evidence;
- Assessments in mathematics aligned with the Math MASTERS curriculum;
- Migrant staff, student, and parent surveys;
- Focus groups conducted with MEP stakeholders;
- Reviews of professional development and parent development materials, meeting summaries, satisfaction surveys, agendas, and other outcomes;
- Records reviews, monitoring outcomes, technical assistance logs;
- Migrant student progress reports (e.g., GPA, report cards);
- Attendance and graduation data (comparing migrant students and all students); and
- Migrant student demographic data.

A detailed plan that matches the MPOs with specific instruments is found in *Section 5, Evaluation Data*. This section provides the plan for evaluating MEP implementation and collection and reporting

4 MONITORING, TECHNICAL ASSISTANCE, PROFESSIONAL DEVELOPMENT, AND PARENT INVOLVEMENT

[The State monitoring process and timelines](#)

Regular monitoring of local migrant education projects in Illinois is conducted by the Division of English Language Learning at ISBE. Monitoring is conducted to determine whether the funded project is in compliance with federal NCLB Title I-Part C requirements. Ongoing technical assistance is provided by both ISBE and the Illinois Migrant Council through phone calls, correspondence, meetings/trainings and onsite visits. Technical assistance is aimed at developing and supporting sound program practices and may focus on: a) follow-up to the monitoring findings, b) response to specific requests for technical assistance from local sites, or 3) support of new and ongoing initiatives that are undertaken Statewide to improve the MEP.

Each year all local programs submit applications for migrant program approval and funding. The monitoring process is initiated with a **desk review** of the local migrant education program's 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.

Project student data is entered on the New Generation System (NGS) database. NGS reports on students served and services provided that are generated and reviewed annually by the State. In addition, expenditure reports submitted to the SEA quarterly and at the end of the grant period are reviewed and approved by SEA fiscal staff.

In addition to reviewing progress toward achieving State MPOs and the use of specified strategies, onsite monitoring of selected projects is conducted each year using a tool that examines seven key areas in accordance with NCLB:

- Identification and recruitment [1304(c)(7) and 1309(2) of Title I, Part C 34CFR 200.81];
- Comprehensive needs assessment and service delivery [Sections 1304(b) and 1306(a) of Title I, Part C 34 CFR 200.83];
- Staffing;
- Curriculum and Instruction for Summer Programs [Sections 1304(c)(6) and 1306(b) of Title I, Part C 34 CFR 200.83];
- Parent involvement [1304(c)(3)(A) and (B)] of Title I, Part C 34 CFR 200.83];
- Free meals eligibility [Eligibility for Title I]; and
- Professional development [1304(c)(6)(B)] of Title I, Part C 34 CFR 200.83].

When monitoring reviews are completed, a summary of findings is sent to school districts and the State works with the local site to resolve any findings that come up. All findings must be resolved as a condition of awarding funds in a new funding cycle. Each MEP is monitored through an onsite visit at least once every three years.

Professional development for educators, administrators, recruiters, and other staff

Technical assistance is provided to local MEPs through activities designed to assist projects meet compliance requirements, improve program implementation, increase student outcomes, and assist sites to make sound programmatic decisions about curriculum, instruction, student assessment, program evaluation, parent involvement, and other areas essential to program success. Specifically, technical assistance includes:

- The Annual Statewide MEP Workshop held each June that includes sessions to address the specific job requirements of teachers, paraprofessionals, administrators, recruiters, parent liaisons and data entry staff from all local projects;
- Content-specific workshops geared to particular staff positions during the year (e.g. annual ID&R Training, Spring Teacher Pre-Service)
- Three program administrator meetings held each year (October, February, and June);
- Onsite program visits to review instructional program implementation, recruiting procedures and recordkeeping (through NGS);
- Onsite professional development for summer program teachers;
- Response to individual requests for assistance by phone or email throughout the year;
- Resources posted on the web; and
- Support for local project staff to attend appropriate conferences for interstate coordination (e.g., National Migrant Education Conference, Office of Migrant Education Conference).

Improving educator quality for all children is one of the goals as expressed in the Illinois State Board of Education Comprehensive Strategic Plan. State objectives supporting the professional development of Illinois MEP staff include:

- Collaborate with higher education and other agencies to ensure educators have the preparation and background to teach successfully in rural and urban settings and work with at-risk students
- Collaborate with the Regional Offices of Education/Intermediate Services Centers to provide professional development for ancillary instructional personnel.
- Establish a successful practices network in collaboration with a lead partner for promising high schools to provide leadership in bringing effective secondary practices to scale.
- Research and develop the potential of utilizing the visiting teacher exchange program with the Spanish Ministry of Education for Teacher Recruitment.
- Develop strategies to recruit, induct, mentor and retain educators to serve “hard-to-serve” schools for at least five years.
- Create a professional development framework for dissemination to schools and districts which supports job-embedded learning and coaching strategies for sustained, ongoing instructional improvement.

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

- Meetings for local MEP directors three times each year;
- Annual training and meetings for sites operating Math Plus and balanced literacy;
- Meetings related to the SOSY consortium incentive grant;
- Annual statewide certification training and meetings for recruiters;
- Annual New Generation System (NGS) training for data entry specialists.
- Interstate coordination meetings for administrative staff, especially with the State of Texas from which many of Illinois students are homebased;
- Annual Illinois Statewide MEP Workshop(held in June);
- Steering team and content advisory team meetings for the two consortium incentive grants in which Illinois participates;
- Online professional development for Math MASTERS teachers;
- Onsite training by content area experts (math and reading/language arts) to meet specific local needs during the summer programs;
- Local and regional data collection and reporting training;
- Regional/local parent involvement conferences and meetings;
- Annual State bilingual parent involvement conference;
- National PASS meetings; and
- Annual statewide bilingual education and NCLB conferences.
- State MEP Parent Workshop

[Support for migrant parents](#)

The Illinois MEP operates within the guidelines of the **Parent Involvement Policy** in which each LEA that receives Title I Part A funds jointly develops with parents a written parent involvement policy describing how it will involve parents in the joint development of the plan and the process of review of the plan; provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance; build the schools' and parents' capacity for strong parent involvement; coordinate and integrate parent involvement strategies with other programs; jointly conduct an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served under Title I; and involve parents in the activities of the schools.

As a component of Illinois' parent involvement policy, each school develops a **School-Parent Compact** that describes each partner's responsibilities and outlines the importance of communication between teachers and parents on an ongoing basis. School principals are required to attest to compliance with these requirements. Schools routinely employ individuals who speak the language of parents to ensure that they receive communication in their primary or home language—most typically Spanish.

The **Statewide Bilingual Parent Summit** is held each spring for parents with children participating in Transitional Bilingual Education programs. Migrant parents are invited to this summit and attend sessions on parent involvement, leadership, advocacy, and parenting.

Year round migrant projects funded under the Illinois MEP must convene a Migrant Parent Advisory Council (**PAC**).

The Illinois MEP has established a Parent Advisory Group comprised of parent representatives of local migrant projects. The group meets three times per year in the fall, late spring and summer when the majority of migrant parents reside in the state. The Parent Advisory Group provides feedback on program services and helps to identify needs as well as strategies to meet these needs to ensure student academic success and to maximize parent involvement. Members also serve as ambassadors for other parents at local migrant project sites.

To further reach out to migrant parents, most of whom reside in the state only during warm months that coincide with agricultural employment opportunities, the Illinois MEP had holds an annual summer **statewide migrant parent meeting** in which, a variety of sessions on parenting, working with students at different stages of children's education and engaging in parent-child literacy activities, and helping students learn good study skills are presented.

During the summer, migrant parent involvement poses a greater challenge resulting from parents being in the State only for a short period of time. Local migrant projects must be creative to engage parents. This is facilitated through **MEP parent liaisons** that are knowledgeable about the culture of migrant families and are fluent and literate in Spanish. They operate intensively during the short summer programs serving as a liaison between the school, the home, migrant employers, and the community. They also help marshal resources, as needed, to assist migrant children and their families with education-related activities and support services (e.g., medical, dental, housing, health, adult education).

Each local MEP site coordinates parent involvement activities to engage parents in the education of their children through:

- Learning kits containing books, manipulatives, and other learning materials that are sent home with students;
- Visits to libraries to obtain library cards, attend read-with-your children activities, and familiarize parents with the importance of participating with their children in reading;
- Parent/teacher conferences to review students' learning activities and outcomes;
- Family math nights that include curriculum-related activities and games for parents and children;
- Workshops designed to strengthen parents' involvement in their children's education covering topics ranging from good nutrition and positive disciplining to communicating with the school and developing good study skills;
- "Transition" field trips in which school staff participate with students and parents to visit their new school. Pre-K students and their parents visit local kindergarten classrooms; elementary-aged student/parents visit the middle school; middle school-aged students/parents visit high school; and high school-aged students/parents visit institutions of higher education; and

- End-of-the-summer celebrations of learning that typically include a pot luck or catered luncheon/dinner, student performances, and opportunities for parents to visit with school staff.
- Ongoing contact with parents through center activities, home visits, and telephone conversations to follow up and keep parents activities informed.

Parent participation is a requirement of the **Math MASTERS** consortium arrangement. Parent guides in English and Spanish provide home-based family activities aligned with the Math MASTERS curriculum. In addition, the curriculum includes a Parent Connection component that provides ideas for weekly extension activities for parent/child exploration at home to supplement the Student/Parent Guide activities.

5 EVALUATION PLAN

Data collection

The evaluation plan that follows shows how the Illinois MEP Performance Targets/goals and MPOs are aligned with the data elements needed to demonstrate progress, a description of who collects the data, and how and when it is collected.

READING/LITERACY				
Performance Target: 100% of elementary and middle school students will meet target reading scores on the State assessment given a 92% student participation rate for students taking the State reading assessment.				
Reading MPO	Data Elements	How Collected and Analyzed	Who collects/ from whom	When Collected
1a 75% of students participating in a summer program for at least 3 weeks who are identified as <i>Emerging Readers</i> on the <u>Concepts About Print</u> will demonstrate a gain of at least four points.	The % of students participating in a summer program for at least 3 weeks who are identified as <i>Emerging Readers</i> on the <u>Concepts About Print</u> who demonstrate a gain of at least 4 points.	Collected by the IL MEP at the end of summer. Calculate the number and % of students demonstrating gains of at least 5 points.	Local summer program teachers administer assessment to students enrolled in summer school.	During summer school program
1b 75% of students participating in a summer program for at least 3 weeks who are identified as <i>Beginning Readers</i> through <i>5th Grade Readers</i> on the <u>Rigby</u> will demonstrate a gain of at least one level	The % of students participating in a summer program for at least 3 weeks who are identified as <i>Beginning Readers</i> through <i>5th Grade Readers</i> on the <u>Rigby PM Benchmark Kit</u> who demonstrate a gain of at least 1 level.	Collected by the IL MEP at the end of summer. Calculate the number and % of students demonstrating a gain of at least 1 level.	Local summer program teachers administer assessment to students enrolled in summer school.	During summer school program
1c 75% of students participating in a summer program for at least 3 weeks who are identified as <i>Readers</i> in grades 6-8 assessed with the <u>Fluency Snapshot</u> will demonstrate a gain of at least five words per minute.	The % of students in grades 6-8 participating in a summer program for at least 3 weeks who are assessed with the <u>Fluency Snapshot</u> who demonstrate a gain of at least 5 words per minute.	Collected by the IL MEP at the end of summer. Calculate the number and % of students demonstrating a gain of at least 5 words per minute.	Local summer program teachers administer assessment to students enrolled in summer school.	During summer school program
1d 85% of migrant instructional teachers and aides, administrators, and instructional coaches will report on a <u>PD survey</u> that MEP-sponsored PD in reading has helped them to more effectively support high quality reading instruction.	The % of migrant instructional teachers and aides, administrators, and instructional coaches who report on a <u>PD survey</u> that MEP-sponsored PD in reading has helped them to more effectively support high quality reading instruction.	Collected through a pre-service and follow-up survey. Calculate the number and % of migrant instructional teachers and aides, administrators, and instructional coaches who report that MEP-sponsored PD in rdg has helped	Illinois Migrant Council collects surveys from professional development participants	Prior to and following PD offered in the spring

		them to effectively support high quality reading instruction.		
1e 90% of migrant parents surveyed will report growth in their ability to support their child's reading success.	The % of migrant parents surveyed who report growth in their ability to support their child's reading success.	Collected through a parent survey. Calculate the number and % of migrant parents surveyed who report growth in their ability to support their child's reading success.	Local migrant programs will survey parents.	Summer
1f The reading achievement gap between migrant students attending school in an Illinois school district with a migrant program and all students in the same districts on the IL State reading assessment will be reduced by at least 1%.	The % migrant students attending school in Illinois districts with a migrant program and % of all students in the same districts who score at proficient or above in reading on the IL State assessment.	Collected via ISAT and PSAE data on State website. Compare the % of migrant students scoring at proficient or above in reading on the State assessment to all students.	ISBE Data Analysis and ELL Divisions will collect and analyze data.	Fall

MATHEMATICS

Performance Target: By 2014, 100% of elementary and middle school migrant students will meet target mathematics scores on the State assessment given a 92% attendance rate and a 95% student participation for students taking the State mathematics assessment.

Mathematics MPO	Data Elements	How Collected and Analyzed	Who collects/ from whom	When Collected
2a 80% of the students who attend migrant summer school for at least 3 weeks will show improvement in math assessments for their grade level.	The % of students who attend migrant summer school for at least 3 weeks who show improvement in math assessments for their grade level.	Collected by the IL MEP at the end of summer. Calculate the number and % of students who attend migrant summer school for at least 3 weeks who show improvement in math assessments for their grade level.	Local summer program teachers administer assessment to students enrolled in summer school.	During summer school program
2b 85% of migrant instructional teachers and aides, administrators, and instructional coaches will report on a PD survey that MEP-sponsored PD in math has helped them to more effectively support high quality mathematics instruction.	The % of migrant instructional teachers and aides, administrators, and instructional coaches who report on a PD survey that MEP-sponsored PD in math has helped them to more effectively support high quality mathematics instruction.	Collected through a pre-service and follow-up survey. Calculate the number and % of migrant instructional teachers and aides, administrators, and instructional coaches who report that MEP-sponsored PD in math has helped them to effectively support high quality math instruction.	Illinois Migrant Council collects surveys from professional development participants	Prior to and following PD offered in the spring

2c The math achievement gap between migrant students attending school in an Illinois school district with a migrant program and all students in the same districts on the IL State math assessment will be reduced by at least 1%.	The % migrant students attending school in Illinois districts with a migrant program and % of all students in the same districts who score at proficient or above in math on the IL State assessment.	Collected via ISAT and PSAE data on State website. Compare the % of migrant students scoring at proficient or above in math on the State assessment to all students.	ISBE Data Analysis and ELL Divisions will collect and analyze data.	Fall
2d 90% of migrant parents surveyed will report growth in their ability to support their child's learning in mathematics.	The % of migrant parents surveyed who report growth in their ability to support their child's learning in mathematics.	Collected through a parent survey. Calculate the number/% of migrant parents surveyed reporting growth in their ability to support child's learning in math.	Local migrant programs will survey parents.	Summer

SCHOOL READINESS				
Performance Target: By 2014, 100% of migrant students will meet target benchmarks for 3-4 year olds on the IL Early Learning Standards in language arts, math, science, social studies, physical development and health, fine arts, and social/emotional development.				
School Readiness MPO	Data Elements	How Collected and Analyzed	Who collects/ from whom	When Collected
3a 80% of all preschool migrant students participating for at least 3 weeks in summer school programs will show gains in <u>language/literacy</u> as measured by an appropriate language/literacy assessment.	The % of preschool migrant students participating for at least 3 weeks in summer school programs who show gains in <u>language/literacy</u> as measured by an appropriate language/literacy assessment (e.g., ECA).	Collected by the IL MEP at the end of summer. Calculate the number and % of PK students participating for at least 3 weeks in summer school programs who show gains in <u>language/literacy</u> as measured by an appropriate language/literacy assessment.	Local summer program teachers administer assessment to students enrolled in summer school.	During summer school program
3b 80% of all preschool migrant students participating for at least 3 weeks in summer school programs will show statistically significant gains in <u>mathematics</u> as measured by an appropriate mathematics assessment	The % of preschool migrant students participating for at least 3 weeks in summer school programs who show gains in <u>mathematics</u> as measured by an appropriate math assessment (e.g., ECA).	Collected by the IL MEP at the end of summer. Calculate the number and % of PK students participating for at least 3 weeks in summer school programs who show gains in <u>math</u> as measured by an appropriate math assessment.	Local summer program teachers administer assessment to students enrolled in summer school.	During summer school program
3c 85% of migrant ECE teachers and aides, administrators, and instructional coaches will report on a PD survey that MEP-sponsored PD has helped them to more effectively support young children's learning.	The % of migrant ECE teachers and aides, administrators, and instructional coaches who report on a PD survey that MEP-sponsored PD has helped them to more effectively support	Collected through a pre-service and follow-up survey. Calculate the number and % of migrant ECE teachers and aides, administrators, and instructional coaches who report that MEP-sponsored PD has	Illinois Migrant Council collects surveys from professional development participants	Prior to and following PD offered in spring/summer

	young children's learning.	helped them support young children's learning.		
3d 90% of migrant parents surveyed will report growth in their ability to support their young child's learning at home.	The % of migrant parents surveyed who report growth in their ability to support their young child's learning at home.	Collected through a parent survey. Calculate the number and % of migrant parents surveyed who report growth in their ability to support their young child's learning at home.	Local migrant programs will survey parents.	Annually on 9/1

HIGH SCHOOL GRADUATION AND SERVICES TO SECONDARY-AGED YOUTH Performance Target: By 2014, 85% of high school-aged migrant students served in Illinois who take the State assessment will graduate from high school.				
High School Graduation MPO	Data Elements	How Collected and Analyzed	Who collects/ from whom	When Collected
4a The percentage of high school migrant students enrolled in summer migrant credit-bearing programs who successfully complete course(s) required for high school graduation will increase by at least 1%.	The % of HS migrant students enrolled in summer migrant credit-bearing programs who successfully complete course(s) required for high school graduation.	Collected on the Summer Credit Report and input into NGS. Calculate the increase (number and %) of HS students enrolled in summer migrant credit-bearing programs who successfully complete course(s) required for high school graduation	Local programs will report credit accrual to IMERP.	By end of summer program
4b The percentage of IL migrant students who graduate from high school in districts with migrant programs will increase by at least 1%.	The % of IL migrant students who graduate from high school in IL districts with migrant programs.	Available on State Report Card. Calculate the increase in the % of IL migrant students who graduate high school over the previous year.	ISBE Divisions of Data Analysis and ELL will collect and analyze data.	Annually at the end of the school year
4c 85% of migrant secondary teachers and aides, administrators, and instructional coaches working with secondary-aged students will report on a PD survey that MEP-sponsored PD has helped them to more effectively provide services to HS-aged students	The % of migrant secondary teachers and aides, administrators, and instructional coaches who report on a PD survey that MEP-sponsored PD has helped them to more effectively provide services to HS-aged students.	Collected through a pre-service and follow-up survey by adding questions to an existing survey. Calculate the number and % of migrant secondary teachers and aides, administrators, and instructional coaches who report that MEP-sponsored PD has helped them to effectively provide services to HS-aged students.	IMERP collects surveys from professional development participants.	Prior to and following PD offered in spring/ summer

4d The percentage of identified OSY who participate in instructional services will increase by 5%	The % of OSY participating in instructional services.	Collected using the Tracking Form for the SOSY Consortium.	Collected by IMERP from OSY.	Upon enrollment and the end of semester 1 and 2
4e The percentage of students (both those attending a home-based program and those in a center-based program for at least 3 weeks) who make progress toward their instructional/learning goals will increase by 5%	The % of students making progress toward their instructional and learning goals.	Collected using an amended Migrant Student Tracking Form that has a placeholder for achievement and outcomes	Local programs will report credit accrual to IMERP.	2 X year minimally (spring and fall)
4f 90% of migrant parents surveyed will report growth in their ability to support their secondary-aged child's learning and post-secondary objectives.	The % of migrant parents surveyed who report growth in their ability to support their secondary-aged child's learning and post-secondary objectives.	Collected through a parent survey. Calculate the number and % of migrant parents surveyed who report growth in their ability to support their young child's learning at home.	Local migrant programs will survey parents.	Annually on 9/1

Examining both **implementation** (formative data) and the **results** of the MEP (outcome data) with respect to the performance targets and MPOs of the service areas described in this SDP, Illinois will answer implementation and results-based questions such as:

- Were local projects implemented as described in the approved MEP applications? If yes, what successful practices were implemented? If no, what were the barriers/difficulties and what strategies will be put into place to overcome them?
- To what extent was the gap between students who participated in the Illinois MEP and all students reduced on the State Assessment in reading and math?
- To what extent did parents report growth in their ability to support their child's reading and math success?
- To what extent did migrant secondary youth accrue credits toward high school graduation?
- To what extent were migrant teachers and instructional aides, administrators, and instructional coaches able to support high quality instruction in reading and math?
- To what extent were students who participated for at least three weeks in a summer MEP able to demonstrate gains on assessments in reading and math?
- To what extent did high school-aged students and OSY make progress toward achieving their instructional/learning goals?

Data sources include migrant parents residing in Illinois, migrant secondary students, recruiters, migrant program administrators, teachers, instructional aides, and other staff as appropriate. Data to be collected include surveys, focus group results, structured interviews, State assessment

results, local assessment results contained in bodies of evidence, structured observations, and records reviews.

Data reporting

For **program improvement** purposes and in accordance with the **evaluation requirements** provided in 34 CRF 200.83(a)(4), the evaluation data and demographic information will be compiled, analyzed, and summarized each year by the Illinois MEP. These activities will help the State determine the degree to which the MEP is effective compared with performance targets, MPOs, and strategies. Data will be collected by ISBE and its subcontractor (Illinois Migrant Education Resource Center of IMC) and used to inform both an annual evaluation report that is prepared by an external evaluator. The evaluation will collect formative and summative data to determine program outcomes and improve program that do not meet State MPOs.

Illinois migrant students' demographic, academic, and health information is entered into the **New Generation System** (NGS). As a web-based system, NGS maintains the most current , updated information on migrant students and is easily accessible to all NGS consortium states, thus facilitating exchange of records among schools and districts in which migrant students enroll. The NGS is used to generate the State student count of eligible children as well as reports used in the ID&R quality control process. Required NGS-related data flow requirements and timelines are clearly delineated and provided to all local administrators, recruiters, and data entry specialists. Minimum data elements (MDE) as required by OME are uploaded to MSIX by NGS on a daily basis.

As provided in the charts on the previous pages, data analysis procedures will include descriptive statistics based on Illinois' migrant student demographics, program implementation data, and student and program outcomes. Means and frequencies will be tabulated. Tests of educational significance will be conducted, trends analyzed, and inferential statistics will be conducted, as appropriate.

An annual report on the progress made by the Illinois MEP toward meeting its MPOs will be prepared by the external evaluator. This report will include recommendations for improving services to help ensure that the special educational needs of migrant students are being met. In addition, State MEP staff and the external evaluator will schedule meetings/conference calls at least once every six months to review data and recommend mid-course corrections.

6 SUMMARY AND NEXT STEPS

Beginning with the comprehensive assessment of student needs in 2005, the Illinois Migrant Education Program has come a long way in its strategic planning for the delivery of migrant education services. The CNA results served as the basis for this Service Delivery Plan that was initiated and completed in late 2007. Building on that plan and using a new CNA that was updated in 2010, the Illinois SDP Committee developed this SDP 2011 update.

Undertaking a systemic process for planning required that educators, parents, administrators, and specialists who are knowledgeable about migrant students, programs, and services in various contexts be involved. ISBE will be fine tuning the alignment of its MEP sub-allocation application, monitoring tools, and evaluation toolkit (dated May 17, 2010) with the updated SDP through:

- Revisit all forms and other data collection tools to determine whether they are in alignment with the evaluation plan described in the updated SDP.
- Review the MEP sub-allocation program application and revise it to align with the new MPOs, strategies, and resources. Ensure that the revised application is ready for the next round of applications for summer 2011.
- Review existing structures for professional development for migrant administrators, parents, teachers, instructional aides, recruiters, data entry specialists, and other stakeholders to ensure that professional development activities include general and specific information about the updated SDP.
- Revisit the ISBE monitoring tool to align it with the MPOs contained in the updated SDP.
- Revisit program evaluation activities and align the evaluation with the evaluation plan outlined in the updated SDP. Continue the collection of data and reporting resulting in the annual implementation and outcome evaluation.
- Revisit the SDP on an ongoing basis. Revise the SDP as migrant student needs change, migrant program activities and/or resources change, fiscal resources diminish, or new statutory requirements, regulations, or non-regulatory guidance become available from the U.S. Department of Education, Office of Migrant Education.

7 APPENDIX

Illinois Migrant Education Program CNA/SDP Strategic Planning Chart

1.0 – READING/LITERACY

NEED/CONCERN: On the reading portion of the ISAT, migrant students who met or exceeded State standards scored substantially below all students in Illinois.					
<u>Solution identified in the CNA</u> ¹	<u>Performance Target</u> ² (Goal)	<u>MEP Measurable Program Outcome</u> ³ (Objective)	<u>Strategy</u> ³	<u>Resources</u> ⁴ Needed (TA, PD)	<u>Evaluation</u> ⁴ Tool/ Monitoring Tool
<p>Implement PD on using data to inform instruction, balanced literacy, teaching strategies, and study skills</p> <p>Explore alternative delivery systems, flexible hours, evening transportation, mobile labs, and the use of hand-held devices for students during long bus rides</p> <p>Employ and train literacy coaches</p> <p>Develop a system of collaboration across program areas and across learning sites</p> <p>Strengthen inter-</p>	<p>By 2014, 100% of elementary and middle school migrant students will meet target reading scores on the State assessment given a 92% attendance rate and a 95% student participation rate for students taking the State reading assessment.</p>	<p>1a 75% of students participating in a summer program for at least 3 weeks who are identified as <i>Emerging Readers</i> on the <u>Concepts About Print</u> will demonstrate a gain of at least four points.</p> <p>1b 75% of students participating in a summer program for at least 3 weeks who are identified as <i>Beginning Readers</i> through <i>5th Grade Readers</i> on the <u>Rigby</u> will demonstrate a gain of at least one level.</p> <p>1c 75% of students participating in a summer program for at least 3 weeks who are identified as <i>Readers</i> in grades 6-8 assessed with the <u>Fluency Snapshot</u> will demonstrate a gain of at least</p>	<p>1-1 Establish and support professional development on the delivery of high quality reading instruction</p>	<p>Release time for teachers and aides to work on collaborative processes; classes offered by IHEs; restructure school time to allow release time for teachers</p>	<p>See Section 5</p>
			<p>1-2 Employ and train an individual with literacy coach responsibilities at each site to help teachers implement effective instructional and assessment strategies</p>	<p>New hire or expand the role of existing staff to lead professional learning teams (i.e., reading improvement teachers)</p>	
			<p>1-3 Participate in spring training and a summer conference for teachers, paraprofessionals, administrators, and literacy coaches to learn instruction and assessment strategies</p>	<p>The training already is in place, but will need resources for specific PD sessions</p>	
			<p>1-4 Implement a Balanced Literacy initiative with emphasis on teaching reading strategies</p>	<p>New hire or expand the role of existing staff to lead professional learning teams (i.e., reading improvement teachers)</p>	
			<p>1-5 Support a structure for the delivery of reading instruction and tools for observation of instructional staff, program monitoring, and technical assistance</p>	<p>Expand local level administrative role (or this could be the literacy coach person or peer)</p>	
			<p>1-6 Implement at least 2 engaging parent workshops (i.e., two for a regular year or summer program, 1 for a 3 week summer program), that include information on how parents can support their children’s learning</p>	<p>Add this responsibility to the role of the parent liaison to work in collaboration with instructional staff</p>	

intrastate coordination to share information about students	<p>five words per minute.</p> <p>1d 85% of migrant instructional teachers and aides, administrators, and instructional coaches will report on a <u>PD survey</u> that MEP-sponsored PD in reading has helped them to more effectively support high quality reading instruction.</p> <p>1e 90% of migrant parents surveyed will report growth in their ability to support their child’s reading success.</p> <p>1f The reading achievement gap between migrant students attending school in an Illinois school district with a migrant program and all students in the same districts on the IL State reading assessment will be reduced by at least 1%.</p>	in reading, vocabulary, comprehension, study skills, and/or the linkage between reading and math.		
		1-7 Strengthen the linkage between reading and math curricula/instructional strategies	New hire or expand existing staff roles to lead professional learning teams (i.e., reading improvement teachers, literacy coach)	
		1-8 Provide alternative delivery systems focusing on reading/literacy for students who cannot attend site-based programs (i.e., OSY; students who reside in a location where no migrant program exists)	Regional Offices of Education (ROEs) to provide TA and/or direct services; ID&R lead to identify unserved students; letter from ROEs to area superintendents; LOA project(s) positioned to mobilize quickly to address new populations	
		1-9 Use appropriate assessment tools to document growth in reading	Information/guidance that is clearly presented on the selection/use of appropriate assessments	
		1-10 Develop a process for analyzing reading data to drive instruction	Professional learning teams, need PD on the process	
		1-11 Use developmentally-appropriate practices in reading for the delivery of curriculum content	New hire or expand the role of existing staff to lead professional learning teams (i.e., reading improvement teachers)	
		1-12 Send home reading materials and manipulatives to reinforce reading instruction in school	Parent liaison; teachers; A-Z printable books	
		1-13 Provide tutoring in reading (e.g., in-school, before- and after-school, one-on-one, small group, large group)	Volunteers; mentoring; teachers; and someone to coordinate activities, especially for cross-age peer tutors such as Big Brother/Big Sister; and other after school programs	
		1-14 Implement differentiated instruction in reading based on the English proficiency level of migrant students who are ELLs	Identify ELLs; professional development for teachers; materials for ELL readers	
1-15 Network with local agencies to support the health and well being of migrant students	Maintain and extend; in targeted areas, seek to present at regional superintendent meetings to share information about migrant students and how to meet student needs and resources; work with Community Health Partnership of Illinois			

¹ As identified by the Needs Assessment Update Committee and refined by the Service Delivery Plan Update Committee

² As identified by the State Education Agency in Illinois’ Consolidated State Plan

³ As identified by the SDP Update Committee

Strategic Planning Chart - Illinois MEP CNA/SDP

2.0 – MATHEMATICS

NEED/CONCERN: On the math portion of the ISAT, migrant students who met or exceeded State standards scored substantially below all students in Illinois.					
<u>Solution identified in the CNA¹</u>	<u>Performance Target² (Goal)</u>	<u>MEP Measurable Program Outcome³ (Objective)</u>	<u>Strategy³</u>	<u>Resources⁴ Needed (TA, PD)</u>	<u>Evaluation⁴ Tool/Monitoring Tool</u>
<p>Support PD on using data to inform math instruction, problem solving, math teaching strategies, and study skills</p> <p>Explore alternative delivery systems, flexible hours, evening transportation, mobile labs, and the use of hand-held devices for students during long bus rides</p> <p>Employ and train math coaches</p> <p>Develop a system of collaboration across program areas and across learning sites</p>	<p>By 2014, 100% of elementary and middle school migrant students will meet target mathematics scores on the State assessment given a 92% attendance rate and a 95% student participation for students taking the State mathematics assessment.</p>	<p>2a 80% of the students who attend migrant summer school for at least 3 weeks will show improvement in math assessments for their grade level.</p> <p>2b 90% of migrant instructional teachers and aides, administrators, and instructional coaches will report on a PD survey that MEP-sponsored PD in math has helped them to more effectively support high quality mathematics instruction.</p> <p>2c The math achievement gap between migrant students attending school in an Illinois school district with a migrant program and all students in the same districts on the IL State math assessment will be reduced by at least 1%.</p> <p>2d 90% of migrant parents surveyed will report growth in their ability to support their child's learning in mathematics.</p>	<p>2-1 Establish and support professional development to support the delivery high quality mathematics instruction</p>	<p>Release time for teachers and aides to work on collaborative processes; classes offered by IHEs; restructure school work time to allow release time for teachers</p>	<p>See Section 5</p>
			<p>2-2 Participate in spring training and a summer conference for teachers, paraprofessionals, administrators, and coaches emphasizing summer math curriculum, instruction, and assessment</p>	<p>Extra days for math consultants to do training</p>	
			<p>2-3 Support a structure for the delivery of math instruction and tools for observation of instructional staff, program monitoring, and technical assistance</p>	<p>Expand local level administrative role (or this could be the math coach or a peer)</p>	
			<p>2-4 Implement at least 2 engaging parent workshops (i.e., 2 for a regular year or summer program, 1 for a 3 week summer program), that include information on curriculum in math, problem solving, study skills and/or the linkage between reading and math</p>	<p>Add this responsibility to the role of the parent liaison to work in collaboration with instructional staff.</p>	
			<p>2-5 Strengthen the linkage between mathematics and reading curricula/instructional strategies</p>	<p>New hire or expand the role of existing staff to lead professional learning teams (i.e., math improvement teachers)</p>	
			<p>2-6 Provide alternative delivery systems focusing on mathematics for students who cannot attend site-based programs (e.g., OSY or students who do not reside in an MEP project area)</p>	<p>Regional Offices of Education (ROE) to provide TA and/or direct services; ID&R lead to identify unserved students; letter from ROE to area superintendents; LOA project(s) positioned to mobilize quickly</p>	

Strengthen inter- and intrastate coordination to share information about students				to address new populations
			2-7 Develop a process for analyzing math data to drive instruction	Professional learning teams; PD sessions
			2-8 Use developmentally-appropriate practices in math to deliver curriculum content	New hire or expand the role of existing staff to lead professional learning teams (i.e., mathematics improvement teachers)
			2-9 Send home mathematics materials and manipulatives to reinforce mathematics instruction in school	Parent liaison; teachers; A-Z printable books with a math focus
			2-10 Implement a best practice problem solving mathematics curriculum that includes oral and written language and hands-on learning (i.e., Math MASTERS)	IRC, ROEs, IMC, PD on differentiated instruction in mathematics
			2-11 Provide tutoring in mathematics (i.e., in-school, before- and after-school, one-on-one, small group, large group)	Volunteers; mentoring; teachers; and someone to coordinate activities, especially for cross-age peer tutors such as Big Brother/Big Sister; Teen REACH and other after school programs
			2-12 Implement differentiated instruction in mathematics based on the English proficiency level of migrant students who are ELLs	SEA may need to focus on this in the future
			2-13 Network with local agencies to support the health and well being of migrant students	Maintain and extend; in targeted areas, seek to get on regional superintendent meetings agenda to share info about migrant students and how to meet student needs and resources; CHP

Strategic Planning Chart - Illinois MEP CNA/SDP

3.0 – SCHOOL READINESS

NEED/CONCERN: Preschool children only mastered about one-third of the language and literacy skills and about 30% of the math skills assessed.					
Solution identified in the CNA¹	Performance Target² (Goal)	MEP Measurable Program Outcome³ (Objective)	Strategy³	Resources⁴ Needed (TA, PD)	Evaluation⁴ Tool/Monitoring Tool
<p>Provide PD on how children learn and develop with an emphasis on the early years</p> <p>Offer meaningful, intensive language, math, and literacy instruction</p> <p>Provide extended language activities</p> <p>Provide PD for parents on how children learn and ways to support their learning in the home</p>	<p>By 2014, 100% of migrant students will meet target benchmarks for 3-4 year olds on the Illinois Early Learning Standards in language arts, math, science, social studies, physical development and health, fine arts, and social/emotional development.*</p>	<p>3a 80% of all preschool migrant students participating for at least 3 weeks in summer school programs will show gains in <u>language/literacy</u> as measured by an appropriate language/literacy assessment</p> <p>3b 80% of all preschool migrant students participating for at least 3 weeks in summer school programs will show statistically significant gains in <u>mathematics</u> as measured by an appropriate mathematics assessment</p> <p>3c 85% of migrant ECE teachers and aides, administrators, and instructional coaches will report on a PD survey that MEP-sponsored PD has helped them to more effectively support young children’s learning.</p> <p>3d 90% of migrant parents surveyed will report growth in their ability to support their young child’s learning at home.</p>	<p>3-2 Provide language development opportunities (both children-to-children and adult-to-children)</p>	<p>Appropriate curricular materials stressing major academic areas; art/creative play; print-rich learning environments providing integrated developmentally appropriate learning centers with manipulatives; teacher/child ratios that allow for meaningful instruction; experienced classroom aides; home-based instruction; coordination with other ECE programs/services</p>	<p>See Section 5</p>
			<p>3-2 Provide mathematics development opportunities (both children-to-children and adult-to-children)</p>	<p>Additional funding for each ECE classroom for purchase of materials</p>	
			<p>3-3 Provide parent development on knowledge of how children learn</p>	<p>Early childhood-specific pre-services and inservices; STARNET online lending library and workshops; IL MEES; IL Childcare Connection resource and referral workshops/lending library; INCCRA (Heads Up Reading); LEA ECE programs which can be used or adapted to migrant families; IHES; IRC; Statewide Parent Workshop</p>	
			<p>3-4 Implement at least 2 engaging parent workshops (i.e., two for a regular year or summer program, 1 for a 3- week summer program) with exploration of learning materials for PK children, as appropriate</p>	<p>Formatted PD aligned w/curriculum strategies used in classrooms w/emphasis on what to do in the home; kindergarten preparation; info on health and dental requirements for school; kits w/basic materials</p>	

			<p>3-5 Participate in staff training and TA in emergent literacy (reading/writing), curriculum, assessment, instructional materials and strategies in developmentally-appropriate practices</p>	<p>SEA to identify information on appropriate assessment instruments for measuring language/literacy and mathematics proficiency in young children and disseminate information to MEP sites (e.g., Big Math for Little Kids, PPVT IV, PALS, skills checklists)</p>
			<p>3-6 Network with local agencies to support the health, education, and well being of young migrant students</p>	<p>Emphasis on making sure that migrant children meet the requirements of health and dental screenings allowing them to enroll and stay in school; information on relevant health and community services topics for recruiters and parent liaisons to give to parents.</p>
			<p>3-7 Facilitate the transition from summer programs to kindergarten</p>	<p>Transition kits with materials/activities for parents to use with children; school supplies; a designated lead/contact person to facilitate the process; screening info and/or open house info; required physical/dental exams</p>
			<p>3-8 Integrate parent education with early childhood learning activities</p>	<p>STARNET online lending library and workshops; IL MEES; IL Childcare Connection resource and referral workshops/lending library; INCCRA (Heads Up Reading); LEA ECE programs which can be used or adapted to migrant families; IHEs; IRC; Statewide Parent Workshop</p>

** Note: School readiness performance targets are not included in Illinois' NCLB AYP factors. Therefore, the School Readiness performance target is suggested based on information provided on the ISBE website for early learning standards for all 3-4 year old students in the State.*

Strategic Planning Chart - Illinois MEP CNA/SDP
4.0 – GRADUATION FROM HIGH SCHOOL AND SERVICES TO SECONDARY-AGED YOUTH

NEED/CONCERN: Less than one-half of Illinois migrant students were reported not to accrue the credits expected at their grade level to meet graduation requirements.						
<u>Solution identified in the CNA</u> ¹	<u>Performance Target</u> ² (Goal)	<u>MEP Measurable Program Outcome</u> ³ (Objective)	<u>Strategy</u> ³	<u>Resources</u> ⁴ Needed (TA, PD)	<u>Evaluation</u> ⁴ Tool/Monitoring Tool	
<p>Identify various service delivery models pertinent to secondary-aged students—both OSY and those in school</p> <p>Provide PD for MEP staff</p> <p>Provide outreach to parents and students on secondary requirements and opportunities</p> <p>Monitor student progress and provide support to ensure that students are on track for graduation</p> <p>Provide academic support leading to credit accrual</p> <p>Provide support to</p>	<p>By 2014, 85% of high school-aged migrant students served in Illinois who take the State assessment will graduate from high school.</p>	<p>4a The percentage of high school migrant students enrolled in summer migrant credit-bearing programs who successfully complete course(s) required for high school graduation will increase by at least 1%.</p> <p>4b The percentage of IL migrant students who graduate from high school in districts with migrant programs will increase by at least 1%.</p> <p>4c 85% of migrant secondary teachers and aides, administrators, and instructional coaches working with secondary-aged students will report on a PD survey that MEP-sponsored PD has helped them to more effectively provide services to HS-aged students</p>	<p>4-1 Provide alternative learning opportunities for migrant youth for whom H.S. enrollment is difficult (i.e., students who reside in areas that do not operate an MEP, students who work full time, or students for whom time is insufficient to earn credits)</p>	<p>LEA migrant director in coordination w/liason and students working together with parents, ROEs, guidance counselor, community colleges, etc.; expenses to take tests paid by local MEP; outreach and follow-up through ID&R (workplaces, discussions with CHP, faith-based institutions, community organizations); develop and deliver alternative programming options for migrant youth (i.e., ESL, share community resources) including mini lessons designed for OSY</p>	<p>See Section 5</p>	
			<p>4-2 Coordinate with public and private agencies to provide opportunities for educational growth and support services to secondary-aged youth</p>			<p>4-3 Provide opportunities to earn H.S. credit aligned with students' graduation plans</p>
			<p>4-4 Provide engaging parent education regarding H.S. graduation, G.E.D. and post secondary opportunities</p>			<p>4-5 Offer outreach activities to secondary-aged migrant youth and their families</p>
			<p>4-6 Raise student awareness about local community and college/university outreach programs through visits to IHEs, peer mentoring, job shadowing, dual credit classes, and other strategies</p>			<p>Partnerships with IHEs,</p>
						<p>Parent coordinator and recruiter to work in collaboration with instructional staff</p>
						<p>Staffing, materials, resource lists</p>
	<p>IL Dept. of Employment Security, distance learning, after school tutoring, private learning centers; parent liaison & school counselor; job shadowing progs, partnerships with IHEs; a “leadership” day for secondary-aged youth during the summer on a college campus and facilitate youth to participate</p>					

students for the transition from HS to postsecondary options		<p>4d The percentage of identified OSY who participate in instructional services will increase by 5%</p> <p>4e The percentage of students (both those attending a home-based program and those in a center-based program for at least 3 weeks) who make progress toward their instructional/learning goals will increase by 5%</p> <p>4f 90% of migrant parents surveyed will report growth in the ability to support their secondary-aged child's pursuit of learning and post-secondary objectives.</p>	<p>4-7 Establish a collaboration among the school guidance counselor, MEP staff, and the migrant student to develop and monitor a graduation plan that is revisited at least annually to provide support and ensure that students participating during the regular school year are on track for graduation</p>	<p>Counselor, MEP staff; monitor each grading period and adjust the plan annually; hire a student advocate to monitor migrant student success if there is no one functioning in this role</p>	
			<p>4-8 Provide staff with professional development on instructional strategies proven successful with ELLs and migrant secondary-aged students, career readiness/planning, and post secondary awareness</p>	<p>IRC, ROEs, IMC, PD on differentiated instruction and other successful strategies</p>	
			<p>4-9 Network with local agencies to support the health and well being of migrant students</p>	<p>Maintain and extend existing networks; in targeted areas, seek to get on regional superintendent meeting agendas to share info about migrant students and how to meet student needs and resources; CHP; IMC; IRC</p>	
			<p>4-10 Implement at least 2 engaging parent workshops (i.e., two for a regular year or summer program, 1 for a 3 week summer program), that include information on helping promote high school graduation/career goals</p>	<p>Information and PD materials on HS graduation, study skills, options for post secondary education and career options, contact information for migrant students' home base counselors</p>	
			<p>4-11 Create a module/unit on career readiness/planning and post secondary awareness for use during the summer</p>	<p>Staff resources and/or consultants to prepare a module/unit on career readiness/planning and post secondary awareness</p>	
			<p>4-12 Develop learning objectives for every secondary-aged youth in a summer MEP or in a non-credit program</p>	<p>Learning objective template for projects to adapt; staff time</p>	

Acronyms

CHP	Community Health Partnership
CNA	Comprehensive Needs Assessment
ECE	Early Childhood Education
ELL	English Language Learner
ESL	English as a Second Language
GED	General Equivalency Diploma (H.S. equivalent)
GPA	Grade Point Average
HS	High School
HS-aged	High School-aged (includes students getting HS diploma <u>or</u> a GED)
ID&R	Identification and Recruitment
IDS	Information and Decision Sciences
IHE	Institutions of Higher Education
IMC	Illinois Migrant Council
IMERP	Illinois Migrant Education Resource Project
IRC	Illinois Resource Center
ISAT	Illinois State Assessment Test
ISBE	Illinois State Board of Education
MEES	Migrant Education Even Start
MEP	Migrant Education Program
MHS	Migrant Head Start
MPO	Measurable Program Outcomes
NGS	New Generation System (electronic storage/transfer system for migrant student records)
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PALS	Phonological Awareness and Literacy Screening (early childhood assessment tool)
PASS	Portable Assisted Study Sequence
PD	Professional Development
PFS	Priority for Services
PK	Pre-kindergarten
PPVT IV	Peabody Picture Vocabulary Test, 4 th Edition
RIF	Reading Is Fundamental Program
ROE	Regional Office of Education
SDP	Service Delivery Plan