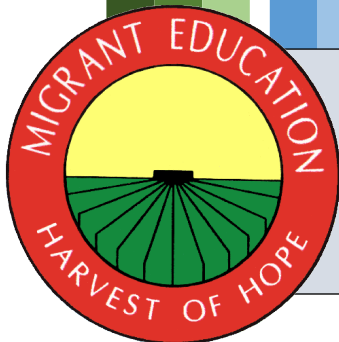




Service Delivery Plan

2023-2026



Illinois Migrant Education Program

January 2023

This Service Delivery Plan was completed in January 2023 for reporting periods from 2023-24 through 2025-26.

Developed for

Illinois Migrant Education Services (IMES)
Northern Illinois University
Division of Outreach, Engagement, and Regional Development
307 Lowden Hall
DeKalb, IL 60115

On behalf of

Illinois State Board of Education (ISBE)
Multilingual Department
100 W. Randolph, Suite 14-300
Chicago, IL 60601
312-814-3850

By

META Associates
www.metaassociates.com
marty@metaassociates.com
(406) 855-2594

Illinois Service Delivery Plan Committee Membership

| | |
|---|---|
| Michele Bastiani Secondary Coach Parkland College | Charles Larenas MEP Director Parkland College |
| Vanessa Belmonte MEP staff Rochelle-NIU | Diana Mendoza Community Health Partners (CHP) |
| Sofia Bolaños Robinette MEP Advocate Urbana S.D.#116 | Fernando Molina CHP |
| Karina Cancel Counselor Rantoul City Schools | David Nieto Consultant IMES-NIU |
| Joanne Clyde State MEP Director Illinois State Board of Education (ISBE) | Tammee Petersen MEP Director Beardstown S.D. #15 |
| Trevor Cottle MEP Principal Consultant ISBE | Beth Robinson MEP Principal Consultant ISBE |
| Yharosliv Cruz MEP staff Rochelle-NIU | Maria Rodriguez Eligibility Coordinator IMES-NIU |
| Susana DasNeves MEP Director IMES-NIU | Gloria Rosales Data Specialist IMES-NIU |
| Elva DeLuna Interim Director Migrant Seasonal Head Start | Sandra Salgado Parent Urbana |
| Erika Tatiana Diaz Garcia Parent Urbana | Miguel Sarmiento MEP Director Illinois Migrant Council |
| Elizabeth Garcia Ramirez Parent Coordinator IMES-NIU | Kate Ulmer Mckinney Vento Coordinator ISBE |
| Judith Gouwens Literacy Consultant IMES-NIU | Patricia Valente Counselor Rantoul City Schools |
| Marty Jacobson Facilitator Meta Associates | Vanessa Ortiz Parent Urbana |
| Erin Lamboi Recruiter Northern Illinois University | |

Abbreviations

| Abbreviations | Meaning |
|---------------|---|
| CIG | Consortium Incentive Grant |
| CNA | Comprehensive Needs Assessment |
| ECE | Early Childhood Education |
| ECOE | Electronic Certificate of Eligibility |
| EL | English learner |
| ELA | English language arts |
| ESEA | Elementary and Secondary Education Act |
| ESSA | Every Student Succeeds Act |
| FSI | Fidelity of Strategy Implementation |
| GPRA | Government Performance and Results Act |
| IAR | Illinois Assessment of Readiness |
| ID&R | Identification and Recruitment |
| IMC | Illinois Migrant Council |
| IMES | Illinois Migrant Education Services |
| ISBE | Illinois State Board of Education |
| K-12 | Kindergarten through Grade 12 |
| LOA | Local Operating Agency |
| MEP | Migrant Education Program |
| MPO | Measurable Program Outcomes |
| MSIX | Migrant Student Information Exchange |
| NAC | Needs Assessment Committee |
| NIU | Northern Illinois University |
| OME | Office of Migrant Education (of the U.S. Department of Education) |
| OSY | Out-of-School Youth |
| PAC | Parent Advisory Council |
| PAG | Parent Advisory Group |
| PD | Professional Development |
| PFS | Priority for Services |
| QAD | Qualifying Arrival Date |
| SDP | Service Delivery Plan |
| SEA | State Education Agency |
| STE(A)M | Science, Technology, Engineering, (Art), and Math |

Definitions of Terms Related to the SDP

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

Concern Statements: Clear and consistent interpretations of the points that the Needs Assessment Committee discussed that should be used to guide the development of the Comprehensive Needs Assessment (CNA). Concern statements identify areas that require special attention for migratory children.

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

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

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

Management Team: A core group of advisors who may help the State MEP Director to develop the management plan and oversee the CNA process and development of the Service Delivery Plan.

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

Need: The difference between “what is” and “what should be”; may also be referred to as a gap.

Needs Assessment Committee (NAC): Broad-based committee of partners (stakeholders) who provide input and direction throughout the CNA process.

Need Indicator: A measure that can be used to verify that a particular gap/discrepancy exists for migratory children and that sets a parameter to specify the severity of that gap.

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

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

Solution Strategy: A strategy that addresses an identified need.

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Introduction

Legislative Mandate

The Migrant Education Program (MEP) is authorized under Title I, Part C of the Elementary and Secondary Education Act (ESEA) of 1965, reauthorized in 2015 by the Every Student Succeeds Act (ESSA). The purpose of the MEP is to meet the unique educational needs of migratory children and their families to ensure that migratory children reach challenging academic standards and graduate high school. Specifically, the goal of state MEPs is to design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors inhibiting migratory children from doing well in school and making the transition to postsecondary education or employment [Title I, Part C, Sec. 1301(5)].

To identify and address these unique educational needs, state education agencies (SEAs) that receive Title I, Part C funds must develop a statewide Service Delivery Plan (SDP) based on a recent Comprehensive Needs Assessment (CNA). Specifically, the SDP addresses the following (pursuant to Title I, Part C, Sec. 1306 and 34 CFR 200.83):

- provides for the integration of services with other ESEA programs;
- ensures that the state and its local operating agencies (LOAs) identify and address the unique educational needs of migratory children;
- reflects collaboration with parents of migratory children;
- provides migratory children with opportunities to meet the same challenging state academic content standards that all children are expected to meet;
- specifies measurable program goals and outcomes;
- encompasses the full range of services that are available for migratory children from appropriate local, state, and federal educational programs; and
- reflects joint planning among local, state, and federal programs.

Section 200.83(b) of the regulations requires the SEA to develop its comprehensive state SDP in consultation with the state migratory parent advisory council (PAC) in a format and language that the parents understand. SDP Committee representatives had close contact with parents, and three parents from the Illinois Parent Advisory Group (PAG) participated in the meetings to update the SDP. In addition, local programs presented SDP materials to local PAGs and provided feedback from parents during the meetings. Parent needs assessment survey results also were discussed during the meetings.

Description of the State Migrant Education Program

In 2021-22, there were 1,048 eligible migratory children (all migratory children and youth from birth through 21) in Illinois, which is a nine percentage point decrease from the 1,155 identified for the previous SDP. For the past 10 years, there has been an overall decrease in the number of migratory children in Illinois. Decreases in the migratory student population align with statistics from the U.S. Department of Agriculture, which show a steady decrease in the number of farmworkers seeking agricultural work in the State.

Students with priority for services (PFS) accounted for 43% of the migratory students identified. Ninety percent (90%) of the students are Hispanic, 6% are Black, and the remaining 4% of other ethnicities. Thirty-one percent of migratory students in grades PK-12 and out-of-school youth (OSY) are classified as English learners (ELs). It is likely that the actual percentage of migratory students who need English instruction is much higher. In order to code a student as EL, there must be a formal assessment score on file, but because of mobility, many migratory students may not be present for screening during the regular school year or during the testing windows in Illinois. More data is available for students attending school, and the percentages of migratory students classified as EL is highest in this group.

According to the most recent CNA using data from 2020-21, almost half (46%) of migratory children are associated with farmworkers who are involved in corn cultivation. Meat processing is the next largest group followed by caring for hogs and pigs. Almost a quarter of migratory workers in Illinois cultivate and harvest of a variety fruits and vegetables. More than half of all eligible migratory students (52%) had a qualifying arrival date (QAD) between 9/1/2021 and 8/31/2022 with most (65%) having a QAD in May, June, July, or August.

Instructional services provided by the MEP differ in the summer and regular terms. During the summer term, students most often receive reading and math instruction from teachers (e.g., Project SMART and literacy and writing support instruction). During the regular term, students most often receive supplemental English instruction and tutorials. For support services, MEP projects provide social work, outreach, advocacy, language interpretation, and parent education in the summer and regular terms. Nutrition, transportation, and school supplies are provided in the summer term.

During 2021-22, 60 schools in the State enrolled 442 migratory children, and there were no schools that combined MEP funds into a schoolwide consolidated program. Note: some eligible children were not enrolled in a school because they resided in Illinois only during the summer, were preschool-age children, or were OSY.

During the 2021-22 program year, there were five summer and four regular term projects that operated MEPs. Beardstown, Urbana, the Illinois Migrant Council (IMC), and Northern Illinois University (NIU) operated regular term projects. Note that the NIU project was primarily for identification and recruitment (ID&R). Beardstown, Kankakee, Parkland Community College (mobile and site-based), NIU-Rochelle, and the mobile IMC project operated during the summer months. Principal sites for the Parkland mobile project included Danville, Hindsboro, Lincoln, and Pontiac. The IMC mobile project served students in Cobden, Hoopston, Mendota, and Metro East. The IMC sites provide a combination of center-based and home-based instructional and support services.

Description of the Planning Process

The Director of Illinois Migrant Education Services (IMES) at NIU convened a team of key stakeholders to serve on the SDP Committee, including representatives from the Illinois State Board of Education (ISBE) in content areas of English language arts (ELA), mathematics, early childhood, and school health and safety; State MEP staff who coordinate data collection, professional development, educational programming, and parent engagement; parent

representatives from the PAG; and school district personnel who provide direct services to migratory children, preschoolers, and OSY. Refer to the [SDP Committee Membership list](#). The table below summarizes the two update meetings held in Champaign, IL to work through SDP development collaboratively.

Schedule of SDP Meetings

| Dates | Objectives | Outcomes |
|----------|--|---|
| 9/30/22 | <ol style="list-style-type: none"> 1. Understand how the program planning process interacts with the State SDP. 2. Create strategies for meeting student needs. 3. Create measurable program outcomes (MPOs) and align to strategies. 4. Review and decide on next steps toward determining the major components of the SDP. | <ul style="list-style-type: none"> • Reviewed the findings from the CNA process. • Established goal area teams to review solution strategies from the CNA and draft SDP strategies for the Illinois MEP goal areas: ELA and math, school readiness, graduation, OSY achievement, and ancillary support services. • Drafted strategies and MPOs. |
| 10/27/22 | <ol style="list-style-type: none"> 1. Review and revise strategies and MPOs. 2. Identify resources needed to implement the strategies. 3. Develop a logic model for the continuous improvement cycle. 4. Discuss next steps in developing the SDP report and aligning MEP systems. | <ul style="list-style-type: none"> • Finalized strategies in goal area teams. • Reviewed process (program implementation) and outcome (performance) objectives. • Finalized MPO language for each goal area strategy. • Discussed components of the SDP related to the parent engagement plan, professional development plan, ID&R plan, technical assistance and monitoring plan, and student records plan. • Finalized the logic model. • Developed the project plan. |

Many members of the SDP Committee also served previously on the Illinois MEP Needs Assessment Committee (NAC) to provide continuity to the process. This helped ensure that systems were aligned to meet the unique educational needs of Illinois’s migratory children.

The [General Framework Section](#) contains the strategic planning chart of the SDP decisions that were determined by the [SDP Committee](#). This chart was used throughout the process as an organizer. Prior to the first meeting and as a result of the CNA process, the needs identified included the **concern statements**, **data summary**, and **need indicators**. The [SDP Committee](#) aligned strategies and MPOs with the concern statements and goal areas.

SDP Report Components

The [SDP Committee](#) focused on the following components in providing guidance for the Illinois MEP's updated SDP:

1. **[Performance Targets](#)**. The plan specifies the performance targets that the State has adopted for all migratory children for:
 - a. English language arts;
 - b. mathematics;
 - c. high school graduation;
 - d. the number of school dropouts;
 - e. school readiness; and
 - f. other performance targets that the State identifies for migratory children.
2. **[Needs Assessment](#)**. The plan includes identification and an assessment of:
 - a. the unique educational needs of migratory children that result from the children's migratory lifestyle; and
 - b. other needs of migratory children that must be met in order for them to participate effectively in school.
3. **[Measurable Program Outcomes](#)**. The plan includes the MPOs that the MEP will produce statewide through specific educational or educationally-related services. MPOs allow the MEP to determine whether and to what degree the program has met the unique educational needs of migratory children that were identified through the CNA. The MPOs should also help achieve the State's performance targets.
4. **[Service Delivery](#)**. The plan describes the Illinois MEP's strategies for achieving the performance targets and MPOs described above. The State's service delivery strategies must address:
 - a. the unique educational needs of migratory children that result from the children's migratory lifestyle, and
 - b. other needs of migratory children that must be met in order for them to participate effectively in school.
5. **[Evaluation](#)**. The plan describes how the State will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes.

The Illinois MEP may also include the policies and procedures it will implement to address other administrative activities and program functions, such as:

1. Migratory Children Identified to Receive **[Priority for Services](#)**. A description of how, on a statewide basis, the MEP will give priority to migratory children who have made a qualifying move within the previous 1-year period **and**
 - a. who are failing, or most at risk of failing, to meet the challenging State academic standards, or
 - b. have dropped out of school.
2. **[Parent and Family Engagement](#)**. This section includes strategies that the State will implement to ensure that parents of migratory children are involved in the education of

their children. The plan includes information on State and local migratory PACs which the Illinois MEP refers to as the PAG, supports for migratory parents, and resources.

3. **Identification & Recruitment Plan.** A description of the State’s plan for identification and recruitment activities and its quality control procedures.
4. Exchange of **Student Records.** A description of the State’s plan for requesting and using migratory child records and transferring migratory child records to schools and projects in which migratory children enroll.

General Framework and SDP Alignment

State Performance Targets

This section describes the performance targets that the State has adopted for all migratory children for ELA, mathematics, and high school graduation.

ELA and Mathematics

ISBE has established long-term goals and measurements of interim progress for all students as outlined in the approved amendment to the ESSA State Plan from August 2022 (<https://www.isbe.net/essa>). The baseline for the long-term goals and measurements of interim progress uses 2021 Illinois Assessment of Readiness (IAR) results for grades 3-8 and SAT results for grade 11. Though the ESSA State Plan includes differing interim performance measures for some subgroups, migratory students were not included. The tables below show the long-term goal and measures of interim progress set for all students. All subgroups have the same long-term goal of 90% achieving proficiency by 2033.

ELA Measures of Interim Progress and Long-Term Goal

| | 2022 | 2023 | 2024 | 2024 | 2026 | 2027 | 2028 | 2029 | 2030 | 2031 | 2032 | Long Term Goal 2033 |
|--------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|---------------------|
| Grades 3 & 4 | 21.90 | 28.09 | 34.28 | 40.47 | 46.66 | 52.85 | 59.04 | 65.23 | 71.43 | 77.62 | 83.81 | 90.00 |
| Grades 5 & 6 | 22.59 | 28.71 | 34.84 | 40.97 | 47.10 | 53.23 | 59.36 | 65.49 | 71.61 | 77.74 | 83.87 | 90.00 |
| Grades 7 & 8 | 23.54 | 29.58 | 35.62 | 41.67 | 47.71 | 53.75 | 59.79 | 65.83 | 71.87 | 77.92 | 83.96 | 90.00 |
| High School | 31.73 | 37.03 | 42.33 | 47.62 | 52.92 | 58.22 | 63.52 | 68.81 | 74.11 | 79.41 | 84.70 | 90.00 |

Source: ESSA State Plan, Approved as Amended, August 2022

Mathematics Measures of Interim Progress and Long-Term Goal

| | 2022 | 2023 | 2024 | 2024 | 2026 | 2027 | 2028 | 2029 | 2030 | 2031 | 2032 | Long Term Goal 2033 |
|--------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|---------------------|
| Grades 3 & 4 | 21.00 | 27.27 | 33.54 | 39.82 | 46.09 | 52.36 | 58.63 | 64.91 | 71.18 | 77.45 | 83.73 | 90.00 |
| Grades 5 & 6 | 17.18 | 23.80 | 30.42 | 37.04 | 43.66 | 50.28 | 56.90 | 63.52 | 70.14 | 76.76 | 83.38 | 90.00 |
| Grades 7 & 8 | 18.01 | 24.55 | 31.10 | 37.64 | 44.19 | 50.73 | 57.28 | 63.82 | 70.37 | 76.91 | 83.46 | 90.00 |
| High School | 28.09 | 33.72 | 39.35 | 44.97 | 50.60 | 56.23 | 61.86 | 67.49 | 73.12 | 78.74 | 84.37 | 90.00 |

Source: ESSA State Plan, Approved as Amended, August 2022

School Readiness

There are no established goals for preschool-age children in the Illinois ESSA State Plan. However, the MEP has described “how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its LOAs will ensure that the unique educational needs of migratory children, **including preschool migratory children** and migratory children who have dropped out of school, have been met.” Concerns, strategies, and goals align with the early childhood guidelines established by Illinois for all children.

High School Graduation

In the approved amendment to the ESSA State Plan, Illinois set the same long-term goal of 90 percent for the four-year adjusted cohort graduation rate for all students and for each subgroup of students by the 2031-32 school year. The following table shows the target 4-year cohort graduation rate for all students.

Four-Year Adjusted Cohort Graduate Rate Measures of Interim Progress

| | 2016 | 2019 | 2022 | 2025 | 2028 | 2031 | Long Term Goal 2032 |
|--------------|------|------|------|------|------|------|---------------------|
| All Students | 85.5 | 86.3 | 87.2 | 88.0 | 88.9 | 89.7 | 90.0 |

Source: ESSA State Plan, Approved as Amended, August 2022

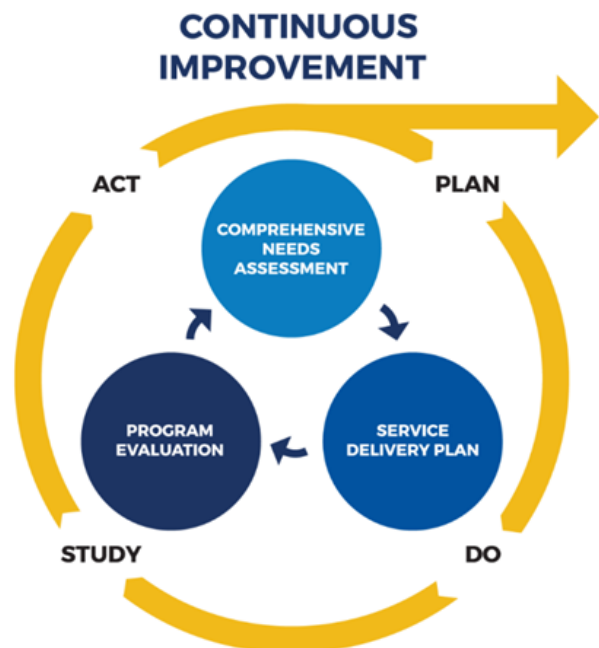
There are no specific targets for reductions in the number of students dropping out of high school.

Support Services

Illinois has not set targets for support services for all children in the ESSA State Plan. However, the MEP has identified unique needs of migratory children that can only be addressed through support services and established outcomes within the SDP.

Needs Identified Through the Statewide CNA

The Illinois MEP followed the Office of Migrant Education’s (OME) recommended Continuous Improvement Cycle for the development of the SDP. The SDP process builds on the findings from the recent CNA (completed in 2022 and on file with NIU and ISBE) using the five-step model of conducting preliminary work, exploring what is, gathering and analyzing data, making decisions, and transitioning to SDP development. The CNA serves as the foundation for the SDP process, in which key stakeholders convene to review the CNA findings, develop implementation strategies, and develop MPOs to assess impact on student progress. The State MEP will implement the strategies and data collection efforts through dissemination and



training to local MEP staff beginning in 2023-24. The evaluation measures developed in the SDP inform a statewide program evaluation to collect data on the MEP's fidelity to implementing its intended strategies and the impact of those research-based strategies on student achievement. In addition to the findings from the CNA, the following alignment chart contains these SDP components:

- **Service Delivery Strategies:** The service delivery strategies identified by the SDP Committee took into consideration the needs identified and solution strategies determined during the CNA process. There are five goal areas to which the committee has developed and aligned strategies: ELA and mathematics, school readiness, high school graduation, OSY achievement, and ancillary and support services. The strategies will be used as the target for the implementation of the MEP.
- **Measurable Program Outcomes:** The SDP Committee created MPOs that reflect the State performance targets and the needs and solution strategies identified in the CNA. MPOs are the desired outcomes of the strategies that quantify the differences that MEP services make. MPOs provide the foundation for the SDP and can be clearly communicated and evaluated.
- **Evaluation Questions:** The SDP Committee developed an Evaluation Plan for results (that relate to the State performance indicators/targets and MPOs) and for implementation (that relate to the strategies). The charts that follow provide a foundation for the MEP evaluation based on the questions identified during the SDP planning process. Please refer to the [Evaluation Plan](#) of this SDP for a detailed description of the Illinois MEP Evaluation Plan.

SDP Alignment Chart

GOAL AREA #1: ELA and Mathematics

State Performance Target, Long Term Goal: By 2033, 90% of all students and subgroups will achieve proficiency in ELA and mathematics.

Need statements: Migratory student proficiency rates in ELA need to increase by 27 points on the IAR and 33.4 points on the SAT to be on track with non-migratory peers. Migratory student proficiency rates in mathematics need to increase by 21.3 points on the IAR and 29.6 points on the SAT.

Concern Statements:

- We are concerned that K-12 migratory students have low participation in regular term and summer instructional services.
 - 39% of migratory children grades K-12 participated in instructional services during 2021-2022, and 61% of migratory children are not receiving instruction.
- We are concerned that migratory students have lower academic achievement in English literacy (reading and writing) than non-migratory students.
 - 4.2% of migratory students were proficient/above in ELA on IAR compared to 31.2% of non-migratory students.
 - 0% of migratory students were proficient in ELA on SAT compared to 33.4% of non-migratory students.
- We are concerned that migratory students have low academic achievement in math compared to non-migratory students.
 - 5.0% of migratory students were proficient/above in math on IAR compared to 26.3% of non-migratory students.
 - 0% of migratory students were proficient in math compared to 29.6% of non-migratory students.

ELA and Math Strategies, MPOs, and Evaluation Questions

| Strategies | Measurable Program Outcomes (MPOs) | Evaluation Questions |
|---|--|---|
| <p>1.1) Provide culturally and linguistically relevant instruction through systems designed to provide access to migratory students including center- and home-based instruction, and individual tutoring in reading/literacy. ELA instruction should include the following:</p> <ul style="list-style-type: none"> • formative and summative assessment results to guide reading/literacy instruction; • evidence-based strategies, curricula, and practices • biliteracy and/or ESL strategies; and • opportunities for instructors to become familiar with migratory students’ linguistic and academic needs and strengths and ensure these are present during instruction. | <p>1A) By the end of the 2023-24 reporting period, migratory students in grades K-8 participating in a summer program for at least 3 weeks will demonstrate a statistically significant gain (at the .05 level) in reading/literacy between pre- and post-test using an appropriate performance-based reading/literacy assessment.</p> <p>1B) By the end of the 2023-24 reporting period, 70% of migratory students in grades K-8 participating in the MEP regular year reading/ literacy instructional services for at least 3 months will demonstrate above average performance or one level gain in reading/literacy skills as measured by a classroom teacher observation tool that considers classroom performance, grades, and other indicators of reading/literacy achievement.</p> | <p>Implementation: How was ELA instruction provided? What strategies, materials, and assessments did the project use? How many students participated and how many were assessed?</p> <p>Results: What was the statistical significance of the difference between pre-test and post-test on performance-based reading/literacy assessments? What was the statistical significance of the difference between pre-test and post-test in ELA on the classroom teacher observation tool?</p> |

| Strategies | Measurable Program Outcomes (MPOs) | Evaluation Questions |
|---|--|--|
| <p>1.2) Provide culturally and linguistically relevant instruction through systems designed to provide access to migratory students including center- and home-based instruction, and individual tutoring in mathematics. Mathematics instruction should include the following:</p> <ul style="list-style-type: none"> • formative and summative assessment results to guide math instruction; • evidence-based strategies, curricula, and practices; • biliteracy and/or ESL strategies and opportunities; and • opportunities for instructors to become familiar with migratory students’ linguistic and academic needs and strengths and ensure these are present during instruction. | <p>1C) By the end of the 2023-24 reporting period, migratory students in grades K-8 participating in a summer program for at least 3 weeks will demonstrate a statistically significant gain (at the .05 level) in math between pre- and post-test using an appropriate performance-based math assessment.</p> <p>1D) By the end of the 2023-24 reporting period, 70% of migratory students in grades K-8 participating in the MEP regular year mathematics instructional services for at least 3 months will demonstrate above average performance or one level gain in math skills as measured by a classroom teacher observation tool that considers classroom performance, grades, and other indicators of math.</p> | <p>Implementation: How was mathematics instruction provided? What strategies, materials, and assessments did the project use? How many students participated and how many were assessed?</p> <p>Results: What was the statistical significance of the difference between pre-test and post-test on performance-based mathematics assessments? What was the statistical significance of the difference between pre-test and post-test in mathematics on the classroom teacher observation tool?</p> |
| <p>1.3) Incorporate culturally and linguistically relevant engagement and enrichment activities into programming to encourage student attendance and provide experiences students might not otherwise have.</p> <ul style="list-style-type: none"> • Develop a socially and emotionally safe learning environment for migratory students. • Incorporate ELA and math skills in enrichment activities. • Provide academic field trips. • Incorporate project-based learning with technology. | <p>1E) By the end of the 2023-24 reporting period, the percent of identified migratory children in grades K-12 who participate in MEP instructional services will increase to 44%.</p> | <p>Implementation: What engagement and enrichment activities did the project provide? How did activities incorporate culturally and linguistically relevant activities? If applicable, how was technology incorporated in activities?</p> <p>Results: What percentage of identified migratory children (grades K-12) participated in an MEP instructional service during the reporting period?</p> |

GOAL AREA #2: School Readiness

State Performance Target: The delivery of school readiness services to migratory preschool children is a provision under Title IC. There is no specific Illinois State Performance Target for school readiness.

Need Statement: In the long term, 100% of migratory preschool age children not being served in any early childhood program need to receive supplemental instruction.

Concern Statements:

- We are concerned that migratory children of preschool age are not enrolled in early childhood programs at high enough rates.
 - 35% of migratory preschool children received MEP instruction in 2021-22.
- We are concerned that migratory children ages 3-5 are not prepared for kindergarten in the areas of language and literacy.
 - Migratory children scored 22% correct on an early childhood pre-assessment of alphabet, emergent literacy, and emergent writing skills compared to the 80% mastery goal.
- We are concerned that migratory children ages 3-5 are not prepared for kindergarten in the area of math.
 - Migratory children scored 36% correct on an early childhood pre-assessment of math skills compared to the 80% mastery goal.

School Readiness Strategies, MPOs, and Evaluation Questions

| Strategies | Measurable Program Outcomes (MPOs) | Evaluation Questions |
|---|--|---|
| <p>2.1) Provide culturally and linguistically relevant early literacy development opportunities for migratory children ages 3-5 who have not yet entered kindergarten, including collaborating with other agencies that provide services to migratory children, if available.</p> <p>Ensure instructors are familiar with migratory children’s linguistic and academic needs and strengths as related to early literacy skills and ensure that needs/strengths are addressed during instruction.</p> | <p>2A) By the end of the 2023-24 reporting period, 75% of preschool migratory children participating for at least 3 weeks in summer school programs will show a gain of 3.0 points in the combined scores of the Emergent Literacy Skills and Alphabet subtests of the Illinois MEP Early Childhood Education (ECE) Assessment.</p> | <p>Implementation: What early literacy development opportunities did the project provide? How did the project incorporate culturally and linguistically relevant opportunities? How did the project ensure instructors were familiar with the needs of migratory children?</p> <p>Results: What percent of migratory preschool children with valid pre- and post-test results demonstrated a 3-point gain on the Emergent Literacy Skills and Alphabet subtests of the Illinois MEP ECE Assessment?</p> |

| Strategies | Measurable Program Outcomes (MPOs) | Evaluation Questions |
|---|---|---|
| <p>2.2) Provide culturally and linguistically relevant early math development opportunities for migratory children ages 3-5 who have not yet entered kindergarten, including collaborating with other agencies that provide services to migratory children, if available.</p> <p>Ensure instructors are familiar with migratory children’s linguistic and academic needs and strengths and ensure that needs/strengths as related to early math skills are addressed during instruction.</p> | <p>2B) By the end of the 2023-24 reporting period, 75% of all preschool migratory children participating for at least 3 weeks in summer school programs will show a gain of 3.0 points on the Counting subtest of the Illinois MEP ECE Assessment.</p> | <p>Implementation: What early math opportunities did the project provide? How did the project incorporate culturally and linguistically relevant opportunities? How did the project ensure instructors were familiar with the needs of migratory children?</p> <p>Results: What percent of migratory preschool children with valid pre- and post-test results demonstrated a 3-point gain on the Counting subtest of the Illinois MEP ECE Assessment?</p> |
| <p>2.3a) Model early reading/literacy teaching and learning strategies for families in the home and/or center-based early childhood education programs, including collaborating with other agencies that provide services to migratory children, if available.</p> <p>2.3b) Develop systems to provide access to preschool programs for migratory children including information and support for families to meet enrollment procedures and paperwork requirements.</p> | <p>2C) By the end of the 2023-24 reporting period, migratory preschool children ages 3-5 will receive instructional services from existing preschool programs or MEP-funded programs (baseline to be set in 2023-24, with targets for incremental increases set for future years).</p> | <p>Implementation: What in-home activities did the project provide? With which agencies did the project collaborate? What systems were implemented to provide access to preschool programs?</p> <p>Results: What percentage of migratory children ages 3-5 participated in instructional services provided by the MEP or other preschool programs?</p> |

GOAL AREA #3: High School Graduation

State Performance Target, Long Term Goal: In the approved amendment to the ESSA State Plan, Illinois set the same long-term goal of 90 percent for the four-year adjusted cohort graduation rate for all students and for each subgroup of students by the 2031-32 school year.

Need Statement: The percentage of 11th grade students passing Algebra I, which is required for graduation, needs to increase by 26.9 points to meet the long-term graduation rate target of 90%.

Concern Statements:

- We are concerned that middle school and secondary students have insufficient engagement, participation, and preparation to allow for greater progress towards high school graduation, college, career, or their goals.
 - 30% of students in grades 9-11 participated in summer programs in 2021-22.
 - 31% of the students with data available about credit accrual are behind in credits to graduate on time. Credit accrual records were unavailable for 29% of identified secondary students.
 - 51% of migratory parents responding to the needs assessment survey indicated their children needed more college and career counseling.
- We are concerned that migratory students have not passed Algebra 1 by 11th grade.
 - 63.1% of 11th grade students with course history data received credit for Algebra 1 prior to the 11th grade.

Graduation Strategies, MPOs, and Evaluation Questions

| Strategies | Measurable Program Outcomes (MPOs) | Evaluation Questions |
|---|--|---|
| <p>3.1) Provide and communicate differentiated learning opportunities, in person and online using culturally and linguistically sustaining approaches to improve attendance, academic achievement and college and career readiness for secondary-aged students (grades 6 and up). Examples of activities include credit accrual; academic skill building; ESL instruction; life skills instruction; high school equivalency preparation; test preparation; enrichment strategies; and supplemental credit accrual opportunities through distance education, credit-by-exam, and other methods that meet the needs of students and align with graduation plans.</p> | <p>3A) By the end of summer 2024, the percentage of eligible migratory students in grades 9-11 who participate in summer programs will increase to 35%.</p> <p>3B) By the end of summer 2024, 75% of secondary-aged migratory students (those attending a field-based program and those in a center-based program for a sufficient amount of time to show progress [about 3 weeks in summer programs or 3 months in the regular term]) will make progress toward instructional/learning goals identified on their Secondary Student Services Plan.</p> | <p>Implementation: What learning opportunities did the project provide for secondary students? How many students participated? How were culturally and linguistically sustaining approaches incorporated?</p> <p>Results: What percentage of migratory students in grades 9-11 participated in MEP summer programs? What percentage of migratory students (grades 6 and up) demonstrated progress on the Secondary Student Services Plan after participating in regular or summer term programs?</p> |

| Strategies | Measurable Program Outcomes (MPOs) | Evaluation Questions |
|--|--|---|
| <p>3.2) During the regular school year, develop, monitor, and communicate a graduation plan that is reviewed at least annually in collaboration with the school guidance counselor, migratory student, their parents (if available), and other stakeholders to provide support and ensure that students are on track for graduation and attending school.</p> | <p>3C) By the end of the 2023-24 reporting period, 80% of migratory high school students enrolled in schools served by migrant projects for at least 3 months during the regular school year will work with MEP staff and their counselor to complete or update and sign their graduation plan.</p> | <p>Implementation: How did the project help ensure that migratory students enrolled in high school for at least three months in Illinois were on track for graduation?</p> <p>Results: What percent of migratory high school students enrolled in an Illinois high school with an MEP for at least three months met with their counselor and MEP staff to review their graduation plan?</p> |

GOAL AREA #4: OSY Achievement

State Performance Target, Long Term Goal: In the approved amendment to the ESSA State Plan, Illinois set the same long-term goal of 90 percent for the four-year adjusted cohort graduation rate for all students and for each subgroup of students by the 2031-32 school year.

Need Statement: OSY participation in instruction aligned to pathways toward their goals and graduation needs to increase.

Concern Statements:

- We are concerned that OSY lack knowledge of basic English language skills and life skills.
 - 84 % of OSY assessed on the Language Screener scored at the beginner level. All OSY assessed on iOSY life skills assessments scored below mastery levels.
- We are concerned that OSY are not engaged in academic activities and not engaged in pathways that will lead them to their career, education, or personal goals.
 - 58% of OSY participated in MEP instructional services in 2021-22.

OSY Strategies, MPOs, and Evaluation Questions

| Strategies | Measurable Program Outcomes (MPOs) | Evaluation Questions |
|---|---|---|
| <p>4.1) Provide instruction to migratory OSY who have been in the U.S. school system to improve engagement, develop English and home language skills; learn life skills; access career exploration opportunities; engage in goal setting; start on pathways toward GED/HSED, high school reenrollment, or adult basic education; and provide educational resources and materials for skills development.</p> | <p>4A) By the end of summer 2024, 70% of migratory OSY engaged in instructional services for a sufficient amount of time to show progress (typically 3 weeks) will make measurable progress toward the instructional/learning goals identified on their Secondary Student Service Plan.</p> | <p>Implementation: What learning opportunities did the project provide for OSY? How many OSY participated?</p> <p>Results: What percentage of migratory OSY demonstrated progress on the Secondary Student Services Plan after participating in regular or summer term programs?</p> |
| <p>4.2) Provide differentiated learning opportunities that may include educational field trips, experiential learning, STAT lessons, learning plan development, mini-English lessons, and other instruction designed to improve recently arrived OSY participation and knowledge acquisition.</p> | <p>4B) By the end of summer 2024, 70% of the migratory OSY who completed OSY lessons during the regular year or summer will gain 5% on curriculum-based lesson assessments.</p> <p>4C) By the end of the 2023-24 reporting period, the percentage of migratory OSY identified who participate in instructional services will increase to 50%.</p> | <p>Implementation: What learning opportunities did the project provide for OSY? How many OSY participated?</p> <p>Results: What percent of migratory OSY with valid pre/post results on a curriculum-based assessment demonstrated a 5% gain? What percent of migratory OSY participated in instructional services during the reporting period?</p> |

GOAL AREA #5: Ancillary and Support Services

State Performance Target: The delivery of support services to migratory students is a provision under Title IC. There is no specific Illinois State Performance Target for support services.

Need Statement: Migratory family and child access to support services and health and nutrition information needs to increase.

Concern Statements:

- We are concerned that migratory children have limited access to support or health services such as medical, dental, mental health, vision, and nutrition.
 - 94% of migratory parents responding to a needs survey indicated they had health and nutrition needs. 57% of migratory children (3-21) received support services in 2021-22.
- We are concerned that migratory parents expressed a need for additional help with school support services such as school supplies, college and career counseling, navigating internet/technology, and/or navigating the school system.
 - 90% of migratory parents responding to a needs survey indicated the need for help with school support services and family engagement assistance.

Support Services Strategies, MPOs, and Evaluation Questions

| Strategies | Measurable Program Outcomes (MPOs) | Evaluation Questions |
|--|--|--|
| <p>5.1) Coordinate and collaborate with public and private programs and agencies to provide needed support services (medical, dental, mental health, disability services, vision services, and nutrition assistance) and build trust with migratory families. Coordinate access to mental health/social emotional wellness (e.g., CHP and other mental health care providers) to increase student and family knowledge of support services and community resources.</p> | <p>5A) As a result of MEP coordination/ collaboration activities provided in 2023-24, 80% of migratory parents who engage in parent activities and complete the parent survey will report that they received information about support and academic services (e.g., health, nutrition, transportation, other support services) to promote the health, well-being, and knowledge of support services and community resources for their children.</p> | <p>Implementation: With which organizations did the project coordinate and collaborate to provide needed support services? How did the project support access to needed services? Results: What percent of migratory parents reported that they received information about support and academic services?</p> |
| <p>5.2) Provide MEP-sponsored family development on how to help support children’s school readiness, reading/literacy and math success in school, high school graduation, GED, post-secondary opportunities, and/or career goals. Build trust, include parents in program planning, and communicate about the importance of education and benefits of programming including family empowerment.</p> | <p>5B) As a result of MEP-sponsored parent engagement activities provided in 2023-24, 80% of migratory parents participating in MEP activities will report satisfactory ability to support their child’s success in school as measured on the parent engagement survey.</p> | <p>Implementation: What parent engagement activities did the project provide? How did the project communicate and engage with migratory families? Results: What percent of migratory parents reported satisfactory ability to support their child’s success in school on the parent engagement survey?</p> |
| <p>5.3) Provide necessary support services including educational resources, materials, and supplies, and appropriate activities that promote educational support at home.</p> | <p>5C) By the end of the 2023-24 reporting period, the percent of identified migratory children and youth (ages 3-21) who receive needs-based support services will increase to 62%.</p> | <p>Implementation: What support services did the project provide? Results: What percent of migratory children and youth (ages 3-21) received support services during the reporting period?</p> |

Evaluation Plan

Plan for Evaluation of Project Implementation and MPO Results

The evaluation of the Illinois MEP will be completed by the State with the assistance of an external evaluator knowledgeable about migrant education, evaluation design, federal reporting requirements and OME guidelines, the State context, and the operation of the Illinois MEP. The evaluation will systematically collect information to improve the program and to help the State make decisions about program improvement and success.

The evaluation will report both **implementation** and **outcome** data to determine the extent to which the MPOs for the MEP in ELA, mathematics, school readiness, high school graduation, OSY achievement, and support services have been addressed and met. Questions answered by implementation and outcome data are included in the alignment chart.

Data on migratory children and services are collected by the State from each of its LOAs. Data sources include migratory parents, recruiters, migrant program administrators, and other staff as appropriate. In addition, the State will work with the MEP evaluator to develop a Fidelity of Strategy Implementation (FSI) rubric to rate the extent to which local implementation of strategies aligns to the strategy descriptions in the SDP. An outside observer will use the form to document methods of strategy implementation and evidence maintained locally regarding participation. Each project will be visited at least once every three years so that a full implementation evaluation is completed over a three-year cycle.

Observer site visits will include data from surveys, focus groups, structured interviews, and records reviews (including assessment results reported through the State data collection and reporting system). Data analysis procedures at the conclusion of projects annually will include descriptive statistics based on Illinois migratory child demographics, program implementation, and student and program outcomes. Means and frequencies will be calculated. Tests of statistical significance will be completed, and trend analyses conducted on open-ended responses from stakeholders.

To comply with federal guidelines, Illinois will prepare an annual performance results evaluation to inform SEA decision-making. The evaluation will include performance results data on State performance targets related to Performance Goals 1 and 5, any additional performance targets identified by the State, Government Performance and Results Act (GPRA) indicators, results data on MPOs, implementation results, and implications and recommendations for improvement of services based upon implementation results and performance results data.

Evaluation Planning Chart

| MPO | How collected | Who collects | Timeline |
|---|---|--|---|
| English Language Arts and Mathematics | | | |
| <p>1A) By the end of the 2023-24 reporting period, migratory students in grades K-8 participating in a summer program for at least 3 weeks will demonstrate a statistically significant gain (at the .05 level) in reading/literacy between pre- and post-test using an appropriate performance-based reading/literacy assessment.</p> | Literacy Results Spreadsheet | Teachers and administrators | End of summer annually |
| <p>1B) By the end of the 2023-24 reporting period, 70% of migratory students in grades K-8 participating in the MEP regular year reading/literacy instructional services for at least 3 months will demonstrate above average performance or one level gain in reading/literacy skills as measured by a classroom teacher observation tool that considers classroom performance, grades, and other indicators of reading/literacy achievement.</p> | Classroom Teacher Observation Tool | Administrators, MEP tutors, and classroom teachers | End of regular term annually |
| <p>1C) By the end of the 2023-24 reporting period, migratory students in grades K-8 participating in a summer program for at least 3 weeks will demonstrate a statistically significant gain (at the .05 level) in math between pre- and post-test using an appropriate performance-based math assessment.</p> | Student Roster and Assessment Scores Form | Teachers and administrators | End of summer annually |
| <p>1D) By the end of the 2023-24 reporting period, 70% of migratory students in grades K-8 participating in the MEP regular year mathematics instructional services for at least 3 months will demonstrate above average performance or one level gain in math skills as measured by a classroom teacher observation tool that considers classroom performance, grades, and other indicators of math.</p> | Classroom Teacher Observation Tool | Administrators, MEP tutors, and classroom teachers | End of regular term annually |
| <p>1E) By the end of the 2023-24 reporting period, the percent of identified migratory children in grades K-12 who participate in MEP instructional services will increase to 44%.</p> | MIS2000 | Data entry staff and administrators | End of regular term and summer annually |

| MPO | How collected | Who collects | Timeline |
|---|--|--|---|
| School Readiness | | | |
| <p>2A) By the end of the 2023-24 reporting period, 75% of preschool migratory children participating for at least 3 weeks in summer school programs will show a gain of 3.0 points in the combined scores of the Emergent Literacy Skills and Alphabet subtests of the Illinois MEP Early Childhood Education (ECE) Assessment.</p> | Early childhood assessment | Teachers and administrators | End of summer annually |
| <p>2B) By the end of the 2023-24 reporting period, 75% of all preschool migratory children participating for at least 3 weeks in summer school programs will show a gain of 3.0 points on the Counting subtest of the Illinois MEP ECE Assessment.</p> | Early childhood assessment | Teachers and administrators | End of summer annually |
| <p>2C) By the end of the 2023-24 reporting period, migratory preschool children ages 3-5 will receive instructional services from existing preschool programs or MEP-funded programs (baseline to be set in 2023-24, with targets for incremental increases set for future years).</p> | MEP Director Report and MIS2000 | Administrators and parent liaisons | End of regular term and summer annually |
| High School Graduation and OSY Achievement | | | |
| <p>3A) By the end of summer 2024, the percentage of eligible migratory students in grades 9-11 who participate in summer programs will increase to 35%.</p> | MIS2000 | Data entry staff and administrators | End of summer annually |
| <p>3B) By the end of summer 2024, 75% of secondary-aged migratory students (those attending a field-based program and those in a center-based program for a sufficient amount of time to show progress [about 3 weeks in summer programs or 3 months in the regular term]) will make progress toward instructional/learning goals identified on their Secondary Student Services Plan.</p> | Secondary Student Services Plan | Teachers and administrators | End of regular term and summer annually |
| <p>3C) By the end of the 2023-24 reporting period, 80% of migratory high school students enrolled in schools served by migrant projects for at least 3 months during the regular school year will work with MEP staff and their counselor to complete or update and sign their graduation plan.</p> | Graduation Plan Supplement and Graduation Plan Cover Sheet | Administrators, MEP tutors, and high school counselors | End of regular term annually |

| MPO | How collected | Who collects | Timeline |
|--|---------------------------------|-------------------------------------|---|
| OSY Achievement | | | |
| <p>4A) By the end of summer 2024, 70% of migratory OSY engaged in instructional services for a sufficient amount of time to show progress (typically 3 weeks) will make measurable progress toward the instructional/learning goals identified on their Secondary Student Service Plan.</p> | Secondary Student Services Plan | Teachers and administrators | End of regular term and summer annually |
| <p>4B) By the end of summer 2024, 70% of the migratory OSY who completed OSY lessons during the regular year or summer will gain 5% on curriculum-based lesson assessments.</p> | Local OSY Data Collection Tool | Teachers and administrators | End of summer annually |
| <p>4C) By the end of the 2023-24 reporting period, the percentage of migratory OSY identified who participate in instructional services will increase to 50%.</p> | MIS2000 | Data entry staff and administrators | End of regular term and summer annually |
| Ancillary and Support Services | | | |
| <p>5A) As a result of MEP coordination/ collaboration activities provided in 2023-24, 80% of migratory parents who engage in parent activities and complete the parent survey will report that they received information about support and academic services (e.g., health, nutrition, transportation, other support services) to promote the health, well-being, and knowledge of support services and community resources for their children.</p> | Parent Survey | Parent Activity Organizers | End of summer term annually |
| <p>5B) As a result of MEP-sponsored parent engagement activities provided in 2023-24, 80% of migratory parents participating in MEP activities will report satisfactory ability to support their child’s success in school as measured on the parent engagement survey.</p> | Parent Survey | Parent Activity Organizers | End of summer term annually |
| <p>5C) By the end of the 2023-24 reporting period, the percent of identified migratory children and youth (ages 3-21) who receive needs-based support services will increase to 62%.</p> | MIS2000 | Data entry staff and administrators | End of regular term and summer annually |

Student Assessment and Progress Monitoring Plan

For **program improvement** purposes and in accordance with the **evaluation requirements** provided in 34 CRF 200.83(a)(4), the evaluation data and demographic information described in the preceding alignment chart and evaluation planning chart will be collected, compiled, analyzed, and summarized for the Illinois MEP. These activities will help the State determine the degree to which the MEP is on target to reach the State performance targets and effective based on progress toward the MPOs. Data collection will occur through standard data reporting to the migrant-specific data system (MIS2000) and an annual program evaluation data collection (assessment results spreadsheets, surveys, and summary of records forms).

Evaluation Tools

In addition to these data systems, the Illinois MEP conducts MEP-specific data collection for CNA and evaluation purposes. During the regular term, IMES collects the Classroom Teacher Observation Tool, Secondary Student Services Plans, and Graduation Plan Cover Sheets to measure MPOs related to ELA, mathematics, and high school graduation. During the summer when most students are resident in the State, IMES collects assessment spreadsheets, services plans, parent surveys, and staff surveys to measure MPOs address implementation outcomes in all five goal areas.

Project Plan and Logic Model

Project Plan

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

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

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

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

ELA and Mathematics Project Plan

| Strategy | Examples of strategy implementation | Use of MEP funds | Information sites should keep about strategy implementation |
|---|--|--|---|
| <p>1.1) Provide culturally and linguistically relevant instruction through systems designed to provide access to migratory students including center- and home-based instruction, and individual tutoring in reading/literacy.</p> | <ul style="list-style-type: none"> • After school tutoring • Site-based summer program • Home-based summer program • Staff and faculty professional development (PD) on culturally and linguistically relevant instruction • Literacy instruction • Project-based learning • Formative and summative assessment results to guide reading/literacy instruction • Evidence-based strategies curricula, and practices • Biliteracy and/or ESL strategies • Opportunities for instructors to become familiar with migratory students' linguistic and academic needs and strengths and to ensure these are present during instruction | <ul style="list-style-type: none"> • Teachers and aides for tutoring and summer programs • Curriculum materials and supplies • Book distributions • Local PD | <ul style="list-style-type: none"> • Classroom Teacher Observation Tool • Literacy pre and post assessments - Fountas & Pinnell, Concepts about Print, Rigby, Fluency Snapshot • Evidence-based instructional materials/strategies used • Student participation (attendance) • PD records • Writing samples |
| <p>1.2) Provide culturally and linguistically relevant instruction through systems designed to provide access to migratory students including center- and home-based instruction, and individual tutoring in math.</p> | <ul style="list-style-type: none"> • After school tutoring • Site-based summer program • Home-based summer program • Staff and faculty PD on culturally and linguistically relevant instruction • Project SMART • Project-based learning • Formative and summative assessment results to guide mathematics instruction • Evidence-based strategies curricula, and practices • Biliteracy and/or ESL strategies • Opportunities for instructors to become familiar with migratory students' linguistic and academic needs and strengths and to ensure these are present during instruction | <ul style="list-style-type: none"> • Teachers and aides for tutoring and summer-based programs • Curriculum materials and supplies • Local PD | <ul style="list-style-type: none"> • Classroom Observation Tool • Student participation (attendance) • Math pre and post assessments - Project SMART assessments • PD records • Evidence-based instructional materials/strategies used |

| Strategy | Examples of strategy implementation | Use of MEP funds | Information sites should keep about strategy implementation |
|--|---|---|--|
| <p>1.3) Incorporate culturally and linguistically relevant engagement and enrichment activities into programming to encourage student attendance and provide experiences students might not otherwise have.</p> | <ul style="list-style-type: none"> • Develop a socially and emotionally safe learning environment for migratory students. • Incorporate ELA and math skills in enrichment activities. • Provide academic field trips. • Incorporate project-based learning with technology. • Incorporate art instruction. • Technology instruction and projects • Technology checkout programs • Theme-based educational field trips • Hands-on STEM/STEAM activities • Health and safety education • Parent events for students to display accomplishments • Staff and faculty PD on culturally and linguistically relevant instruction | <ul style="list-style-type: none"> • Educational materials and supplies • STEM bus • Transportation for field trips • Admission fees for field trips • Flyers that promote the program | <ul style="list-style-type: none"> • Attendance records • MIS2000 data • Optional student survey • Technology use (checkout programs) • Descriptions of engagement activities |

School Readiness Project Plan

| Strategy | Examples of strategy implementation | Use of MEP funds | Information sites should keep about strategy implementation |
|---|--|--|---|
| <p>2.1) Provide culturally and linguistically relevant early literacy development opportunities for migratory children ages 3-5 who have not yet entered kindergarten, including collaborating with other agencies providing services to migratory children if available.</p> <p>Ensure instructors are familiar with migratory children’s linguistic and academic needs and strengths as related to early literacy skills and ensure that needs/strengths are addressed during instruction.</p> | <ul style="list-style-type: none"> • Direct instruction (site and home-based) • Peer reading program • Bi-annual meetings with partner agencies providing educational services for migratory children • Field trips related to enrichment literacy activities | <ul style="list-style-type: none"> • Teachers and aides • Local PD • Early literacy resources e.g., books and access to technology • Field trip expenses | <ul style="list-style-type: none"> • Attendance records • Illinois MEP ECE Assessment • MIS2000 EC supplementals |
| <p>2.2) Provide culturally and linguistically relevant early math development opportunities for migratory children ages 3-5 who have not yet entered kindergarten, including collaborating with other agencies providing services to migratory children if available.</p> <p>Ensure instructors are familiar with migratory children’s linguistic and academic needs and strengths and ensure that needs/strengths as related to early math skills are addressed during instruction.</p> | <ul style="list-style-type: none"> • Direct instruction (site and home-based) • Peer math program • Bi-annual meetings with partner agencies providing educational services for migratory children • Field trips related to math enrichment activities | <ul style="list-style-type: none"> • Teachers and aides • Local PD • Early math resources; e.g., manipulatives and access to technology • Field trip expenses | <ul style="list-style-type: none"> • Attendance records • Illinois MEP ECE Assessment • MIS2000 EC supplementals |
| <p>2.3a) Model early reading/literacy teaching and learning strategies for families in the home and/or center-based early childhood education programs, including collaborating with other agencies providing services to migratory children if available.</p> | <ul style="list-style-type: none"> • Offer large and small group parent workshops. • Home visitor protocol for effective parent interactions • Bi-annual meetings with partner agencies providing educational services for migratory children • Use technology to create instructional videos for parents that model instructional strategies. • Use the MEP website to compile/share parent resources https://www.niu.edu/illinois-mep/index.shtml. | <ul style="list-style-type: none"> • Teachers and aides • Local PD • Educational materials and supplies • Parent workshop expenses • Flash drives, SD cards, etc. loaded with instructional resources | <ul style="list-style-type: none"> • Sign-in sheets • Workshop agendas • Parent evaluations • Collaboration meeting records and notes |

| Strategy | Examples of strategy implementation | Use of MEP funds | Information sites should keep about strategy implementation |
|---|---|---|--|
| <p>2.3b) Develop systems to provide access to preschool programs for migratory children including information and support for families to meet enrollment procedures and paperwork requirements.</p> | <ul style="list-style-type: none"> • Provide information about early education programming procedures through a PAG meeting. • Include PAG officers in dissemination of information about available preschool programs. • Work with districts and early education providers to connect families with enrollment procedures and paperwork expectations. • Work with districts and early education providers to communicate and provide support to families about in person/online early education enrollment opportunities. • Migrant staff present at in person enrollment events. • Communicate on social media platforms early education enrollment events. • Create a continual form of communication with families about the enrollment process for early education. | <ul style="list-style-type: none"> • Flyers • ID&R staff • Migrant liaisons/advocates • Parent meeting expenses | <ul style="list-style-type: none"> • # of participants at events • Parent Contact Log • Social media • End of term reports • Parent surveys |

High School Graduation Project Plan

| Strategy | Examples of strategy implementation | Use of MEP funds | Information sites should keep about strategy implementation |
|---|---|--|--|
| <p>3.1) Provide and communicate differentiated learning opportunities, in person and online using culturally and linguistically sustaining approaches to improve attendance, academic achievement and college and career readiness for secondary-aged students (grades 6 and up). Examples of activities include credit accrual; academic skill building; ESL instruction; life skills instruction; high school equivalency preparation; test preparation; enrichment strategies; and supplemental credit accrual opportunities through distance education, credit-by-exam, and other methods that meet the needs of students and align with graduation plans.</p> | <ul style="list-style-type: none"> • High school equivalency, motivational presentations (dual credit opportunities, AP classes) • Enrichment and engagement activities • Field trips • Site-based summer program • Home-based summer program • Curriculum materials • Middle school course • High school credit accrual • Academic skill building • Assessment preparation • Post-secondary preparation • Career awareness • Life skills • STEAM • Career and technical programs • Trade school information/guidance | <ul style="list-style-type: none"> • Staff training • Staff time • Credit accrual cost • College/trade school visits/enrichment and engagement activities • Field trip expenses | <ul style="list-style-type: none"> • Pre and post tests • Secondary Services Plan • Credit Accrual Form • Student surveys • Agendas • Student participation (attendance) |
| <p>3.2) During the regular school year, develop, monitor, and communicate a graduation plan that is reviewed at least annually in collaboration with the school guidance counselor, migratory student, their parents (if available), and other stakeholders to provide support and ensure that students are on track for graduation and attending school.</p> | <ul style="list-style-type: none"> • Share graduation plans with summer program staff. • Meetings with counselors, MEP staff, students and parents • Communication with counselors about Migrant Student Information Exchange (MSIX) consolidated records • Tutoring • Weekly or monthly meetings with students • Communication with parents about graduation plan | <ul style="list-style-type: none"> • Teachers and aides • Curriculum materials and supplies • Local PD • Collaboration with home and sending districts | <ul style="list-style-type: none"> • Transcripts • MSIX/MIS2000 records • Graduation plan • Meeting attendance • Meeting agendas • Meeting notes |

OSY Achievement Project Plan

| Strategy | Examples of strategy implementation | Use of MEP funds | Information sites should keep about strategy implementation |
|---|--|--|---|
| <p>4.1) Provide instruction to migratory OSY who have been in the U.S. school system to improve engagement, develop English and home language skills, learn life skills, access career exploration opportunities, engage in goal setting, start on pathways toward GED/HSED, high school reenrollment, or adult basic education, and provide educational resources and materials for skills development.</p> | <ul style="list-style-type: none"> • Credit accrual • Academic skill building • Bilingual support • Life skills instruction • High school equivalency • Motivational strategies • Enrichment and engagement activities • Goal setting plan • Career exploration opportunities | <ul style="list-style-type: none"> • Staff training • Staff time • Credit accrual cost • College visits/enrichment and engagement activities • Materials, books, technology, etc. • Transportation | <ul style="list-style-type: none"> • Pre and post tests • English Language Screener • Life skill lessons • OSYmigrant.org lessons • Student Survey • Secondary Services Plan • Credit Accrual Form • Agendas • Student participation (attendance) • Goal setting plan |
| <p>4.2) Provide differentiated learning opportunities that may include educational field trips, experiential learning, STAT lessons, learning plan development, mini-English lessons, and other instruction designed to improve recently arrived OSY participation and knowledge acquisition.</p> | <ul style="list-style-type: none"> • Academic skill building • Bilingual support/EL Instruction (mini English lessons) • Life skills instruction • Motivational strategies • Enrichment and engagement activities • STAT lessons • Learning plans | <ul style="list-style-type: none"> • Staff training • Staff time • Enrichment and engagement activities • Materials, books, technology, etc. • Transportation | <ul style="list-style-type: none"> • Pre and post tests • English Language Screener • Life skill lessons • OSYmigrant.org lesson assessments • Student Survey • Secondary Services Plan • Learning plan • Agendas • Student participation (attendance) |

Ancillary and Support Services Project Plan

| Strategy | Examples of strategy implementation | Use of MEP funds | Information sites should keep about strategy implementation |
|--|---|--|--|
| <p>5.1) Coordinate and collaborate with public and private programs and agencies to provide needed support services (medical, dental, mental health, disability services, vision services, and nutrition assistance) and build trust with migratory families. Coordinate access to mental health/social emotional wellness (e.g., CHP and other mental health care providers) to increase student and family knowledge of support services and community resources.</p> | <ul style="list-style-type: none"> • Referrals services fair • Nutrition • Immunization records and referrals • Coordination with CHP Screening • Calendar of services • Family events with wellness components • Coordination with REACH Initiative and SEL hubs | <ul style="list-style-type: none"> • Dental and health screenings • Staff time • Training costs • Informational materials • Supplemental nutrition costs • Family event costs | <ul style="list-style-type: none"> • CHP forms • Exam results • Surveys • Agendas • Notes • Evaluations • Needs and services summary and log |
| <p>5.2) Provide MEP-sponsored family development on how to help support children’s school readiness, reading/literacy and math success in school, high school graduation, GED, post-secondary opportunities, and/or career goals. Build trust, include parents in program planning, and communicate about the importance of education and benefits of programming including family empowerment.</p> | <ul style="list-style-type: none"> • Home visits • Materials and school supplies • Parent meetings • Parent workshops • School staff meetings • Parent liaisons • Follow up for request • Multiple methods of parent communication (online, flyers, calls, etc.) | <ul style="list-style-type: none"> • Staff time, • Educational materials and school supplies • Family event costs • Collaboration with partners | <ul style="list-style-type: none"> • Sign-in sheets • Parent surveys • Agendas • Notes • Evaluation • Fiscal records • Needs and services summary and log |
| <p>5.3) Provide necessary support services including educational resources, materials, and supplies, and appropriate activities that promote educational support at home.</p> | <ul style="list-style-type: none"> • Partner with school districts, McKinney Vento Homeless Program, Migrant and Seasonal Head Start, UMOS. • Parent meetings • Parent workshops (school registration, transition to high school/college, IEP and 504 orientation etc.) • Parent Liaisons • Back to school events and supplies • Home visits • Parent Nights • Wellness checks • Transportation • Advocacy • Translation and interpretation • Referrals • Multiple methods of parent communication (online, flyers, calls, Whatsapp, etc.) | <ul style="list-style-type: none"> • Staff time • Training costs • Informational and educational materials • Family event costs • Necessary educational materials • Transportation • Supplemental nutrition | <ul style="list-style-type: none"> • Sign-in sheets/logs • Agendas • Notes • Evaluation forms • Contact logs • Services records |

Logic Model

| Input | Activities | Output | Short-term Outcome | Mid-term Outcome | Long-term Outcome |
|--|---|---|---|---|---|
| <p>Systems:</p> <ul style="list-style-type: none"> -MEP funding -MEP staff (coordinators, recruiters, MEP advocates, parent liaisons, data entry clerks, , instructors) -State CNA, SDP -Intrastate coordination -Interstate coordination <p>Information:</p> <ul style="list-style-type: none"> -PFS determinations -Student records -Demographic data -Assessment data (IAR, SAT, EL, 504, IDEA, etc.) -Graduation rates -MIS2000 data -MSIX data -Family needs assessments <p>Resources:</p> <ul style="list-style-type: none"> -Technology -Evidence-based curriculum -Consortium materials -OSY welcome bags -Consulate services -Consortium English lessons -College awareness and HSE/GED materials -Family engagement events | <p>Student services:</p> <ul style="list-style-type: none"> -Instructional services (reading and math tutoring, summer programs, counseling sessions, home- or site-based, etc.) -Book distribution -Credit accrual/recovery -College and career readiness activities -Goal setting sessions -Discovery programs/ enrichment activities (field trips, extracurricular programs) -STEAM project-based learning -Technology support at home and school -Dental/health screenings and other support services <p>Family services:</p> <ul style="list-style-type: none"> -Family engagement (e.g., family literacy events) -Parent education activities -Parent Advisory Group <p>Training:</p> <ul style="list-style-type: none"> -Staff/tutor training and development including academic and technology integration strategies | <p>Student outputs:</p> <ul style="list-style-type: none"> -Participation in MEP programming and instruction -PFS students served -Assessments provided and results recorded -Participation in credit-bearing courses, advising and college and career readiness activities -Secondary Student Services Plans completed -Enrollment in pre-K programs -Provision of needed educational materials -Health screenings completed <p>Family outputs:</p> <ul style="list-style-type: none"> -Participation in family engagement events <p>Training outputs:</p> <ul style="list-style-type: none"> -Staff participation in training -Use of evidence-based curriculum -Technology integration in lessons | <p>Student outcomes:</p> <ul style="list-style-type: none"> -Increased participation in ELA and math instruction -Gains on curriculum-based assessments in ELA and math -Increased participation in support services -Mastery or gains on OSY consortium assessments -Graduation plans completed -Gains on regular year classroom teacher survey -Progress on Secondary Student Services Plans, Goal Setting Plans, and Learning Plans -Preschool children enroll in ECE programs -Students increase English language skills <p>Family outcomes:</p> <ul style="list-style-type: none"> -Parents understand and access the services available -Parents can identify the needs and strengths of their children and support their learning -Parents increase understanding of ECE programs and procedures <p>Training outcomes:</p> <ul style="list-style-type: none"> -Increased staff knowledge and use of strategies | <ul style="list-style-type: none"> -Interim performance targets met on the State assessment for ELA and math -Increased use of community resources and self-advocacy -Increased engagement at MEP events, school functions, and the educational environment -Increased percentage of students on track for graduation | <ul style="list-style-type: none"> -Increased percentage of migratory students scoring proficient or above on the State assessment in ELA and math -Advocacy and self-efficiency in the educational environment -Increased percentage of students with a long-term plan for post-graduation careers or schooling -Increased percentage of students entering at the Kindergarten-ready level |

Migratory Children Identified to Receive PFS

Definition of Priority for Services

In accordance with the ESSA—Section 1304(d), MEPs must give PFS to migratory children who meet the following definition:

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

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

1) Recent qualifying move

- The student has a QAD between September 1 of the previous year and August 31 of the current reporting period

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

- Failed to meet State standards on State reading, science, and/or math assessments (including students who were enrolled during the test window but were absent, exempt, not tested, or not scored);
- English learner;
- Over-age for grade (i.e., student is older--2+ years--than a typical student in that grade);
- Retained in grade;
- Failed one or more core high school courses;
- Dropped out of school
- Out-of-school youth;
- Special education student; or
- Homeless (qualifies for McKinney Vento).

Timelines:

- New PFS data is to be entered within the first 10 days of a student's eligibility for the MEP and is calculated by the State data system.

The PFS plan includes:

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

The Illinois MEP application requires local grantees to assess the needs of this at-risk population and target services specifically to PFS students. The NAC examined PFS student data (45% of the Illinois migratory student population in 2021-22) to assess the unique educational needs of PFS students and create solutions to address the needs.

The Illinois MEP evaluation plan includes a focus on PFS student achievement to ensure that the needs of this most at-risk subpopulation are being addressed. The Illinois MEP examines PFS

student performance in its evaluation and uses the results to inform the process for strengthening services.

Serving Priority for Service (PFS) Children

Illinois LOAs receiving Title I-C, MEP funds must target funds to provide services to migratory children. Districts may serve children who do not meet the “priority for services” criteria so long as they serve children who do meet the criteria first.

Identification and Recruitment and Quality Control Plans

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

Roles and Responsibilities

State ID&R Coordinator: The State ID&R Coordinator is responsible for providing leadership, support and technical expertise for the Illinois MEP’s ID&R component. The State ID&R Coordinator, in consultation with ISBE and IL MEP LOAs, develops, implements, and coordinates a plan to effectively identify and recruit all MEP-eligible children/youth residing in the State. The Coordinator oversees annual certification of recruiters as well as State quality control efforts.

State Recruiter: The State Recruiter researches and recruits potentially eligible populations in targeted areas of Illinois by working with local school districts, social service providers, MEP sub-grantees, employers, businesses, and others, as appropriate. The State Recruiter provides field training to all new recruiters and ongoing support and technical assistance to recruiters throughout the State on an as-needed basis.

Local Recruiters: Local recruiters are employed by MEP sub-grantees with the primary mission to “identify”, or locate, potentially MEP-eligible children/youth, and to “recruit”, or complete, the required documentation for those individuals determined to be eligible for the MEP.

Regional Recruiters: Regional recruiters play a unique role in the IL MEP. They work principally in areas of the State where there are no MEP-funded projects in order to ascertain the presence of potentially eligible migratory populations. In doing so, they help to ensure that all MEP eligible children/youth residing in the State are identified and recruited. In addition, regional recruiters are instrumental in identifying new geographic areas to which migratory families/youth have migrated, and, most importantly, to help bring needed education and support services to new groups of migratory children/youth in Illinois. Regional recruiters have many of the same duties as local recruiters, including identifying potentially eligible

children/youth, completing the appropriate documentation for eligible children/youth, and serving as a link between families and local communities. They may also be called upon to assist and support the ID&R work of local migrant projects.

Recruiter Responsibilities

Recruiters act as representatives of the LOAs and the MEP in their interactions with families. In many cases, this contact with recruiters is the foundation of the home-school relationship and thereby contributes to the educational success of children/youth. Recruiters provide a link between families and the broader community by referring families to local resources and creating opportunities for interaction between the migrant community and permanent residents. Sometimes local recruiters are called upon to help conduct regional recruiting activities in areas not covered by another MEP-funded project.

The various components of “recruitment” are as follows:

- gather information about potentially eligible migratory workers from among any of the following:
 - self-eligible youth
 - parents/guardians/spouses
 - employers
 - school district staff
 - social service agencies
 - community members and organizations;
- make a determination about the child’s MEP eligibility based on the information gathered from self-eligible youth or from the parents/guardians/spouses of migratory children/youth;
- document on an electronic Certificate of Eligibility (ECOE) information that establishes MEP eligibility;
- collect data that is required to enroll eligible children/youth in MIS2000; and
- participate in all necessary IL MEP quality control efforts.

To achieve these responsibilities, a recruiter must:

- participate in annual ID&R training, and other scheduled training sessions/opportunities, as required
- receive annual certification from IMES-NIU;
- maintain auditable and current records relating to ID&R; and
- serve as a link among the IMES-NIU, ISBE, schools, parents/guardians, employers, and community agencies.

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

Quality Control

The Illinois MEP ID&R Quality Control Plan (also known as the State Quality Control Plan) provides a process to ensure that only eligible migratory children and youth are recruited for

the MEP and that all eligibility decisions are supported by appropriate documentation. The plan is explained in detail in the ID&R Manual.

The Illinois MEP Quality Control Goals are listed below.

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

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

1. Recruiter and ECOE reviewer training and certification.
2. Standardized review of all ECOEs and eligibility determinations.
3. Verifications of representative random samples of recruited children and youth in Illinois.

Regulatory Requirements for ID&R Quality Controls

34 CFR § 200.89(d): An SEA must establish and implement a system of quality controls for the proper ID&R of eligible migratory children on a statewide basis. At a minimum, this system of quality controls must include the following components:

1. training to ensure that recruiters and all other staff involved in determining eligibility and in conducting quality control procedures know the requirements for accurately determining and documenting child eligibility under the MEP;
2. supervision and annual review and evaluation of the ID&R practices of individual recruiters;
3. a formal process for resolving eligibility questions raised by recruiters and their supervisors and for ensuring that this information is communicated to all LOAs;
4. an examination of each ECOE by qualified individuals at the SEA or LOA level to verify that the written documentation is sufficient and that, based on the recorded data, the child is eligible for MEP services;
5. a process for the SEA to validate that eligibility determinations were properly made, including conducting prospective re-interviewing;
6. documentation that supports the SEA's implementation of this quality-control system and a record of actions taken to improve the system where periodic reviews and evaluations indicate a need to do so; and
7. a process for implementing corrective action if the SEA finds ECOEs that do not sufficiently document a child's eligibility for the MEP, or in response to internal State audit findings and recommendations, or monitoring or audit findings of the Secretary.

The Illinois ID&R manual provides processes and procedures for each of the required components.

Parent and Family Engagement Plan

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

The **Statewide Summit for Bilingual Parents**, held annually, provides parents from linguistically and culturally diverse backgrounds the opportunity to attend a wide array of sessions addressing topics such as effective parenting techniques, student academic success and post-secondary preparation, leadership, and advocacy. Migratory parents are invited to participate in the Summit along with MEP staff who communicate key information with parents who are in the State during seasonal agricultural cycles.

Year-round migrant projects funded under the Illinois MEP must convene a migrant **PAC** (referred to in Illinois as the Parent Advisory Group—PAG). The Illinois MEP has established a PAG comprised of parent representatives of local migrant projects. The group meets at least once per year either in person or via webinar at a time and place that is convenient for members. The PAG 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 engagement. Members also serve as ambassadors for other parents at local migrant projects and served as members of the SDP update committee.

To further reach out to migratory parents, most of whom reside in the State only during warm months that coincide with agricultural employment opportunities, the Illinois MEP holds an annual **statewide migratory parent meeting** or **several regionals meetings** in which a variety of sessions on parenting, working with students at different stages of children's education, engaging in parent-child literacy activities, and helping students learn good study skills are presented. Depending on funding and availability of parents, it is possible that the timing and mode of delivery of this meeting may change.

During the summer, migratory parent engagement poses a greater challenge resulting from parents being in the State only for a short period of time and having work as the primary reason for being in the State. Local migrant projects must be creative to engage parents. This is facilitated through **MEP parent liaisons** that are knowledgeable about the culture of migratory families and are fluent and literate in the language(s) spoken by parents. They operate during summer and regular term programs serving as a liaison between the school, home, and community. They also help marshal resources, as needed, to assist migratory children and their

families with education-related activities and support services (e.g., medical, dental, housing, necessary school supplies, health, adult education).

Each local migrant program coordinates parent engagement activities to engage parents in the education of their children. Potential activities include the following.

- Disseminating information and resource guides about the SDP in a language and format parents understand and can access.
- Sending informational flyers from local projects about the MEP, MEP services and invitations to the PAG meetings.
- Sending Learning kits containing books, manipulatives, and other learning materials home with students.
- Visiting 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.
- End-of-the-summer celebrations of learning that typically include a light meal and opportunities for parents to visit their children's classrooms and with school staff.
- Ongoing contact with parents through center activities, home visits, and telephone conversations to follow up and keep parents informed.
- Reviewing the graduation plan with counselors, secondary students, and parents.
- Providing parents with ideas for supporting their children's education at home, such as Project SMART home activities.

Student Records Exchange and MSIX Usage Plan

MIS2000

Illinois uses MIS2000 as its database for all data elements related to migratory children in the State. MIS2000 allows states to store data from COEs, education records, health information, as well as additional information (such as evaluation data) that states need to collect. MIS2000's reporting tools allow preinstalled reports, the creation of reports, print copies of COEs, eligible student counts, as well as federal performance reports.

It is the responsibility of the MEP data specialist, LOA directors, and local data entry personnel to ensure that school or program records are updated immediately once information becomes available. Once all the applicable information is collected, it should be transmitted to MIS2000 and through daily uploads to MSIX within 10 days of enrollment and within 30 days after the end of a school or program term. It is the responsibility of the MEP data specialist to update the child's MSIX record within four days of a MSIX request for data based on a child's interstate move. For students not yet in high school, the Consolidated Record (see next page) is used to verify the student's grade level and previous enrollments if any. For secondary students, course history within the Consolidated Record is used to determine if a student has any credit accrual needs and to ensure course placements are not duplicative.

All credits and partial credits earned while in Illinois, whether through the MEP or a non-project LEA, are entered into the course history section of MIS2000 which is uploaded nightly to MSIX. Each MEP LOA is responsible for reviewing the MSIX course history prior to placing students in a course and informing school districts about course histories for migratory students. Avenues for informing school districts include meetings with registrars and counselors, graduation plan review meetings, and direct communication when necessary.

Migrant Student Information Exchange (MSIX)

State migratory student information systems like MIS2000 are linked to MSIX, an online national system developed by OME with the purpose of collecting, consolidating, and making critical education data available to authorized staff within the MEP along with other authorized users.

MSIX does the following:

- retrieves and views student information;
- contains the minimum data elements necessary for the proper enrollment, grade and course placement, and accrual of credits for migratory children;
- produces a single consolidated record for each migratory child that contains information from each state in which the child has been enrolled; and
- provides a means of sending and receiving notifications of moves for migratory students.

Demographic, educational, and health data on migratory students in Illinois is maintained in MIS2000. These data are uploaded to MSIX on a daily basis to ensure timely access by MEP staff in all states. MSIX is another important tool for recruiters, as it can facilitate the identification

of potentially eligible children moving into the State, notify schools and MEP programs of a child's arrival or departure, document previous migratory agricultural history for a family/youth, and assist in maintaining the accuracy of student demographic information as reported on the COE, and subsequently, in the migratory student data systems. Recruiters may find MSIX very useful in verifying demographic information (see use of the MSIX Consolidated Report). In addition, using a student's history of previous moves, MSIX may assist in predicting the arrival of students and/or the destination of a student's subsequent moves.

MSIX Student Move Alerts

A key feature of MSIX is the Student Move Alert sent via email to the Illinois MSIX Data Administrator and State Lead. These messages are then forwarded to the State ID&R Coordinator and State Recruiter who follow up directly or, in turn, share the information with local MEPs for follow-up depending on the time of year and available staffing.

MSIX move alerts contain the following information: MSIX ID of the child/youth; the state and possibly the school and/or school district to which they are going; the name, state and contact information of the individual sending the alert; and additional comments, if provided.

Immediately upon receipt of a move alert, the recruiter should initiate efforts to locate the family/youth and schedule a time to conduct an eligibility interview. Most of the time, this information is very current and, therefore, can provide timely information about children/youth coming into the recruitment region. If staff receive an MSIX Student Move Alert, they should contact the sender for additional information that would assist them in identifying the family.

Illinois MEP staff also should send move notifications via MSIX when they become aware of a family moving to another state. Staff is strongly encouraged to provide as much information as possible to aid in locating the family at the next destination and to respond promptly to any requests for additional information made by the "receiving" program. Staff must be cautious not to enter personally identifiable information (PII) in email messages.

Use of the MSIX Consolidated Record

Use of the MSIX Consolidated Record should be fully integrated into the process of enrolling a student in school and in the MEP, appropriately placing that student, and for secondary students, ensuring the student's ability to accrue credits toward high school graduation. The MSIX record is a critical link in exchanging student information across school districts and states to facilitate identification and recruitment of MEP-eligible students and to enable students to experience continued educational progress. The following procedures should be taken by recruiters and ECOE reviewers in utilization of the MSIX record.

- Use the MSIX record to obtain additional information regarding previous migratory agricultural history, including qualifying moves, for a family/youth to assist in documentation of a student's eligibility for the MEP.
- Verify the student's demographic information including the spelling of the student's name, birthplace, and birth date to ascertain if there are any discrepancies between the ECOE completed, MIS2000, and MSIX as presented in the MSIX Demographics Screen. Follow up with parents or youth to confirm or change information on the ECOE or in the data systems, as needed.

Use of MSIX by Parents/Guardians/Children and Youth

MEP local administrators, recruiters, parent liaisons, and data entry specialists should make every effort to inform migratory parents/guardians about MSIX and its potential benefits to students. Parents/guardians may be interested, for example, in viewing their child's MSIX Consolidated Student Record and actively using the information it contains when enrolling their child in the next school to assist with grade placement, credit accrual, and to document immunizations and other health information. If a parent/guardian, or a youth himself/herself, recognizes any incorrect or incomplete information in the record, project staff must research the request for change or correction as soon as possible, but no later than 30 days. As soon as a decision is made, project staff should notify the parent/guardian/youth of the outcome and submit any needed data updates to MIS2000/MSIX within four days.

Implementation and Accountability in Local Programs

Local-level Communication and Professional Development

The Illinois MEP provides extensive professional development to prepare certified and non-certified staff to adapt instruction to address the unique educational needs of migratory students, implement consortium incentive grant (CIG) initiatives, and coordinate with other states and agencies. Local and national trainings are provided to help staff learn the strategies needed to implement the SDP, with an emphasis on math, literacy, early literacy, high school graduation, and engaging and instructing OSY.

Improving educator quality for all children is one of the goals expressed in the ISBE Comprehensive Strategic Plan. Professional development is part of the State plan and an expectation for local programs. State objectives supporting the professional development of Illinois MEP staff include:

- collaboration with higher education and other agencies to ensure educators have the preparation and background to employ evidence-based techniques in a variety of settings for students from various backgrounds;
- collaboration with the regional education programs to provide professional development for ancillary instructional personnel;
- networks of services providers and education entities to provide effective practices for highly mobile secondary aged students; and
- creation of a professional development framework for dissemination to schools and districts which supports sustained, ongoing instructional improvement.

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

- CNA and SDP meetings
- Collaboration Meetings with Illinois Service Providers
- Farmworker Landscaper Advocacy Project (FLAP) Annual Training

- ID&R Training for Recruiters
- Illinois Adult Education Conference
- Illinois Conference for Teachers of Linguistically and Culturally Diverse Students
- Illinois MEP Administrators' Meetings
- Illinois Every Student Succeeds Act (ESSA) Conference
- Illinois Statewide MEP Workshop
- Illinois MEP Teacher Pre-Service Training
- Interstate Coordination and CIG Sessions

In addition to the wide variety of training at the local and State level, Illinois leverages national sources of professional development. The organizations represented below have print materials, presentations, and conferences that are useful for providing more information about the needs of migratory students and best practices for providing services. In addition, many organizations also have resources in ELA, math, school readiness, parent engagement, ID&R, and graduation from high school.

- The **Association for Migrant Educators of Texas (AMET)** sponsors an annual conference for migrant education professionals in Texas. Because many Illinois migratory students are home-based in Texas, the annual AMET conference often includes sessions relevant to receiving state educators. <http://www.ametx.org/>
- The **BUENO Center** promotes and advocates for equitable education for culturally and linguistically diverse (CLD) learners, families, and the educators that serve them. <https://www.colorado.edu/center/bueno/>
- The **Center for Applied Linguistics (CAL)** promotes language learning and cultural understanding and is a source for research, resources, and policy analysis. Through its work, CAL seeks solutions to issues involving language and culture as they relate to access and equity in education and society around the globe. <https://www.cal.org/>
- The **Center for Research on Education, Diversity, and Excellence (CREDE)** Hawai'i Project promotes educators' use of research-based strategies of effective practice for culturally and linguistically diverse students. <https://manoa.hawaii.edu/coe/crede/>
- The **High School Equivalency Program (HEP)** is aimed at migratory students aged 16 or above (or who are OSY) to obtain a high school diploma or equivalent, gain employment, or enroll in postsecondary institutions or training. The HEP website is found at: www.ed.gov/programs/hep/index.html
- The **Identification & Recruitment Consortium (IDRC)** is designed to expand and improve infrastructures for interstate coordination, specifically around ID&R. <https://www.idr-consortium.net/>
- The **Illinois Resource Center (IRC)** provides an array of professional development and support services for teachers and administrators who serve linguistically and culturally diverse students, with an emphasis on ELs. <https://www.thecenterweb.org/>
- The **Inspire and Innovate: The Migratory Parent Action Coalition (I²MPACT)** CIG was established to increase parent engagement and empowerment through an expanded

understanding of parent involvement and enhanced parent involvement activities.

<https://www.i2mpact.org/>

- **Instructional Services for OSY and Secondary Youth (iSOSY)** is a CIG funded to build capacity in states with their migratory at-risk secondary students and OSY population. iSOSY sponsors webinars and in-person trainings to help participants provide services to meet the unique needs of this population. Materials and strategies are found at <http://osymigrant.org>
- **Interstate Migrant Education Council (IMEC)**: IMEC's mission is to advocate for the highest quality education and other needed support for the nation's migratory children and youth. <http://imec-migrated.org/>
- **Literacy Squared** is a comprehensive biliteracy model that has been designed to accelerate the development of biliteracy in Spanish-English speaking children attending schools in the U.S. <http://literacysquared.org>
- The **Migrant Literacy NET** is a website of resources for migratory students and parents developed by the Migrant Parent Empowerment Consortium (MPEC) CIG to increase migratory children's literacy skills. <https://www.migrantliteracynet.com/>
- The **National Association for the Education of Young Children** is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8 <http://www.naeyc.org>
- The **National Association of State Directors of Migrant Education** offers its annual National Migrant Education Conference held in the spring. At this event, staff learn strategies in curriculum and instruction, parent engagement, assessment, ID&R, and program administration. For more information, see www.nasdme.org
- The **National Center for Families Learning** offers information and materials on family literacy. <http://www.familieslearning.org/>
- The **National Center for Farmworker Health (NCFH)** is a private, not-for-profit corporation dedicated to improving the health status of farmworker families by providing information services, training and technical assistance, and a variety of products to community and migrant health centers nationwide, as well as organizations, universities, researchers, and individuals involved in farmworker health. <http://www.ncfh.org/>
- **NIU's College of Education Jerry L. Johns Literacy Clinic** provides reading support services for K-12 students, high-quality practicum experiences for candidates who are pursuing graduate studies in the reading teacher endorsement and the Reading Specialist Certification and continuing education and professional development opportunities for reading specialists. <https://www.cedu.niu.edu/literacy-clinic/index.shtml>
- **NIU STEAM** is made up of programs and people committed to providing activities that spark curiosity, creativity, collaboration, and critical thinking. Focused on exploring science, technology, engineering, the arts and mathematics, NIU STEAM has components for students, teachers, parents, and members of the community. The

website includes school programs, a family science festival, online games, lesson plans, artistic endeavors, and literacy skills. <https://www.niu.edu/niusteam/>

- **The Portable Assisted Study Sequence (PASS)** Program consists of self-contained, semi-independent study courses which enable students to earn secondary-level academic credits <http://www.npcpass.org>
- **Project SMART: Making Mathematics Meaningful** is a Texas summer math migrant program created by the Texas Education Agency in collaboration with the Education Service Center, Region 20. The objectives and activities of Project SMART were designed for the most mobile students enrolled in summer migrant programs. The overarching goal of the project is to improve the math skills of migratory students through scientifically-based instruction, technology integration, professional development, and parent engagement. <https://www.projectsart.net/>
- **Reading A to Z** provides leveled resources, teaching materials, and student portal that may be customized to various instructional settings and needs. <https://www.raz-plus.com/>
- **Teaching of English to Speakers of Other Languages** offers everyone involved in English language teaching and learning an opportunity to be part of a dynamic community, where professionals connect with and inspire each other to achieve the highest standards of excellence. <http://tesol.org/>
- **The Texas Migrant Interstate Program (TMIP)** is a special project of the Texas Education Agency, Division of Curriculum. The TMIP facilitates intra- and interstate coordination of information, resources, and services for Texas migratory students. <http://www.psjaisd.us/tmip>

State Monitoring Process

Regular monitoring of local migrant education projects in Illinois is conducted by the Multilingual Department at ISBE. Monitoring is conducted to determine whether the funded project is in compliance with federal ESEA Title I-Part C requirements.

Each year, all local projects submit applications for the summer and/or regular terms for migrant program approval and funding. The monitoring process is initiated with a desk review of the local migrant education project'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. ISBE also collects and reviews a final report at the end of the grant period that documents participation in professional development and implementation of strategies from the SDP.

Projects are selected for onsite review based on the need to meet regulatory requirements with consideration for the level of risk that includes the district's location and size, whether or not a recent site visit has been completed, evaluation results, and the need to address potential problems.

Projects are notified of an upcoming review by the receipt of an announcement letter which is sent 30 days in advance. Staff also contact local projects in advance to arrange a mutually

acceptable time and date. To be prepared for review, projects are asked to review the monitoring forms and checklist of data needed to know what records and documents will be needed to prepare for the visit. All monitoring forms and checklists are on file with ISBE.

Onsite monitoring of selected projects is conducted each year using a tool that examines seven key areas in accordance with ESEA.

- Identification and recruitment [1304(c)(7) and 1309(2) of Title I, Part C 34CFR 200.81]
- Quality control (Sec, 1304 (c)(8), Sec.1309 (2-5))
- Student data and records transfer/coordination of services
- CNA and service delivery [Sections 1304(b) and 1306(a) of Title I, Part C 34 CFR 200.83];
- Staffing
- Service delivery [Sections 1304(c)(6) and 1306(b) of Title I, Part C 34 CFR 200.83]
- Parent engagement [1304(c)(3)(A) and (B)] of Title I, Part C 34 CFR 200.83]
- Free meals eligibility [Eligibility for Title I]

When monitoring reviews are completed, a summary of findings is sent to the LOA, and the State works with the local project to resolve any findings. Each project is monitored through an onsite visit at least once every three years.

Technical Assistance Process

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

Ongoing technical assistance is provided by both ISBE and IMES through phone calls, correspondence, meetings/trainings, and onsite visits. Technical assistance may be provided through statewide or regional initiatives or upon request from individual projects for assistance with areas such as a) follow-up to the monitoring findings; b) response to specific issues of eligibility or implementation encountered at local projects; or 3) support of new and ongoing initiatives that are undertaken statewide to improve the MEP (such as the rollout of new strategies in the SDP).

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

- 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 program implementation, recruiting procedures, and recordkeeping through MIS2000;

- onsite professional development and technical assistance for summer program staff;
- 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).

Proper maintenance of student eligibility and services information is a critical area for the proper operation of a project. Project student data is entered in the MIS2000 database. MIS2000 reports on students served and services provided are generated and reviewed on an ongoing basis by the state contractor. Data trainings and ongoing monitoring of data entry are part of the overall plan for data quality.

Summary and Next Steps

The comprehensive process for needs assessment and service delivery planning used by the Illinois MEP involved many migrant educators, administrators, parents, community services representatives, and specialists with knowledge about the content areas of ELA, mathematics, school readiness, promoting high school graduation, and programs and other services for meeting the unique educational needs of migratory children and families. Illinois will begin implementation of the new SDP with the 2023-24 sub-allocation application.

In the spring and summer of 2023, the Illinois MEP will continue its strategic planning and systems alignment process by undertaking the following key activities.

- Convene a small workgroup of key decision makers to focus on systems alignment. This workgroup will consist of the Illinois MEP Director, an SEA staff member with expertise in data collection and reporting, a local MEP coordinator, and a consultant knowledgeable about the Illinois MEP and the alignment of systems to support the implementation of the SDP.
- Revisit all data collection decisions and examine current procedures to determine whether they are in alignment with the evaluation plan described in the SDP.
- Develop new tools as necessary that measure the degree to which the MPOs have been achieved.
- Develop frameworks for professional development and parent engagement.
- Review the sub-grantee application and revise it to align with the new MPOs, strategies, and resources.
- Design and deliver a SDP rollout to include technical assistance for designing services to match SDP strategies, using new data collection forms, and reporting new or revised strategies and MPOs.
- Revisit the Illinois MEP monitoring tool to include accountability for progress made toward meeting the Illinois MPOs and other aspects of the new SDP.
- Update the FSI to align to the new strategies, and put in place procedures for observing and evaluating the implementation of strategies. This activity will help ensure that the data needed for the implementation evaluation is collected each year to include in an annual evaluation report.