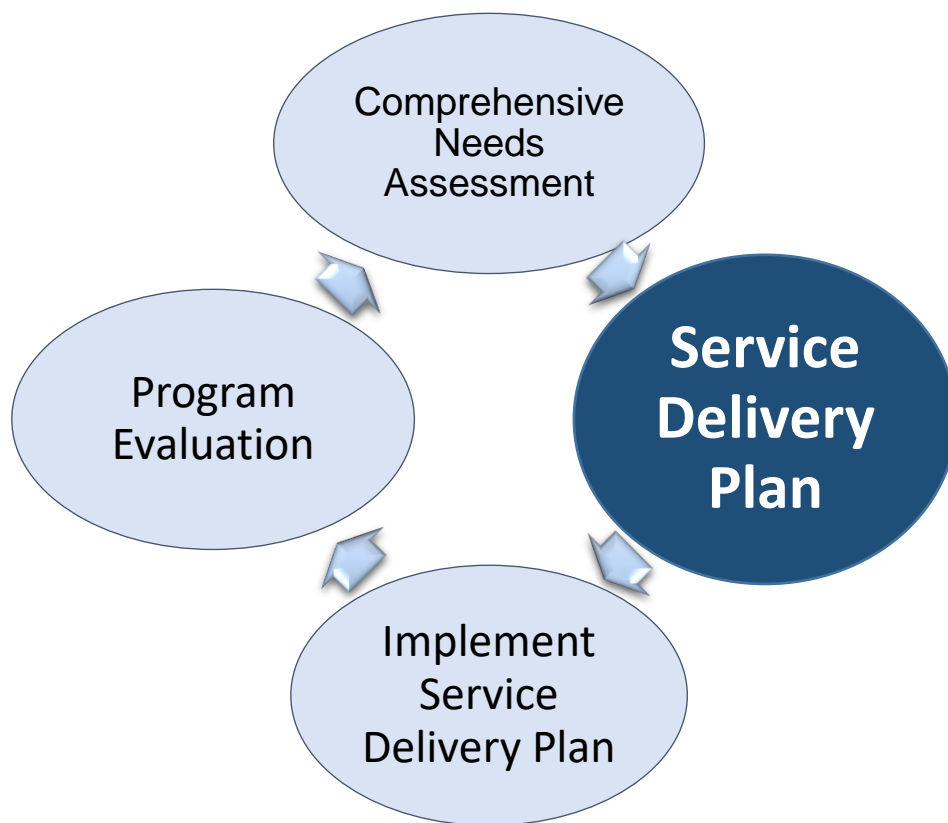


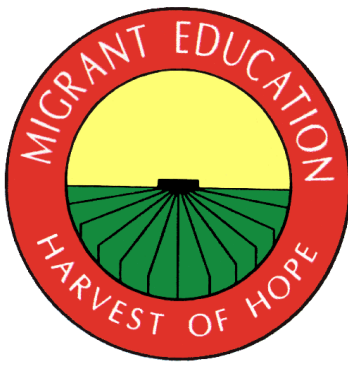
Service Delivery Plan

Illinois Migrant Education Program



July 2020

Developed July 2020 for reporting periods from
2020-21 through 2022-23



Developed for

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Abbreviations

| Abbreviations | Meaning |
|---------------|---|
| CIG | Consortium Incentive Grant |
| CNA | Comprehensive Needs Assessment |
| COE | Certificate of Eligibility |
| ECE | Early Childhood Education |
| 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 |
| NGS | New Generation System |
| 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 |
| PARCC | Partnership for Assessment of Readiness for College and Careers |
| 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 |
| USID | Unique Student Identification |

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 (NAC) 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 (MPOs): 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 (SDP).

Migratory Child: Per Section 1309(3)(A)–(B) of the of the Elementary and Secondary Education Act (ESEA), as amended, migratory child means a child or youth, from birth through 21, who made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher; or with, or to join, a parent, 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: ESEA Section 1304(d) establishes a Priority for Services (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 provided feedback from their perspective. Parents were directly consulted via surveys and at local Parent Advisory Group (PAG) meetings.

Description of the State Migrant Education Program

In 2018-19, there were 1,155 eligible migratory children (all migratory children and youth from birth through 21) in Illinois, which is a decrease from the 1,417 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 46% of those identified. Ninety percent (90%) of the students are Hispanic, and 10% are Black

which is an increase from the previous SDP due to an increase in the African refugee population near Beardstown.

Overall, 30% of migratory students grades PK-12 and out-of-school youth (OSY) are classified as English learners (EL), an increase from the previous SDP when 21% were EL. 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 in school, and the percentages of migratory students classified as EL is highest in this group.

Almost half (45%) of migratory children are associated with workers who are involved in corn cultivation. Meat processing is the next largest group followed by other cultivation or processing of fruits and vegetables that include a wide variety of products and activities. Most migratory students (65%) had a qualifying arrival date (QAD) in May, June, July, or August. More than half of all eligible migratory students (56%) had a QAD between 9/1/2018 and 8/31/2019.

Instructional services differ in the summer and regular terms. During the summer term, children most often receive reading and math instruction from teachers (e.g., Project SMART and Balanced Literacy support instruction). During the regular term, students most often receive supplemental English instruction and tutorials. For support services, 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 2018-19, 117 schools in the State enrolled 774 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 the state only during the summer, were preschool children, or were OSY.

During the 2018-19 program year, there were six summer and five regular term projects that operated MEPs: Beardstown, Kankakee, Parkland Community College (mobile and site-based), Princeville, Rochelle, Urbana (regular term) and the mobile Illinois Migrant Council (IMC) project. Principal sites for the Parkland mobile project included Danville, Hindsboro, Lincoln, and Pontiac. The IMC mobile project served students in Cobden, Hoopeston, Mendota, and Metro East. The IMC sites are 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 Northern Illinois University (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; 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 |
|------------------|--|---|
| January 15, 2020 | <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: ELA and math, school readiness, graduation and OSY services, and ancillary support services • Drafted strategies and MPOs |
| March 10, 2020 | <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 content area strategy • Discussed components of the SDP related to the parent engagement plan, professional development plan, identification and recruitment (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 to 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, 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 and migratory students as outlined in the approved August 2017 ESSA State Plan. The baseline for the long-term goals and measurements of interim progress uses 2016 Partnership for Assessment of Readiness for College and Careers (PARCC) Assessment results and SAT results for ELA and mathematics. From this baseline, measures of interim progress for all learners in Illinois were determined in three-year increments beginning with the 2019 administration. However, assessments changed in 2019 and the Illinois Assessment of Readiness (IAR) is now the State assessment for grades 3-8 (the SAT is still used for grade 11). Until new goals can be established, progress is measured against the previous goals set using PARCC proficiencies. The SDP will be updated when new long term and interim performance targets are established by ISBE.

Exhibit 24
Migratory Student Measures of Interim Progress and Long-Term Goal

| | Meeting and Exceeding 2016 | Proficiency Goal 2019 | Proficiency Goal 2022 | Proficiency Goal 2025 | Proficiency Goal 2028 | Proficiency Goal 2031 | Proficiency Goal 2032 |
|-----------------|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Grades 3-8 ELA | 6.7% | 22.3% | 37.9% | 53.6% | 69.2% | 84.8% | 90.0% |
| Grades 3-8 Math | 9.4% | 24.5% | 39.6% | 54.7% | 69.9% | 85.0% | 90.0% |
| SAT ELA | 0.0% | 16.9% | 33.8% | 50.6% | 67.5% | 84.4% | 90.0% |
| SAT Math | 12.5% | 27.0% | 41.6% | 56.1% | 70.6% | 85.2% | 90.0% |

Source: ESSA State Plan, Approved August 2017

School Readiness

There are no established goals for preschool-age children in the 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

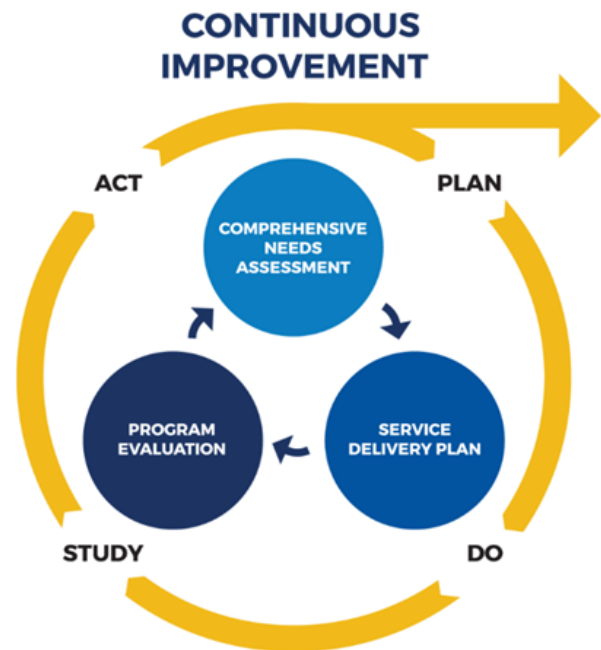
In the approved ESSA State Plan, Illinois set the same long-term goal of 90 percent for the four-year adjusted cohort graduation rate for all students and for each subgroup of students by the 2031-32 school year. There are no specific targets for reductions in the number of students dropping out of high 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 met 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 2020 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 2020-21. 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 three strategies for each of the four goal areas. 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 Concern Statements:

- 1.1)** We are concerned that migratory students have low academic achievement in ELA (reading and writing) compared to non-migratory students.
- 1.2)** We are concerned that migratory students have low academic achievement in math compared to non-migratory students.
- 1.3)** We are concerned that migratory students have low participation in regular term and summer instructional services.

ELA and Mathematics Strategies, MPOs, and Evaluation Questions

| Strategies | Measurable Program Outcomes (MPOs) | Implementation Questions | Results Questions |
|---|--|---|---|
| <p>1.1) Provide 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 (e.g., Balanced Literacy) | <p>1a. By the end of the 2020-21 reporting period, migratory students 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 2020-21 reporting period, migratory students participating in the MEP regular year reading/literacy instructional services for at least 3 months will demonstrate a statistically significant gain (at the .05 level) in reading/literacy skills as measured by a classroom teacher survey that considers classroom performance, grades, and other indicators of reading/literacy achievement.</p> | <p>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>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 survey?</p> |
| <p>1.2) Provide instruction through systems designed to provide access to migratory students including center- and home-based instruction, and individual tutoring in math. Math 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 | <p>1c. By the end of the 2020-21 reporting period, migratory students 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 2020-21 reporting period, migratory students participating in the MEP regular year math instructional services for at least 3 months will demonstrate a statistically significant gain (at the .05 level) in math skills as measured by a classroom teacher survey that considers classroom performance, grades, and other indicators of math.</p> | <p>How was math instruction provided? What strategies, materials, and assessments did the project use? How many students participated and how many were assessed?</p> | <p>What was the statistical significance of the difference between pre-test and post-test on performance-based math assessments? What was the statistical significance of the difference between pre-test and post-test in math on the classroom teacher survey?</p> |

| Strategies | Measurable Program Outcomes (MPOs) | Implementation Questions | Results Questions |
|---|---|--|---|
| <p>1.3) Incorporate 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"> • Create activities designed to improve math and ELA skills • Provide academic field trips • Incorporate project-based learning with technology | <p>1e) By the end of the 2020-21 reporting period, the percent of identified migratory children (3-21) who participate in MEP instructional services will increase to 55%.</p> | <p>What engagement and enrichment activities did the project provide? How did activities help improve math and ELA skills? If applicable, how was technology incorporated in activities?</p> | <p>What percentage of identified migratory children (ages 3-21) participated in an MEP instructional service during the reporting period for 2020-21?</p> |

Goal Area #2 Concern Statements:

- 2.1)** We are concerned that migratory children ages 3-5 with limited resources are not prepared for kindergarten in the areas of language and literacy.
- 2.2)** We are concerned that migratory children ages 3-5 with limited resources are not prepared for kindergarten in the area of math.

School Readiness Strategies, MPOs, and Evaluation Questions

| Strategies | Measurable Program Outcomes (MPOs) | Implementation | Results |
|---|---|--|---|
| <p>2.1a) Provide 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>2.1b) Model early reading/literacy teaching and learning strategies for parents in the home and/or center-based early childhood education programs, including collaborating with other agencies providing services to migratory children if available.</p> | <p>2a) By the end of the 2020-21 reporting period, 75% of all preschool migratory students participating for at least 3 weeks in summer school programs will show a gain of 3.0 in the combined scores of the Emergent Literacy Skills and Alphabet subtests of the New York MEP Early Childhood Education (ECE) Assessment.</p> | <p>What early literacy development opportunities did the project provide? What reading/literacy teaching and learning strategies did the project model in the home? How many children and families participated?</p> | <p>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 New York MEP ECE Assessment?</p> |

| Strategies | Measurable Program Outcomes (MPOs) | Implementation | Results |
|--|---|--|--|
| 2.2) Provide 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. | 2b) By the end of the 2020-21 reporting period, 75% of all preschool migratory students participating for at least 3 weeks in summer school programs will show a gain of 3.0 on the Counting subtest of the New York MEP ECE Assessment. | What early math development opportunities did the project provide? How many children and families participated? | What percent of migratory preschool children with valid pre- and post-test results demonstrated a 3-point gain on the Counting subtest of the New York MEP ECE Assessment? |

Goal Area #3 Concern Statements:

- 3.1)** We are concerned that secondary-aged migratory students and OSY have insufficient engagement and preparation to allow for greater progress towards college, career, or their goals.
- 3.2)** We are concerned that migratory students have not obtained enough credits to graduate.
- 3.3)** We are concerned that OSY lack knowledge of basic life skills and basic English language skills.

Graduation and OSY Achievement Strategies, MPOs, and Evaluation Questions

| Strategies | MPOs | Implementation | Results |
|---|--|--|---|
| 3.1) Provide differentiated learning opportunities in the summer to improve attendance, academic achievement and college and career readiness for secondary-aged students. Examples of activities include credit accrual, academic skill building, ESL instruction, life skills instruction, high school equivalency preparation, and enrichment strategies. | 3a) By the end of summer 2021, 41% of 9th-11th grade students who are migrant-eligible will participate in summer programs. 3b) By the end of summer 2021, 70% of secondary-aged migratory students (both those attending a field-based program and those in a center-based program for at least 3 weeks during the summer) will make progress toward the instructional/learning goals identified on their Secondary Student Services Plan. | What learning opportunities did the project provide for secondary students in the summer? How many students participated? | What percent of identified 9 th -11 th grade students participated in a site- or field-based summer project? What percent of secondary-aged migratory students made progress on their Secondary Student Services plan? |
| 3.2) Provide differentiated learning opportunities to improve attendance, academic achievement and college and career readiness for OSY. Examples of activities include credit accrual, academic skill building, bilingual support, life skills instruction, high school equivalency preparation, enrichment strategies, or other materials from osymigrant.org. | 3c) By the end of summer 2021, 70% of OSY and secondary-aged students who completed OSYmigrant.org lessons will gain 5% on a curriculum-based assessment or score 80% or higher on the post-test. | What learning opportunities did the project provide for OSY in the summer? How many OSY participated? | What percent of OSY and secondary students who used osymigrant.org materials with valid pre- and post-test results made a 5% gain or scored 80% on the post-test? |

| Strategies | MPOs | Implementation | Results |
|--|---|---|--|
| 3.3) During the regular school year, establish a collaboration among the school guidance counselor, MEP staff, and the migratory student and his/her parents to develop and monitor a graduation plan that is revisited at least annually to provide support and help ensure that students are on track for graduation. | 3d) By the end of the 2020-21 reporting period, 75% 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. | 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? | 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? |

Goal Area #4 Concern Statements:

- 4.1)** We are concerned that migratory children have limited access to medical, dental, mental health, and vision services.
- 4.2)** We are concerned that migratory parents expressed a need for additional help communicating with school staff, helping their children with academics, and educational materials for the home.

Ancillary and Support Services Strategies, MPOs, and Evaluation Questions

| Strategies | MPOs | Implementation | Results |
|---|---|--|--|
| 4.1.) Coordinate and collaborate with public and private agencies to provide needed support services (medical, dental, mental health, disability services, and vision services) and build trust with migratory families. Provide services for the health/well-being of migratory children and youth designed to increase student and family knowledge of support services and community resources. | <p>4a) As a result of MEP coordination/ collaboration activities provided in 2020-21, 90% of summer MEP staff and migratory parents will report that migratory families 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 of migratory children and youth.</p> <p>4b) By the end of the 2020-21 reporting period, the percent of identified migratory children (ages 3-21) who receive needs-based support services will increase to 61%.</p> | <p>With which organizations did the project coordinate and collaborate to provide needed support services?</p> <p>What support services did the project provide?</p> | <p>What percent of MEP staff and migratory parents reported that migratory families received information about support and academic services?</p> <p>What percent of migratory children (ages 3-21) received support services during the reporting period?</p> |

| Strategies | MPOs | Implementation | Results |
|--|--|---|--|
| <p>4.2.) Provide MEP-sponsored parent development on how to help support their child’s school readiness, reading/literacy and math success in school, high school graduation, GED, post-secondary opportunities, and/or career goals and provide educational resources, materials and supplies, and appropriate activities that promote educational support at home. Establish communication and follow up with migratory families during the summer and regular school year to build trust and to communicate about the importance of education and benefits of programming.</p> | <p>4c) As a result of MEP-sponsored parent engagement activities provided in 2020-21, 90% of migratory parents surveyed will report satisfactory ability to support their child’s success in school as measured by a rating of 3 or 4 on a 4-point scale using the parent engagement survey.</p> | <p>What parent engagement activities did the project provide? How did the project communicate and engage with migratory families?</p> | <p>What percent of migratory parents reported satisfactory ability to support their child’s success in school with a rating of 3 or 4 on the parent engagement survey?</p> |
| <p>4.3.) Provide MEP-sponsored professional development, learning activities, and learning resources, supplies, and materials on instructional strategies in the ELA/math, school readiness, and graduation goal areas to more effectively support high quality instruction in grades PK-12 and OSY.</p> | <p>4d) As a result of MEP-sponsored professional development provided in 2020-21, 90% of MEP staff who provide instruction in PK-12 and OSY will report sufficient ability to support high quality instruction as measured by a rating of 3 or 4 on a 4- point scale using the professional development survey.</p> | <p>What professional development did the project provide to support high quality instruction?</p> | <p>What percent of instructional MEP staff reported sufficient ability to support high quality instruction with a 3 or 4 on the professional development survey?</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 evaluation firm, [META Associates](#), which is 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 the 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 2020-21 reporting period, migratory students 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 projects annually |
| <p>1b. By the end of the 2020-21 reporting period, migratory students participating in the MEP regular year reading/literacy instructional services for at least 3 months will demonstrate a statistically significant gain (at the .05 level) in reading/literacy skills as measured by a classroom teacher survey that considers classroom performance, grades, and other indicators of reading/literacy achievement.</p> | Classroom Teacher Survey | Administrators, MEP tutors, and classroom teachers | End of regular term projects annually |
| <p>1c. By the end of the 2020-21 reporting period, migratory students 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 projects annually |
| <p>1d. By the end of the 2020-21 reporting period, migratory students participating in the MEP regular year math instructional services for at least 3 months will demonstrate a statistically significant gain (at the .05 level) in math skills as measured by a classroom teacher survey that considers classroom performance, grades, and other indicators of math.</p> | Classroom Teacher Survey | Administrators, MEP tutors, and classroom teachers | End of regular term projects annually |
| <p>1e) By the end of the 2020-21 reporting period, the percent of identified migratory children (3-21) who participate in MEP instructional services will increase to 55%.</p> | New Generation System (NGS) | Data entry staff and administrators | End of regular term and summer projects annually |

| MPO | How collected | Who collects | Timeline |
|--|--|--|---------------------------------------|
| School Readiness | | | |
| 2a) By the end of the 2020-21 reporting period, 75% of all preschool migratory students participating for at least 3 weeks in summer school programs will show a gain of 3.0 in the combined scores of the Emergent Literacy Skills and Alphabet subtests of the New York MEP Early Childhood Education (ECE) Assessment. | Early childhood assessment | Teachers and administrators | End of summer projects annually |
| 2b) By the end of the 2020-21 reporting period, 75% of all preschool migratory students participating for at least 3 weeks in summer school programs will show a gain of 3.0 on the Counting subtest of the New York MEP ECE Assessment. | Early childhood assessment | Teachers and administrators | End of summer projects annually |
| High School Graduation and OSY Achievement | | | |
| 3a) By the end of summer 2021, 41% of 9th-11th grade students who are migrant-eligible will participate in summer programs. | NGS | Data entry staff and administrators | End of summer projects annually |
| 3b) By the end of summer 2021, 70% of secondary-aged migratory students (both those attending a field-based program and those in a center-based program for at least 3 weeks during the summer) will make progress toward the instructional/learning goals identified on their Secondary Student Services Plan. | Secondary Student Services Plan | Teachers and administrators | End of summer projects annually |
| 3c) By the end of summer 2021, 70% of OSY and secondary-aged students who completed OSYmigrant.org lessons will gain 5% on a curriculum-based assessment or score 80% or higher on the post-test. | Student Assessment Score Sheet | Teachers and administrators | End of summer projects annually |
| 3d) By the end of the 2020-21 reporting period, 75% 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. | Graduation Plan Supplement and Graduation Plan Cover Sheet | Administrators, MEP tutors, and high school counselors | End of regular term projects annually |

| MPO | How collected | Who collects | Timeline |
|---|--------------------------------|-------------------------------------|---|
| Ancillary and Support Services | | | |
| 4a) As a result of MEP coordination/collaboration activities provided in 2020-21, 90% of summer MEP staff and migratory parents will report that migratory families 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 of migratory children and youth. | Parent Survey and Staff Survey | MEP staff and administrators | End of summer term projects annually |
| 4b) By the end of the 2020-21 reporting period, the percent of identified migratory children (ages 3-21) who receive needs-based support services will increase to 61%. | NGS | Data entry staff and administrators | End of summer projects annually |
| 4c) As a result of MEP-sponsored parent engagement activities provided in 2020-21, 90% of migratory parents surveyed will report satisfactory ability to support their child's success in school as measured by a rating of 3 or 4 on a 4-point scale using the parent engagement survey. | Parent Survey | MEP staff and administrators | Following each parent engagement activity |
| 4d) As a result of MEP-sponsored professional development provided in 2020-21, 90% of MEP staff who provide instruction in PK-12 and OSY will report sufficient ability to support high quality instruction as measured by a rating of 3 or 4 on a 4-point scale using the professional development survey. | Staff Survey | MEP staff and administrators | End of summer term projects 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 the chosen MPOs. Data collection will occur through standard data reporting to the migrant-specific data system (NGS) 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 Survey and Graduation Plan Cover Sheet to measure MPOs related to ELA, mathematics, and high school graduation. During the summer when the majority of students are resident in the State, IMES collects assessment spreadsheets, services plans, parent surveys, and staff surveys to measure MPOs in all four 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 activities from within the options provided to implement the strategies in the SDP and to achieve the MPOs. The Committee considered the following key questions:

- What options do 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 | Resources (how to spend MEP funds, collaborators, and sources of materials) | Information sites should keep about strategy implementation |
|----------|---|---|--|
| 1.1 | <ul style="list-style-type: none"> • After school tutoring • Site-based summer program • Home-based summer program • Staff professional development (PD) • Balanced Literacy • Project-based learning | <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 surveys • 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 |
| 1.2 | <ul style="list-style-type: none"> • After school tutoring • Site-based summer program • Home-based summer program • Staff PD • Project SMART • Project-based learning | <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 teacher survey • Student participation (attendance) • Math pre and post assessments - Project SMART assessments • Evidence-based instructional materials/strategies used |
| 1.3 | <ul style="list-style-type: none"> • Incorporation of art instruction • Technology instruction and projects • Technology check out programs • Theme-based educational field trips • Hands-on STEM/STEAM activities • Health and safety education • Parent events for students to display accomplishments | <ul style="list-style-type: none"> • Educational materials and supplies • STEM bus • Transportation for field trips • Admission fees for field trips • Print Flyers that promote program | <ul style="list-style-type: none"> • Attendance records • NGS data • Optional student survey • Technology use (checkout programs) • Descriptions of engagement activities |

School Readiness Project Plan

| Strategy | Examples of strategy implementation | Resources (how to spend MEP funds, collaborators, and sources of materials) | Information sites should keep about strategy implementation |
|----------|---|--|---|
| 2.1 | <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 • New York MEP ECE Assessment • NGS EC supplementals |
| 2.1b | <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 |
| 2.2 | <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 math enrichment 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 • New York MEP ECE Assessment • NGS EC supplementals |

High School Graduation and Services for OSY Project Plan

| Strategy | Examples of strategy implementation | Resources (how to spend MEP funds, collaborators, and sources of materials) | Information sites should keep about strategy implementation |
|----------|--|---|--|
| 3.1 | <ul style="list-style-type: none"> • High school equivalency, motivational strategies • 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 | <ul style="list-style-type: none"> • Staff training • Staff time • Credit accrual cost • College 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 Survey • Agendas • Student participation (attendance) |
| 3.2 | <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 | <ul style="list-style-type: none"> • Staff training • Staff time • Credit accrual cost • College visits/enrichment and engagement activities | <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) |
| 3.3 | <ul style="list-style-type: none"> • Share graduation plans with summer program staff • Meetings with counselors, MEP staff and students • Communication with counselors about MSIX consolidated records • Tutoring • Weekly or monthly meetings with students | <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/NGS records • Graduation plan • Meeting attendance • Meeting agendas • Meeting notes |

Ancillary and Support Services Project Plan

| Strategy | Examples of strategy implementation | Resources (how to spend MEP funds, collaborators, and sources of materials) | Information sites should keep about strategy implementation |
|----------|--|---|--|
| 4.1 | <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 | <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 |
| 4.2 | <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 |
| 4.3 | <ul style="list-style-type: none"> • Attendance at state and IMES training • Local teachers workshops • Planning day • Weekend meeting with staff • MSIX orientation | <ul style="list-style-type: none"> • Staff time • Technology • Meeting cost and travel • Training materials and supplies | <ul style="list-style-type: none"> • Survey • Agendas • Evaluations • Staff surveys |

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, data entry clerks, parent liaisons, 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 (EL, 504, IDEA, etc.) -Graduation rates -NGS data -MSIX data -Family needs assessments <p>Materials:</p> <ul style="list-style-type: none"> -Technology -Evidence-based curriculum -Consortium materials -Mexican Consulate materials -GOSOSY English Lessons -College awareness & HSE/GED materials -Family engagement materials | <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 -Tuition support for PreK programming -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 -Parental 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 -Books distributed -Health screenings completed <p>Family outputs:</p> <ul style="list-style-type: none"> -Participation in family engagement and literacy 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 <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 <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 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; or
- Special education student.

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 2018-19) 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 issued by OME. A copy of the manual is 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 migrant 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 a Certificate of Eligibility (COE) information that establishes MEP eligibility
- collect data that is required to enroll eligible children/youth in the NGS
- 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 and ISBE;
- 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 COEs.

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

1. Recruiter and COE reviewer training and certification.
2. Standardized review of all COEs and eligibility determinations.
3. Verifications of representative random samples of recruited children and youth in 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 COE 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.
7. A process for implementing corrective action if the SEA finds COEs 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 the **Parent engagement Policy** in which each LOA that receives Title I Part A funds jointly develops with parents a written parent and family engagement policy describing how it will involve parents in the joint development of the plan and the process of review of the plan; provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent 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 each spring, 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 .

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 available 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 intensively during the short summer 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, health, adult education).

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

Parent engagement is a key component of Project SMART. Emphasis is placed on educating parents on the skills students are learning in the SMART lessons as well as encouraging parents to share in the joy of mathematics with their children. The "Making Math Meaningful" family activity is in the first lesson of each unit. The parents will play a game using math content vocabulary that reinforces the lessons for the week to play the game.

Student Records Exchange and MSIX Usage Plan

New Generation System (NGS)

The New Generation System (www.ngsmigrant.com) serves as the Illinois MEP database. It is a dynamic, web-based interstate information network that allows migrant educators and staff in Illinois and other member consortium states to record and share demographic, educational, and health data about eligible migratory students and families who have made MEP-eligible moves. The system is equipped with a variety of reports that can assist in ID&R. Two of these reports, discussed below, can facilitate recruitment efforts, and should therefore be utilized by all recruiters. Use of NGS is dependent upon obtaining a username and password. For NGS access, potential users must contact IMES and complete relevant training and access forms. Recruiters should consult with their MEP project's data entry specialist to generate and analyze NGS reports.

End of Eligibility Report

This NGS report indicates the time at which children/youth will reach the end of their three years of eligibility. Utilizing this report is essential for recruiters because it provides an alert that a visit should be made to a family to determine if another qualifying move has been made. Not utilizing this report could hypothetically result in a child losing eligibility, and migrant services being discontinued, even though a recent move has occurred. Recruiters should make visiting the families who, according to this report, have not made a recent qualifying move a first priority when the local migrant project begins. It is important to follow up with families regularly, and complete a new COE for each new QAD, and not just when a child/youth is losing his/her eligibility.

COE Family Report

The COE Family Report contains very useful information about children/youth recruited by a project, organized by family under the heading of the mother of household.

Student information previously obtained (e.g., names, birth dates, USIDs, etc.) is listed for each child in the family. Recruiters should attempt to confirm at the time of the interview the presence of all children listed on the COE Family Report and their identifying information. Recruiters must be sure to ask the parent about all MEP-eligible children in the family, by confirming that the children listed on the report have made a new move and inquiring if there are children not listed on the report who may have also made a qualifying move. Recruiters should take this report with them during home visits, as it provides pertinent information regarding children in the family who previously have been determined to be MEP-eligible.

Migrant Student Information Exchange (MSIX)

State migratory student information systems like NGS 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 NGS. 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 offices 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 recruiters 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 in utilization of the MSIX record:

- Use of 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 COE completed, NGS, and MSIX as presented in the MSIX Demographics Screen. Follow up with parents or youth to confirm or change information on the COE 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 NGS/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 strategies, literacy strategies, early literacy strategies, strategies for 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 Offices of Education 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 Forum
- 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.

- **Colorín Colorado**, a bilingual site for families and educators of ELs, is found at <http://www.colorincolorado.org/>
- **Graduation and Outcomes for Success for OSY (GOSOSY)** is a CIG funded in 2015 and projected through 2018 by OME at the USDE to build capacity in states with their secondary-aged migratory out-of-school youth population. GOSOSY sponsors a dissemination event designed to help participants identify migratory OSY and provide services to meet their unique needs. The website is found at <http://osymigrant.org>
- The **Identification & Recruitment Rapid Response Consortium (IRRC)** is a consortium of 14 states, including Illinois, designed to expand and improve infrastructures for interstate coordination, specifically ID&R. <https://www.idr-consortium.net/>
- **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/>

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

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.

Districts are selected for onsite review based on the need to meet regulatory cycles and through a risk-based selection process 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.

Districts are notified of an upcoming review by the receipt of an announcement letter which is sent 30 days in advance. Staff also call 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];
- CNA and service delivery [Sections 1304(b) and 1306(a) of Title I, Part C 34 CFR 200.83];
- staffing;
- curriculum and instruction for summer programs [Sections 1304(c)(6) and 1306(b) of Title I, Part C 34 CFR 200.83];
- parent engagement [1304(c)(3)(A) and (B)] of Title I, Part C 34 CFR 200.83];
- free meals eligibility [Eligibility for Title I]; and
- professional development [1304(c)(6)(B)] of Title I, Part C 34 CFR 200.83].

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

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 migrant education program 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 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 instructional program implementation, recruiting procedures, and recordkeeping through NGS;
- 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 and OME Annual Directors Meeting).

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 NGS database. NGS reports on students served and services provided are generated and reviewed on an ongoing basis by the State. 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 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 2020-21 sub-allocation application. New MPOs and strategies will be phased in over the 2020-21 and 2021-22 program years. See Appendix B for special plans related to response to emergency school closures amid the COVID-19 pandemic.

In the summer and fall of 2020, 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.

Appendix A: SDP Meeting Agendas and Notes

Agenda SDP Update Meeting #1

| | |
|---------------|--|
| 9:00 – 9:15 | Welcome, introductions, meeting objectives, materials/agenda review |
| 9:15 – 9:30 | Review major concerns, supporting data, and solutions from the Comprehensive Needs Assessment meetings |
| 9:30 – 9:45 | Service Delivery Plan (SDP) requirements and suggestions from the Office of Migrant Education (OME) Toolkit |
| 9:45 – 10:15 | <u>Activity #1</u> : Start with the end in mind. Where does the IL MEP go from here? |
| 10:15 – 10:30 | Break |
| 10:30 – 11:30 | <u>Activity #2</u> : Based on concerns and solutions identified in the CNA, and previous strategies, complete strategies on the new alignment chart. ELA and Math chart School Readiness chart High School Graduation chart Ancillary and Support Services chart |
| 11:30 – 12:00 | <u>Activity #3</u> : Review strategies from all groups and make recommendations |
| 12:00 – 1:00 | Lunch |
| 1:00 – 1:30 | Measurable Program Outcomes (MPOs): What is the purpose? How are they written? Review existing MPOs. |
| 1:30 – 2:30 | <u>Activity #4</u> : Review previous MPOs and complete the MPOs column on the new alignment chart. |
| 2:30 – 2:45 | Break |
| 2:45 – 3:15 | <u>Activity #5</u> : Review MPOs from all groups and make recommendations |
| 3:15 – 3:45 | <u>Activity #6</u> : Implementation discussion: How will strategies be implemented? |
| 3:45 – 4:00 | Wrap-up, follow-up, next steps, and timelines |

Meeting Objectives

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

SDP Update Meeting #1 Notes

Review of SDP Requirements

The following components were reviewed with the committee, and participants discussed when and how required components would be included in the process:

- State performance targets
- Needs assessment results
- MPOs
- Service delivery strategies
- Evaluation plan
- Priority for services criteria
- Parent engagement plan
- ID&R plan
- Student records plan
- Monitoring and technical assistance plan
- Implementation and accountability plan
- Logic model

Review of needs assessment results

- Committee members reviewed their goal area group's concern statements, data sources, need indicators/statements, solutions, and resources/experts/staff from the CNA. Marty facilitated a discussion about take-aways from each group's conversation (i.e., what is considered a service, needs assessment results should be disaggregated by site for use in local needs assessments, use of assessment results for assessing reading and math skills, what it would mean to provide motivating activities, and parent engagement).
- Marty also reviewed some of the data including number eligible migratory students (decreasing trend), qualifying arrival date (QAD) (nearly three-fourths had a QAD during summer), state assessment rates (fewer migratory students meeting/exceeding standards than non-migratory students), the number of migratory students that received MEP services, and the number of migratory students that did not receive services.
- Marty reviewed the suggestions from the Office of Migrant Education (OME). Marty explained that the SDP outlines the delivery and evaluation of the services provided to migratory children through the SDP based on the unique educational needs identified during the statewide CNA. Marty then reviewed the Illinois interim performance targets and goals set for English language arts and math.

Starting with the end in mind

- Marty asked the group to identify the top 5 direct student services the group wants to evaluate. The group was asked to think about where MEP money is spent, and activities the group wants to learn more about, projects they want to highlight.
 - Summer and regular term ELA instruction
 - Summer and regular term STEM instruction

- Secondary online and distance education support
- Site-based and home-based academic programs
- OSY life skills instruction
- School readiness instruction

Identifying strategies and MPOs

SDP Committee members worked in their groups to develop service delivery strategies. The groups were instructed to look at existing strategies from the SDP, review the CNA solutions, and consider strategies for...

- instructional services (to increase academic achievement)
- support services (to increase access to educational opportunities and ability to come to school ready to learn)
- program/staff capacity-building, such as professional development
- State-level initiatives
- local project-level initiatives

Each goal area group identified strategies for the MEP on the Google document. The whole group reviewed each strategy and provided suggestions. Draft strategies are included in the SDP Decisions and Planning Chart.

The committee reviewed data from the draft 2018-19 evaluation and current MPOs and ensured that MPOs were appropriate and made revisions as necessary. Specifically, targets were adjusted based on the number of students assessed, and one MPO relating to credit accrual was eliminated due to low numbers of students.

Agenda SDP Update Meeting #2

| | |
|---------------|--|
| 9:00 – 9:15 | Welcome, introductions, meeting objectives, materials/agenda review |
| 9:15 – 9:30 | Overview of SDP requirements and table of contents for the SDP. |
| 9:30 – 10:30 | <p><u>Activity #1</u>: Whole group review of MPOs and strategies. In goal area groups, revise and report back to the whole group.</p> <ul style="list-style-type: none">• ELA and Math• School Readiness• Graduation and OSY• Support Services |
| 10:30 – 10:45 | Break |
| 10:45 – 11:45 | <p><u>Activity #2</u>: In goal area groups, determine implementation options, resources needed, technical assistance, and professional development needed to implement the MPOs and strategies.</p> <ul style="list-style-type: none">• ELA and Math Implementation• School Readiness Implementation• Graduation and OSY Services Implementation• Support Services Implementation |
| 11:45 – 1:00 | Lunch |
| 1:00 – 2:00 | <u>Activity #3</u> : Developing a logic model and review |
| 2:00 – 3:00 | <p><u>Activity #4</u>: Discuss/make recommendations about SDP components:</p> <ul style="list-style-type: none">• Making PFS determinations• Professional development resources• Parent engagement plan• Identification and recruitment plan• Monitoring process |
| 3:00 – 3:30 | <u>Activity #5</u> : Determine implementation and results evaluation questions for each strategy and MPO using the alignment chart (use the links under Activity #1) |
| 3:30 – 4:00 | Wrap-up, follow-up, next steps, and timelines |

Meeting Objectives

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

SDP Update Meeting #2 Notes

Review of SDP Requirements

The following components were reviewed with the committee, and participants discussed when and how required components would be included in the process:

- State performance targets
- Needs assessment results
- MPOs
- Service delivery strategies
- Evaluation plan
- Priority for services criteria
- Parent engagement plan
- ID&R plan
- Student records plan
- Monitoring and technical assistance plan
- Implementation and accountability plan
- Logic model

Review of MPOs and strategies

- Strategy 1.3: The committee discussed “motivational strategies” and decided to change the wording to “enrichment and engagement strategies” to better reflect the intent that activities under this strategy would be academically focused and designed to engage more students. See the following pages for the data presented.
- MPO 1e) After reviewing previous years’ data, the committee modified to the target increase to 55%.
- MPO 3c) The MPO was a process outcome, and the committee believed that it was time to move to an educational outcome for OSY. The MPO will be aligned to existing data collections for the OSY Consortium and focus on increases for the language screener or curriculum-based assessments.
- Strategies 4.4 and 4.5: The committee discussed the strategies and felt they were duplicative of elements of 4.1 and 4.2. They decided to fold 4.4 and 4.5 into 4.1 and 4.2.
- MPO 4) MPO 4d was moved to align with strategy 4.1 and modified the target based on previous data. The new target is 61% participation in support services.
- See the following pages for the completed alignment chart.

Program plan and implementation

- Marty asked the goal area groups to think about how each of the strategies would be implemented. Groups addressed the following questions and came up with possibilities for implementation. The lists created will be included as part of the project plan.
 - How will local projects implement the strategy?
 - How will local projects use MEP funds?
 - What documentation should local projects keep about the strategy?

Logic model

SDP Committee members worked in their groups review and edit the logic model to bring it into alignment with new strategies and MPOs. The committee discussed the following questions. See the completed logic model on the following pages.

- Are the new strategies included in the activities?
- Are the new MPOs included in the outputs and outcomes?
- What else needs to be updated in the logic model?

SDP components

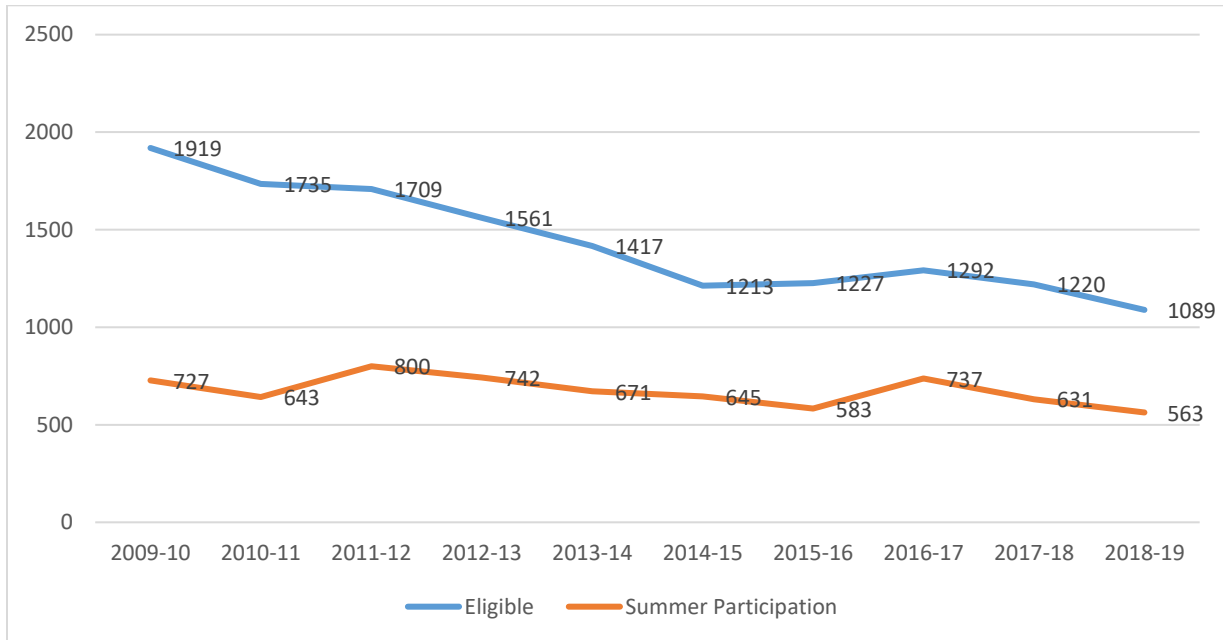
- PFS determinations: the PFS plan was updated to include “drop out” as a risk factor.
- State monitoring and technical assistance: minor updates were made this.
- Professional development plan: the committee added new resources.
- Parent engagement plan: the committee made some minor updates and provided additional suggestions for parent engagement.
- ID&R plan: this will need to be modified to reference the updated ID&R manual.
- Records plan: Marty will work with María, Beth, and Susana to select the best materials for this plan.

Follow-up

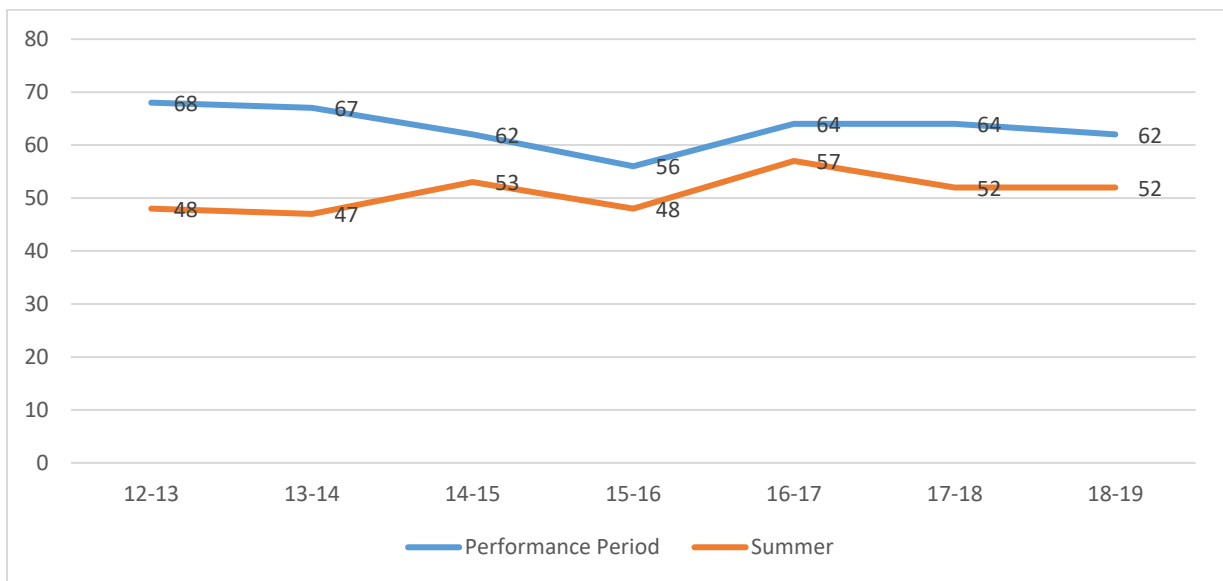
- Summarize SDP Mtg #2 decisions and recommendations (*by 3/27/20*)
- Resolve any lingering MPO questions at the EPT meeting (*4/1/20*)
- Prepare a draft SDP Update (*by 5/29/20*) and incorporate IL and other selected readers’ feedback into a final version of the report (*by 6/15/20*)
- Systems alignment so that the updated SDP results are aligned with the evaluation tools, MEP application, monitoring tool, QSI, etc. Summer 2020 forms that META is responsible for will be completed prior to the 4/1/20 virtual meeting.

New Data Used to Set Targets for MPOs

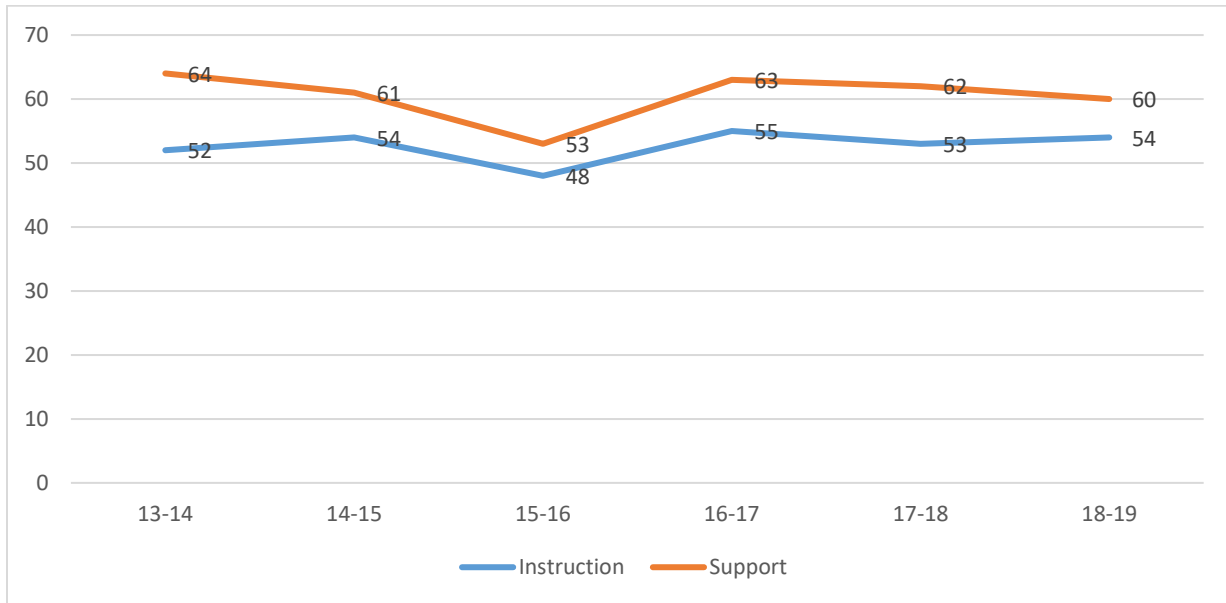
Number Eligible and Served in the Summer by Year



Percent Served in the Reporting Period and Summer

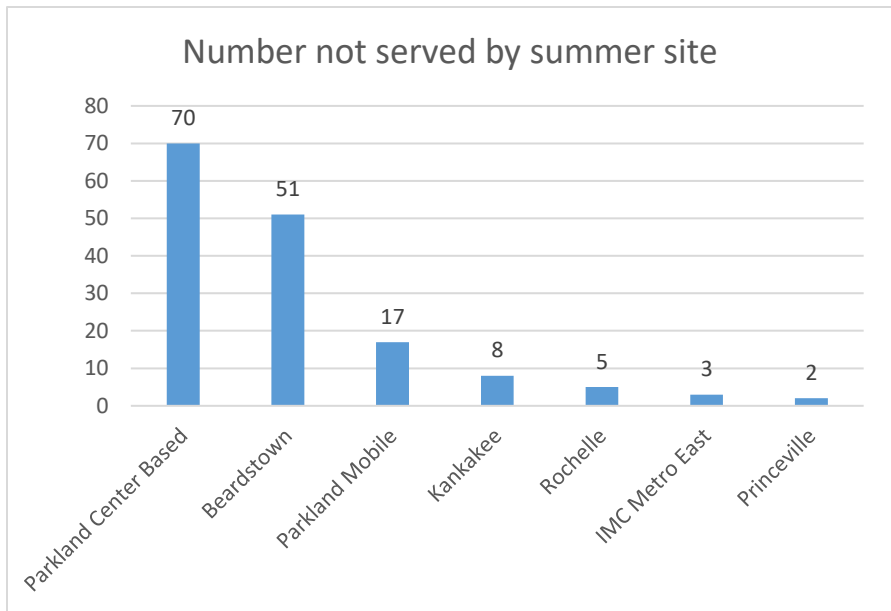


Percent Served with Instructional and Support Services during the Reporting Period



Number not served by area

| Reg term SSID | Not Served |
|-----------------------------|------------|
| Beardstown 4 SSIDs | 46 |
| Rantoul/Parkland 6 SSIDs | 41 |
| Rochelle 4 SSIDs | 35 |
| IMC 1 SSID | 6 |
| Urbana 1 SSID | 6 |
| Princeville 1 SSID | 5 |
| Other with < 5 65 SSIDs | 104 |



Appendix B: School Closure Supplement and Flexibility

Addendum to the Service Delivery Plan for 2020 through 2023

In response to the COVID-19 pandemic, school buildings in Illinois were closed for three months at the end of the 2019-2020 academic year. Schools provided instruction remotely and could not meet face-to-face with students. Recognizing that additional closures may take place in 2020-21, the Illinois MEP has designed the following contingency plan that will go into effect if it is not possible to implement strategies or collect data as originally described. This plan follows the two options OME provided regarding closures of building in the regular term and summer 2020:

1. *Continue to apply the current MPOs and in documenting the results, note the circumstances that contributed to not meeting the previously established targets and/or missing data for this period (e.g., pandemic-related modifications to services and waiver of Statewide assessments).*
2. *Document a modified plan for MEP services for summer 2020 and include this information as an Appendix or Addendum to the current SDP. The Appendix or Addendum should clearly specify why the modifications are necessary, the assessed needs upon which the modified services are based, the modified services to be provided, the modified MPOs to measure the implementation and results of those services, and the duration of the modifications (e.g., applicable to summer 2020).*

In general, strategies and MPOs should be implemented as described while buildings and in-person instruction are allowed under State or LOA rules. When buildings are closed and in-person instruction is not allowed, the supplemental assistance provided through the MEP may shift emphasis as described in the flexibility options in the following alignment chart.

The Illinois MEP recognizes that some services components will look different when education is not provided in person. For example, instructional services may include the delivery of packets of instructional materials and instructions intended for students to complete independently or with online or phone support from an instructor. These packets constitute instructional services when MEP staff are able to ascertain that students have engaged with them. Determining engagement may include phone/online video conversations, pictures of students engaging with materials, paperwork returned to instructors, or evidence of online interaction. A Needs and Services Log for documenting engagement is provided following the alignment charts. Support services may shift emphasis as well with MEP staff ensuring that migratory students have the tools and information needed to participate in regular school year and/or summer instruction. Summer programs may shift emphasis depending on the identified needs of migratory children as documented in the Family Needs and Services Logs.

2020-23 Alignment Chart with Flexibility Options

| Reading and Mathematics | | |
|---|--|---|
| Key Strategies | MPOs | Flexibility Options |
| <p>1.1) Provide 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 (e.g., Balanced Literacy) | <p>1a) By the end of the 2020-21 reporting period, migratory students 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 2020-21 reporting period, migratory students participating in the MEP regular year reading/literacy instructional services for at least 3 months will demonstrate a statistically significant gain (at the .05 level) in reading/literacy skills as measured by a classroom teacher survey that considers classroom performance, grades, and other indicators of reading/literacy achievement.</p> | <p>Full implementation of evidence-based strategies may not be possible when buildings are closed. Projects should use components that are possible via packet or online instruction when migratory children have access. If formative and summative pre/post testing in reading and literacy is not possible due to the closure of school buildings and/or inability to meet with children in person, projects may use the following alternate MPO:</p> <p>By the end of the 2020-21 reporting period, 80% of students who received MEP instructional services will make “some” or “a lot” of progress with the materials provided as documented on the Family Needs and Services Summary Form.</p> |
| <p>1.2) Provide instruction through systems designed to provide access to migratory students including center- and home-based instruction, and individual tutoring in math. Math instruction should include the following:</p> <ul style="list-style-type: none"> • formative and summative assessments results to guide math instruction. • evidence-based strategies, curricula, and practices | <p>1c) By the end of the 2020-21 reporting period, migratory students 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 2020-21 reporting period, migratory students participating in the MEP regular year math instructional services for at least 3 months will demonstrate a statistically significant gain (at the .05 level) in math skills as measured by a classroom teacher survey that considers classroom performance, grades, and other indicators of math.</p> | <p>Full implementation of evidence-based strategies may not be possible when buildings are closed. Projects should use components that are possible via packet or online instruction when migratory children have access. If formative and summative pre/post testing in mathematics is not possible due to the closure of school buildings and/or inability to meet with children in person, projects may use the following alternate MPO:</p> <p>By the end of the 2020-21 reporting period, 80% of students who received MEP instructional services will make “some” or “a lot” of progress with the materials provided as documented on the Family Needs and Services Summary Form.</p> |

| Reading and Mathematics | | |
|---|---|---|
| Key Strategies | MPOs | Flexibility Options |
| <p>1.3) Incorporate 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"> • Create activities designed to improve math and ELA skills • Provide academic field trips • Incorporate project-based learning with technology | <p>1e) By the end of the 2020-21 reporting period, the percent of identified migratory children (3-21) who participate in MEP instructional services will increase to 55%.</p> | <p>Strategy 1.3 and MPO 1e may be implemented during building closures as written. Activities designed to build engagement may be utilized, including virtual academic field trips.</p> |

| School Readiness | | |
|---|---|---|
| Key Strategies | MPOs | Flexibility Options |
| <p>2.1a) Provide 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>2.1b) Model early reading/literacy teaching and learning strategies for parents in home and/or center-based early childhood education programs, including collaborating with other agencies providing services to migratory children if available.</p> | <p>2a) By the end of the 2020-21 reporting period, 75% of all preschool migratory students participating for at least 3 weeks in summer school programs will show a gain of 3.0 in the combined scores of the Emergent Literacy Skills and Alphabet subtests of the New York MEP Early Childhood Education (ECE) Assessment.</p> | <p>Early literacy and math development may be modified to modeling of practices virtually for parents and packets for parents. If testing using the New York MEP Early Childhood Education (ECE) Assessment is not feasible during 2021 summer programs due to the closure of school buildings and/or inability to meet with children in person, projects may use the following alternate MPO:</p> <p>By the end of the 2020-21 reporting period, 80% of students who received MEP instructional services will make “some” or “a lot” of progress with the materials provided as documented on the Family Needs and Services Summary Form.</p> |
| <p>2.2) Provide 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>2b) By the end of the 2020-21 reporting period, 75% of all preschool migratory students participating for at least 3 weeks in summer school programs will show a gain of 3.0 on the Counting subtest of the New York MEP ECE Assessment.</p> | |

High School Graduation and Services to Secondary-aged Youth

| Key Strategies | MPOs | Flexibility Options |
|--|---|--|
| <p>3.1) Provide differentiated learning opportunities in the summer to improve attendance, academic achievement and college and career readiness for secondary-aged students. Examples of activities include credit accrual, academic skill building, ESL instruction, life skills instruction, high school equivalency preparation, enrichment strategies, etc.</p> | <p>3a) By the end of summer 2021, 41% of 9th-11th grade students who are migrant-eligible will participate in summer programs.</p> <p>3b) By the end of summer 2021, 70% of secondary-aged migratory students (both those attending a field-based program and those in a center-based program for at least 3 weeks during the summer) will make progress toward the instructional/learning goals identified on their Secondary Student Services Plan.</p> | <p>The strategy includes sufficient flexibility that it may be implemented online or with packets when buildings are closed. Should it be impossible to complete the Secondary Student Services Plan, projects may use the following MPO:</p> <p>By the end of the 2020-21 reporting period, 80% of students who received MEP instructional services will make “some” or “a lot” of progress with the materials provided as documented on the Family Needs and Services Summary Form.</p> |
| <p>3.2) Provide differentiated learning opportunities to improve attendance, academic achievement and college and career readiness for OSY. Examples of activities include credit accrual, academic skill building, ESL instruction, life skills instruction, high school equivalency preparation, enrichment strategies, or other materials from osymigrant.org.</p> | <p>3c) By the end of summer 2021, 70% of OSY and secondary-aged students who completed OSYmigrant.org lessons will gain 5% on a curriculum-based assessment or score 80% or higher on the post-test.</p> | <p>OSY lessons include online options with assessments. However, not all students will have access to online materials. If this is the case, projects may use the following MPO:</p> <p>By the end of the 2020-21 reporting period, 80% of students who received MEP instructional services will make “some” or “a lot” of progress with the materials provided as documented on the Family Needs and Services Summary Form.</p> |
| <p>3.3) During the regular school year, establish a collaboration among the school guidance counselor, MEP staff, and the migratory student and his/her parents to develop and monitor a graduation plan that is revisited at least annually to provide support and help ensure that students are on track for graduation.</p> | <p>3d) By the end of the 2020-21 reporting period, 75% 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>Projects may work virtually with students and counselors to update graduation plans. Signatures on plans will not be required if school buildings are closed at the end of the academic year or when students move.</p> |

Ancillary and Support Services

| Key Strategies | MPOs | Flexibility Options |
|--|---|--|
| <p>4.1.) Coordinate and collaborate with public and private agencies to provide needed support services (medical, dental, mental health, disability services, and vision services) and build trust with migratory families. Provide services for the health/wellbeing of migratory children and youth designed to increase student and family knowledge of support services and community resources.</p> | <p>4a) As a result of MEP coordination/collaboration activities provided in 2020-21, 90% of summer MEP staff and migratory parents surveyed will report that migratory families 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 of migratory children and youth.</p> <p>4b) By the end of the 2020-21 reporting period, the percent of identified migratory children (ages 3-21) who receive needs-based support services will increase to 61%.</p> | <p>Strategies include sufficient flexibility that they may be implemented with buildings closed and via phone or virtually. Parent and Staff surveys are available online. However, if completion of surveys proves difficult due to inability to access online surveys or inability to meet with parents in person to provide the described services, projects may address the following alternate MPO:</p> <p>By the end of the 2020-21 reporting period, 80% of students with support needs will receive a support service aligned to their needs as recorded on the Family Needs and Services Summary Form.</p> |
| <p>4.2.) Provide MEP-sponsored parent development on how to help support their child’s school readiness, reading/literacy and math success in school, high school graduation, GED, post-secondary opportunities, and/or career goals and provide educational resources, materials and supplies, and appropriate activities that promote educational support at home. Establish communication and follow up with migratory families during the summer and regular school year to build trust and to communicate about the importance of education and benefits of programming.</p> | <p>4c) As a result of MEP-sponsored parent engagement activities provided in 2020-21, 90% of migratory parents will report satisfactory ability to support their child’s success in school as measured by a rating of 3 or 4 on a 4-point scale using the parent engagement survey.</p> | |
| <p>4.3.) Provide MEP-sponsored professional development, learning activities, and learning resources, supplies, and materials on instructional strategies in the ELA/math, school readiness, and graduation goal areas to more effectively support high quality instruction in grades PK-12 and OSY.</p> | <p>4c) As a result of MEP-sponsored professional development provided in 2020-21, 90% of MEP staff who provide instruction in PK-12 and OSY will report sufficient ability to support high quality instruction as measured by a rating of 3 or 4 on a 4- point scale using the professional development survey.</p> | <p>Opportunities for professional development will be offered online, and surveys will be available following training. The MPO will remain the same.</p> |