Illinois Migrant Education Program Service Delivery Plan

- Comprehensive Needs Assessment
- Program Evaluation
- Implement Service Delivery Plan

Illinois State Board of Education
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May 2, 2016
## Illinois Migrant Education Program
### Service Delivery Plan Update Committee

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<td>AMO</td>
<td>Annual Measurable Objective</td>
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<td>GOSOSY</td>
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<td>HEP</td>
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<td>Partnership for Assessment of Readiness for College and Careers</td>
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<td>PASS</td>
<td>Portable Assisted Study Sequence</td>
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<td>Technical Assistance</td>
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Introduction

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

Legislative Mandate

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

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

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

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

1. Performance Targets. The plan must specify the performance targets that the state has adopted for all migrant children for: reading; mathematics; high school graduation/the number of school dropouts; school readiness (if adopted by the SEA); and any other
performance target that the state has identified for migrant children. (34 CFR 200.83(a)(1).)

2. **Needs Assessment.** The plan must include identification and an assessment of: (1) the unique educational needs of migrant children that result from the children’s migrant lifestyle; and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(2).)

3. **Measurable Program Outcomes.** The plan must include the measurable outcomes that the MEP will produce statewide through specific educational or educationally-related services. (Section 1306(a)(1)(D) of the statute.) Measurable outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the comprehensive needs assessment (CNA). The measurable outcomes should also help achieve the state’s performance targets.

4. **Service Delivery.** The plan must describe the SEA’s strategies for achieving the performance targets and measurable objectives described above. The state’s service delivery strategy must address: (1) the unique educational needs of migrant children that result from the children’s migrant lifestyle, and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(3).)

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

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

- **Priority for Services.** A description of how, on a statewide basis, the state will give priority to migrant children who: (1) are failing, or most at risk of failing, to meet the state’s challenging academic content and student achievement standards, and (2) whose education has been interrupted during the regular school year.

- **Parent Involvement.** A description of the SEA’s consultation with parents (or with the state parent advisory council, if the program is of one school year in duration) and whether the consultation occurred in a format and language that the parents understand.

- **Identification and Recruitment.** A description of the state’s plan for identification and recruitment activities and its quality control procedures.

- **Student Records.** A description of the state's plan for requesting and using migrant student records and transferring migrant student records to schools and projects in which migrant students enroll.
Developers of the SDP

Illinois updated its CNA in August 2015 and subsequently has updated the SDP with the information that is contained in this report. This report resulted from a systematic process that involved a broad-based representation of stakeholders whose expertise helped in the development of the strategies contained in this report. For continuity, many members of the CNA Committee also served on the SDP Committee that met on October 29, 2015 and February 4, 2016.

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

Organization of the SDP

The report contains 10 sections and supporting appendices:

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

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

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

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

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

**Section 6-Professional Development Plan for Staff** – This section provides the systematic plan for providing professional development for Illinois educators, administrators, recruiters, clerks, liaisons, and other service providers.
Section 7-Parent Involvement Plan – This section includes the plan for the state MEP services to parents. It considers the various roles of parents and how the state plans to address parent needs, especially as they help their children to be successful in school.

Section 8-Evaluation Plan – This section contains the state plan for evaluating the implementation of the SDP based on performance targets and measurable program outcomes. The systems for data collection and reporting are specified along with how the Illinois MEP will use the evaluation results for making mid-course corrections and improvement.

Section 9-Summary and Next Steps – This section offers evidence-based conclusions and discusses the next steps in applying the results of the SDP to planning services for migrant students.

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

For understanding the context of the services delivered to migrant students in Illinois, it should be noted that the Illinois MEP has developed a separate comprehensive plan for administering, supporting, and evaluating its statewide ID&R component. The plan includes a comprehensive description of the quality assurance process:

1. Training for recruiters on MEP eligibility, COE completion, interviewing techniques, and best practices including hands-on applications.
2. A designated reviewer for each certificate of eligibility (COE) to verify that, based on the recorded data, the child is eligible for MEP services.
3. A formal process for resolving eligibility questions raised by recruiters and their supervisors and for transmitting responsibilities to all LOAs in written form.
4. A process for the SEA to validate that eligibility determinations were properly made.
5. Apart from steps two and four, a plan for qualified SEA staff to monitor, at least annually, the ID&R practices of individual recruiters.
6. A systematic review schedule and plan for using results to improve the system.
7. A process of implementing corrective action in response to internal audit findings and recommendations.

Under a contract with the Illinois State Board of Education, the Illinois Migrant Council (IMC) provides training, technical assistance, policy implementation, quality control supervision, and program evaluation through its Illinois Migrant Education Resource Project (IMERP) in support of the state MEP’s ID&R component.

While not included in this SDP update, the Illinois ID&R plan is of importance as a precursor to the delivery of services in Illinois. This plan is updated annually to respond to emerging recruiting resource needs and population shifts. The plan is distributed to all local MEPs and recruiters as specified in the Illinois MEP Identification and Recruitment Manual.
Needs Identified Through the Statewide CNA

Statewide CNA Update Process

The Illinois CNA was conducted using the guidance found in the Migrant Education CNA Toolkit (2012) found online at http://center.serve.org/nche/ome_toolkits/cna/toolkit.pdf. The graphic below summarizes the organization of the meetings and activities the committee undertook to develop the CNA.

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

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

The CNA manager, with the assistance of consultants with access to New Generation System (NGS) data and a consultant hired to assist with the CNA update, collected data on migrant student achievement and outcomes; disseminated and collected surveys documenting the perceptions of migrant staff and parents related to migrant students’ needs; and identified relevant demographic and evaluation data.

The data assisted the Needs Assessment Committee (NAC) to formulate a comprehensive understanding of the characteristics of the migrant student population in Illinois. A profile of Illinois migrant students was developed based on the most recently available information. The NAC used the profile and other collected data to develop concern statements, needs indicators, needs statements, and solutions strategies. The prioritized concerns follow. The full CNA report is on file with ISBE, and the table of contents for this report is included as Appendix B.
In response to identified needs, Illinois adopted the goal areas below during the NAC meetings and continued their use throughout the completion of the SDP.

**Goal Area 1**: Reading and Mathematics  
**Goal Area 2**: School Readiness  
**Goal Area 3**: High School Graduation and Services to OSY  
**Goal Area 4**: Ancillary and Support Services

The planning chart in Appendix A shows the alignment of CNA concerns and solutions in each goal area with the strategies and Measurable Program Outcomes (MPO) developed for the SDP. The following concern statements guided the SDP committee in the development of statewide strategies and MPOs.

**Reading and Mathematics**

1.1 We are concerned that migrant students have low academic achievement in literacy (reading and writing).  
1.2 We are concerned that migrant students have low academic achievement in math.  
1.3 We are concerned that migrant students do not attend instructional services with the regularity needed to achieve academically.  
1.4 We are concerned that migrant students who are also English learners do not make adequate academic progress in English language instruction.

**School Readiness**

2.1 We are concerned that migrant children in homes with limited resources are not prepared for kindergarten in the areas of language and literacy.  
2.2 We are concerned that migrant children in homes with limited resources are not prepared for kindergarten in the area of math.

**Graduation from High School and Services to OSY**

3.1 We are concerned that migrant students are not achieving proficiency in core content areas.  
3.2 We are concerned that migrant students are not ready for college and/or a career.  
3.3 We are concerned that migrant students do not enroll in regular school or summer migrant education programs and/or attend with sufficient regularity.  
3.4 We are concerned that migrant out-of-school youth (OSY) lack knowledge of basic life skills and basic English language skills.

**Ancillary and Support Services**

4.1 We are concerned that staff providing instruction lack the knowledge and skills to deliver instructional strategies based on migrant student needs.  
4.2 We are concerned that migrant families do not have access to or knowledge of supportive services and community resources.
4.3 We are concerned that migrant children have limited access to medical, dental, and vision services.

4.4 We are concerned that migrant parents expressed a need for additional help in working with their children to succeed in school, access post-secondary opportunities and navigate the U.S. school system.

4.5 We are concerned that migrant children’s homes lack the educational resources needed to help them learn and stay in school.

How CNA Results Informed the Service Delivery Planning Process

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

The primary purpose of the CNA is to guide the overall design of the Illinois MEP on a statewide basis as well as to assure that the findings of the CNA are folded into the Comprehensive State Plan for Service Delivery. The SDP committee considered the goal areas and concerns developed by the NAC. In addition, the SDP committee used the data from the CNA and program evaluation to set MPOs considered to be achievable on a statewide basis and yet would provide useful information for program improvement and describe the extent to which MEP services were making a difference toward achieving statewide performance targets.

Going forward, the SDP will help the Illinois MEP develop and articulate a clear vision of: 1) the needs of Illinois migrant children; 2) the services the Illinois MEP will provide on a statewide basis; 3) the Illinois MEP’s measurable outcomes and how they help achieve the state’s performance targets; and 4) how to evaluate whether and to what degree the program is effective.

Appendix A 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 and to capture the decisions of the SDP Committee. Prior to the first meeting and as a result of the decisions made through the CNA process, the areas of the chart that were filled in included Need/concern, Solution Identified in the CNA, and Performance Targets.
There were two meetings of the SDP Committee, one held in Ottawa and one held in Chicago. (See Appendix C for meeting agendas.) The activities conducted during the meetings are described below.

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

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

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

A key activity of the SDP was to ensure that MEP activities were aligned with initiatives and other programs serving similar populations within the state. Programs such as Migrant Health through the Community Health Partnership of Illinois were asked to participate in the development of the SDP. The list of resources contained in the planning chart in Appendix A provides additional information about how resources are aligned with new SDP strategies. In addition, the four goal areas are aligned with the Illinois state performance targets and consider the Common Core Standards initiatives within the state.

**State and Local Resources**

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

- The state mandated reading/language and mathematics standards and assessments described on the state website at: [www.isbe.state.il.us](http://www.isbe.state.il.us). In addition, the state maintains information about the following programs with which the MEP coordinates as necessary: ISBE State Title I-A (Basic Program); Title I-D (Homeless Program); Title II-D, Title III, and Title V.

- Community Health Partnership of Illinois delivers quality, culturally responsive health care services to patients, caregivers, and communities. [http://www.chpofil.org/](http://www.chpofil.org/)

- The Illinois Migrant and Seasonal Head Start Program provides child care and a comprehensive program of health, parent involvement, and social services for preschool children of low-income migrant and seasonal farm workers. [http://www.dhs.state.il.us/page.aspx?item=30353](http://www.dhs.state.il.us/page.aspx?item=30353)

- Illinois Migrant Legal Assistance Project provides free civil legal services for migrant and seasonal farmworkers. [https://www.facebook.com/IMLAP](https://www.facebook.com/IMLAP)
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- Illinois Annual Statewide Migrant Education Program Workshop, Illinois Annual Statewide Conference for Teachers Serving Linguistically and Culturally Diverse Students; Annual Illinois Statewide Summit for Bilingual Parents.

- Illinois Migrant Education Resource Project (IMERP) of the Illinois Migrant Council working under contract with ISBE to support the Illinois MEP statewide.. [http://www.illinoismigrant.org/]

- Local food banks and resource centers; coordinated outreach and workshops for families with partner agencies; listings of service providers of human and health programs.

- Network of Regional Offices of Education to improve the effectiveness of schools increasing the opportunity for all students to achieve at a higher level.

- The Illinois Resource Center (IRC) providing assistance to teachers and administrators serving linguistically and culturally diverse students. [www.thecenterweb.org/irc/]

National Resources

The organizations and websites below are national sources of information regarding national migrant initiatives.

- Head Start provides grants to local public and private non-profit and for-profit agencies to provide comprehensive child development services to economically disadvantaged children and families, with a special focus on helping preschoolers develop the early reading and math skills they need to be successful in school. [http://www.acf.hhs.gov/programs/ohs/index.html]

- Individuals with Disabilities Education Act (IDEA) ensures services for children with disabilities. [http://idea.ed.gov/]

- The Child and Adult Care Food Program improves the quality of day care for children and elderly adults by making care more affordable for many low-income families. [http://www.fns.usda.gov/cnd/care/]

- The GOSOSY MEP Consortium supports the delivery of services to migrant OSY. [http://osymigrant.org]

- The Identification and Recruitment Rapid Response Consortium (IRRC) promotes interstate coordination for ID&R leading to improved educational continuity for migrant students. [http://www.idr-consortium.net/]

- The School Breakfast Program (SBP) provides cash assistance to States to operate nonprofit breakfast programs in schools and residential childcare institutions. [http://www.fns.usda.gov/cnd/breakfast/]

Illinois Service Delivery Plan
- The Summer Food Service program is designed to provide free and reduced-price breakfast and lunch during the summer. All migrant children are categorically eligible for Summer Food Service Program. [http://www.summerfood.usda.gov/](http://www.summerfood.usda.gov/)

- The Title I, Part D, Subpart 1, State Agency Neglected and Delinquent (N and D) program provides formula grants to SEAs for supplementary education services to help provide education continuity for children and youths in state-run institutions for juveniles and in adult correctional institutions so that these youths can make successful transitions to school or employment once they are released. [http://www2.ed.gov/programs/titleipartd/index.html](http://www2.ed.gov/programs/titleipartd/index.html)

- Title I, Part A of ESEA provides financial assistance to local education agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. [http://www2.ed.gov/programs/titleiparta/index.html](http://www2.ed.gov/programs/titleiparta/index.html)

- Title III of ESEA assists SEAs and LEAs with the development of high-quality language instruction to ensure children who have limited English proficiency, including immigrant children, meet the same challenging state academic standards as all children are expected to meet. [http://www2.ed.gov/about/offices/list/oela/index.html](http://www2.ed.gov/about/offices/list/oela/index.html)

- Title IV, Part B of ESEA supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. [http://www2.ed.gov/programs/21stcll/index.html](http://www2.ed.gov/programs/21stcll/index.html)

- Title X, Part C, The Education for Homeless Children and Youth Program in ESEA ensures that homeless children and youth receive a free and appropriate public education and removes barriers to their educational access, attendance, and success. [http://www2.ed.gov/programs/homeless/index.html](http://www2.ed.gov/programs/homeless/index.html)
3 Performance Goals/Targets and Priority for Services

State Performance Goals/Targets

ISBE has established Annual Measurable Objectives (AMO) for migrant students as outlined in the approved April 2014 ESEA Flexibility Waiver request. These AMOs indicate the target proficiency rate for migrant students in grades 3-8 on the Illinois Standards Achievement Test (ISAT) in reading and mathematics. Illinois uses the Prairie State Achievement Examination (PSAE) for students in grade 11 and has set separate proficiency targets for this assessment.

During 2014-15, the state changed assessments. It is expected that there will be changes to baselines and targets; however, the targets below are those that are the most recently available. The targets table in the SDP will be updated when new targets are available.

The most recent target proficiency rates for migrant students through 2019 are provided below.

<table>
<thead>
<tr>
<th>Migrant Student Annual Measurable Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>Grades 3-8 Reading</td>
</tr>
<tr>
<td>Grades 3-8 Math</td>
</tr>
<tr>
<td>Grade 11 Reading</td>
</tr>
<tr>
<td>Grade 11 Math</td>
</tr>
</tbody>
</table>

Source: ESEA Flexibility Waiver, April 2014, Attachment 17

Note: according to technical assistance provided by the Office of Migrant Education (OME) in the Small State Evaluation Webinar on March 31, 2016, small states (defined as N<30 per grade level) do not need to disaggregate PFS student achievement in performance indicators or results. In the past, Illinois has not had more than 30 students per grade level because most migrant students are resident in the state during the summer and not during the state testing window.
In addition, the state has not set graduation or dropout targets for migrant students due to the small numbers of migrant secondary students who are resident in the state for the regular school term. The state will continue to report the number of graduates annually as required according to the OME Small State Evaluation Webinar on May 28, 2014.

**Priority for Services**

Based on data gathered for eligible migrant students, Illinois determines which migrant students receive priority for services (PFS). Every local MEP program in the state is required to maintain a current list of eligible migrant students as well as a listing of students who meet PFS criteria. In accordance with the ESEA—Section 1304(d), migrant education programs in Illinois must give **Priority for Service** to migrant children who are failing, or most at risk of failing, to meet the state’s content and performance standards; and whose education has been interrupted during the regular school year.

Students are considered to be failing or at risk of failing if they meet one or more of the following criteria:

- 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;
- Out-of-school youth; or
- Special education student.

Failure to meet state standards may come from assessment results in mathematics, reading, or English language on the state assessments: Partnership for Assessment of Readiness for College and Careers (PARCC) and *Assessing Comprehension and Communication in English State-to-State for English learners (ACCESS for ELLs)*. Standardized assessment results from another state (i.e., TAKS and STAAR scores) may be used as well; however, state assessment results from other states must be verified through an online records transfer system such as NGS or the Migrant Student Information Exchange (MSIX).

The PFS criteria have to occur during the current school year or within the previous school year. Two key factors that determine interruption of education during the regular school year:

- The interruption has to occur within the preceding 12 months. Moves occurring during the summer are not considered an interruption of services.
- The interruption has to relate to the migrant lifestyle.
Measurable Program Outcomes and Service Delivery Strategies

Goal Area MPOs and Strategies

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

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

<table>
<thead>
<tr>
<th>Reading and Mathematics</th>
<th>MPOs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1</strong> Provide instruction through systems designed to provide access to migrant students including center-and home-based instruction, and individual tutoring in reading/literacy.</td>
<td><strong>1a:</strong> Migrant 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.</td>
</tr>
<tr>
<td><strong>1.2</strong> Use formative and summative assessment results to guide reading/literacy instruction.</td>
<td><strong>1b:</strong> Migrant 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.</td>
</tr>
<tr>
<td><strong>1.3</strong> Provide reading/literacy instruction using research-based strategies, curricula, and practices (e.g., Balanced Literacy).</td>
<td><strong>1c:</strong> Migrant 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.</td>
</tr>
<tr>
<td><strong>1.4</strong> Provide instruction through systems designed to provide access to migrant students including center-and home-based instruction, and individual tutoring in math.</td>
<td><strong>1d:</strong> Migrant 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.</td>
</tr>
<tr>
<td><strong>1.5</strong> Use formative and summative assessment results to guide math instruction.</td>
<td></td>
</tr>
<tr>
<td><strong>1.6</strong> Provide math instruction using research-based strategies, curricula, and practices.</td>
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</tbody>
</table>
### School Readiness

<table>
<thead>
<tr>
<th>Key Strategies</th>
<th>MPOs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1</strong> Provide early literacy development opportunities for three through five year old migrant children not yet in kindergarten.</td>
<td>2a: 80% of all preschool migrant 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.</td>
</tr>
<tr>
<td><strong>2.2</strong> Model early literacy teaching and learning strategies for parents in home- and/or center-based ECE programs.</td>
<td>2b: 80% of all preschool migrant 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.</td>
</tr>
<tr>
<td><strong>2.3</strong> Provide early math development opportunities for three to five year old migrant children who have not yet entered kindergarten.</td>
<td>2c: 75% of migrant children ages 3-5 participating in MEP Family Literacy for at least 6 months will show a standard score increase of 25 or more points between pre- and post-assessment on the New York MEP ECE Assessment.</td>
</tr>
<tr>
<td><strong>2.4</strong> Model early math teaching and learning strategies for parents in home- and/or center-based ECE programs.</td>
<td></td>
</tr>
<tr>
<td><strong>2.5</strong> Provide Family Literacy services to migrant children and parents.</td>
<td>2d: 75% of migrant children ages 3-5 participating in MEP Family Literacy for at least 6 months will show a standard score increase of 25 or more points between pre- and post-assessment on the New York MEP ECE Assessment.</td>
</tr>
<tr>
<td><strong>2.6</strong> Model early reading/literacy teaching and learning strategies for parents in home- and/or center-based ECE programs.</td>
<td>2e: 75% of migrant children ages 3-5 participating in MEP Family Literacy for at least 6 months will show a standard score increase of 25 or more points between pre- and post-assessment on the New York MEP ECE Assessment.</td>
</tr>
</tbody>
</table>

### High School Graduation and Services to Secondary-aged Youth

<table>
<thead>
<tr>
<th>Key Strategies</th>
<th>MPOs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1</strong> Provide learning opportunities to improve academic achievement and/or produce a particular product through project-based learning.</td>
<td>3a: 70% of secondary-aged migrant students enrolled in <strong>summer</strong> migrant credit-bearing programs for at least 3 weeks will complete partial or full credit in one course required for high school graduation.</td>
</tr>
<tr>
<td><strong>3.2</strong> During the regular school year, establish a collaboration among the school guidance counselor, MEP staff, and the migrant 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.</td>
<td>3b: 75% of migrant high school students enrolled in schools with MEP projects for at least 3 months during the <strong>regular school year</strong> will work with migrant project staff to complete or update and sign their secondary graduation completion plan.</td>
</tr>
</tbody>
</table>
### High School Graduation and Services to Secondary-aged Youth

<table>
<thead>
<tr>
<th>Key Strategies</th>
<th>MPOs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.3</strong> Provide learning opportunities for migrant out-of-school youth (e.g., academic, ESL, life skills instruction, high school equivalency).</td>
<td><strong>3c</strong>: 30% of migrant-eligible OSY will participate in instructional services.</td>
</tr>
<tr>
<td><strong>3.4</strong> Raise student awareness about learning goals and local community and college/university outreach programs through visits to post-secondary institutions, peer mentoring, career shadowing, dual credit classes, and other strategies.</td>
<td><strong>3d</strong>: 70% of secondary-aged migrant students (both those attending a home-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.</td>
</tr>
</tbody>
</table>

### Ancillary and Support Services

<table>
<thead>
<tr>
<th>Key Strategies</th>
<th>MPOs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.1</strong> Provide MEP-sponsored professional development and learning activities, as well as learning resources, supplies, and materials (i.e., school readiness, reading/literacy, math, instruction to promote high school graduation, success in post-secondary and the workplace), on strategies in school readiness, reading/literacy and/or math to more effectively support high quality instruction in grades PK-12 and OSY.</td>
<td><strong>4a</strong>: As a result of MEP-sponsored professional development, 90% of migrant 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.</td>
</tr>
<tr>
<td><strong>4.2</strong> Coordinate/network with public and private agencies to support MEP services to promote the health/well-being of migrant children and youth, and their parents’ knowledge of support services and community resources.</td>
<td><strong>4b</strong>: As a result of MEP coordination/networking activities, 90% of summer MEP staff and migrant parents will report that migrant students received information about support services (e.g., health, nutrition, transportation, other support services) to promote the health, well-being, and knowledge of support services and community resources of migrant children and youth.</td>
</tr>
<tr>
<td><strong>4.3</strong> 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.</td>
<td><strong>4c</strong>: As a result of MEP-sponsored parent development, 90% of migrant parents will report sufficient 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 involvement survey.</td>
</tr>
</tbody>
</table>
**Resources Needed to Address Strategies**

The resources needed for Illinois to ensure that a high quality MEP is implemented are matched to each strategy as seen in the chart found in Appendix A. The resources listed include professional development (including local, state, and national training), technical assistance, collaboration with community-based organizations and other agencies, collaboration with institutions of higher education, collaboration with MEPs and initiatives in other states, specific curriculum, instructional materials/programs, etc. The committee also provided suggestions for the types of staff positions, activities, and instructional materials on which MEP funds would be spent. The major resources identified by the committee are listed in the chart below.

### Reading and Mathematics

<table>
<thead>
<tr>
<th>Strategy #s</th>
<th>Resources Needed</th>
</tr>
</thead>
</table>
| 1.1, 1.2, 1.3 | - Professional development (PD) for instructional staff on Balanced Literacy  
                     - Revisions to the Fluency Snapshot and PD at the middle school level  
                     - Reading A to Z  
                     - State consultants  
                     - Curriculum supplements to support reading, language development and writing  
                     - Incentives for students  
                     - Books, technology resources and funds to support Balanced Literacy activities for students |
| 1.4, 1.5, 1.6 | - Project SMART Making Mathematics Meaningful curriculum  
                     - Professional development in mathematics for instructional staff  
                     - Science, technology, engineering, and math (STEM) resources and curriculum  
                     - Incentives for students  
                     - Books, manipulatives, technology resources and funds to support math activities for students |

### School Readiness

<table>
<thead>
<tr>
<th>Strategy #s</th>
<th>Resources Needed</th>
</tr>
</thead>
</table>
| 2.1 and 2.2 | - Illinois Resource Center  
                     - StarNET  
                     - Colorín Colorado  
                     - Childcare resources and referrals  
                     - Reading A to Z (take home)  
                     - Parent educators  
                     - Professional development in early literacy for instructional staff  
                     - Incentives for children and families  
                     - Books, manipulatives and funds for Reading Readiness activities for children |
| 2.3 and 2.4 | - Big Math for Little Kids  
                     - Professional development for early mathematics for instructional staff  
                     - New Pre-K lessons in Project SMART  
                     - Free book distribution  
                     - Books, manipulatives and funds for Math Readiness activities for children |
### School Readiness

<table>
<thead>
<tr>
<th>Strategy #s</th>
<th>Resources Needed</th>
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</thead>
</table>
| 2.5 and 2.6 | • Family literacy strategies to use at home  
|             | • Books and other resource materials for family learning at home  
|             | • Creative play, art, music, take-home kits, and manipulatives  
|             | • Coordination with other ECE programs  
|             | • Learning centers |

### High School Graduation and Services to Secondary-aged Youth

<table>
<thead>
<tr>
<th>Strategy #s</th>
<th>Resources Needed</th>
</tr>
</thead>
</table>
| 3.1         | • Portable Assisted Study Sequence (PASS), University of Texas (UT), district, and other credit accrual programs  
|             | • Project-based learning materials  
|             | • Learning plans |
| 3.2         | • Regional Office of Education  
|             | • GED classes and online GED preparation  
|             | • Collaboration with alternative schools  
|             | • School counselors |
| 3.3         | • Professional Development for instructional staff  
|             | • Technical assistance consultant visits  
|             | • GOSOSY website  
|             | • ACReS  
|             | • Sed de Saber language learning tool  
|             | • iPods with ESL lessons loaded for independent practice  
|             | • Living in America ECL/Civics curriculum  
|             | • Online GED practice materials and tests |
| 3.4         | • Universities and community colleges  
|             | • Local businesses  
|             | • Local community centers  
|             | • ESL services  
|             | • HEP/ CAMP programs in other states  
|             | • HS/OSY advocates  
|             | • STEM and other subject matter resource materials  
|             | • State/ national guides to work w/students who are undocumented  
|             | • Columbia College Chicago Scientists for Tomorrow Project |

### Ancillary and Support Services

<table>
<thead>
<tr>
<th>Strategy #s</th>
<th>Resources Needed</th>
</tr>
</thead>
</table>
| 4.1         | • Methods for dissemination of information about evidence-based practices  
|             | • Statewide MEP Workshop  
|             | • Trainers for specialists/coaches, parent liaisons, and OSY advocates  
|             | • Model parent education books, curricula, high school credit programs (e.g., UT, PASS) |
### Ancillary and Support Services

<table>
<thead>
<tr>
<th>Strategy #s</th>
<th>Resources Needed</th>
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</thead>
</table>
| 4.2         | - Migrant Legal Assistance Project (MLAP)  
  - Local food banks and centers  
  - Coordinated outreach and workshops for families with partner agencies  
  - Listings of service providers of community health programs (CHP), basic hygiene supplies |
| 4.3         | - Local, state, and regional parent workshops  
  - Parent Advisory Group (PAG), parent liaisons  
  - Home-oriented school supplies and supplemental educational materials for parents |

### Measurement Tool Descriptions and Progress Indicators

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

- Analysis of state assessment results for non-migrant students and for migrant students for determining progress toward state performance targets;
- Informal and formal assessment results forming a body of achievement evidence such as the MEP Classroom Teacher Survey, Project SMART assessments, Concepts About Print, Rigby PM Benchmark Kit, Fluency Snapshot, and the New York MEP ECE Assessment;
- Migrant staff, student, and parent surveys;
- Quality of Strategy Implementation (QSI) rubric ratings from a third party reviewer;
- Reviews of professional development and parent development materials, meeting summaries, satisfaction surveys, agendas, and other outcomes;
- Records reviews, monitoring outcomes, technical assistance logs;
- Migrant student progress reports (e.g., secondary student services plans, credit accrual reports, graduation plans, and coordination meeting results);
- Graduation data (comparing migrant students and all students); and
- Migrant student demographic data.

A detailed plan that matches the MPOs with specific instruments is found in Section 8, Evaluation Plan. This section provides the plan for evaluating MEP implementation and data collection and reporting.
5

Monitoring and Technical Assistance Plan

State Monitoring Process

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

Each year all local programs 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 program’s annual application for funding, including the review of both programmatic and fiscal information. This process of application review continues each year to ensure accountability and compliance.

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, sites are requested 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 involvement [1304(c)(3)(A) and (B)] of Title I, Part C 34 CFR 200.83];
- Free meals eligibility [Eligibility for Title I]; and
- Professional development [1304(c)(6)(B)] of Title I, Part C 34 CFR 200.83].

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

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

Ongoing technical assistance is provided by both ISBE and the Illinois Migrant Council 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 sites, 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 the New Generation System (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, Office of Migrant Education Annual Directors Meeting).

Proper maintenance of student eligibility and services information is a critical area for 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.
Professional Development for MEP Staff

The Illinois MEP provides extensive professional development to prepare teachers and paraprofessionals to adapt instruction to address the unique educational needs of migrant students, implement consortium incentive grant initiatives, and coordinate with other states and agencies. Local and national trainings are provided to help teachers learn the strategies needed to implement the SDP, with an emphasis on math 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 as expressed in the ISBE Comprehensive Strategic Plan. Professional development is both 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 research-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 educational 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 state MEP and its local operating agencies 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
- Human Trafficking Task Force
- ID&R Forum
- ID&R Training for Recruiters
- Illinois Adult Education Conference
- Illinois Bilingual Education Conference
- Illinois MEP Administrators’ Meetings
- Illinois Every Student Succeeds Act (ESSA) Conference
- Illinois Statewide MEP Workshop
- Interstate Coordination and CIG Sessions
- Migrant Legal Assistance Project (MLAP) Annual Training
- Scientists for Tomorrow (STEM) Conference

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 migrant students and best practices for providing services. In addition, many organizations also have resources in English language arts, math, school readiness, parent involvement, identification and recruitment, and graduation from high school.

- **Colorín Colorado**, a bilingual site for families and educators of English learners, is found at [http://www.colorincolorado.org/](http://www.colorincolorado.org/)

- **ESCORT** is a national resource center located in Oneonta, New York, for improving the educational opportunities for migrant children. The website is found at [www.escort.org](http://www.escort.org)

- **Federal Resources for Educational Excellence** sponsored by the U.S. Department of Education reports on effective educational programs, practices, and products. For example, information is available about reading, mathematics, middle school curriculum, dropout prevention, early childhood education, and English learners. For more information, visit [www.free.ed.gov/displaydate.cfm](http://www.free.ed.gov/displaydate.cfm)

- **Graduation and Outcomes for Success for OSY (GOSOSY)** is a Consortium Incentive Grant funded in 2015 and projected through 2018 by OME at the USDE to build capacity in states with their secondary-aged migrant out-of-school youth population. GOSOSY sponsors a dissemination event designed to help participants identify migrant OSY and provide services to meet their unique needs. The website is found at [http://osymigrant.org](http://osymigrant.org)


- **The Harvest of Hope Foundation** operates to raise funds exclusively for migrant farm workers and their families to provide small grants for emergency aid, as needed. The website is found at [www.harvestofhope.net](http://www.harvestofhope.net)

- 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.

- **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/](http://imec-migrated.org/)

- **Migrant Library**: Sponsored by the *Geneseo Migrant Center*, the books listed in the Migrant Library serve as an introduction to migrant farmworker literature, both fiction and non-fiction. These resources may be useful inside the classroom, for research, or to increase understanding of the migrant experience in other areas. For more information, see [www.migrantlibrary.org](http://www.migrantlibrary.org)

- **The National Association for the Education of Young Children** is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8 [http://www.naeyc.org](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 involvement, assessment, identification and recruitment, and program administration. For more information, see www.nasdme.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.migrant.net/pass/

- Guided Language Acquisition Design is a model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills. The project is based on years of experience with integrated approaches for teaching language. Tied to the Common Core State Standards and State Standards, the model trains teachers to provide access to core curriculum using local district guidelines and curriculum. http://www.projectglad.com/

- Teaching of English to Speakers of Other Languages offers everyone involved in English language teaching and learning an opportunity to be part of a dynamic community, where professionals connect with and inspire each other to achieve the highest standards of excellence. http://tesol.org/

- The National Center for Farmworker Health (NCFH) is a private, not-for-profit corporation dedicated to improving the health status of farmworker families by providing information services, training and technical assistance, and a variety of products to community and migrant health centers nationwide, as well as organizations, universities, researchers and individuals involved in farmworker health. http://www.ncfh.org/

- 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 migrant students. http://www.psjaisd.us/tmip
Parent Involvement Plan

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

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. Migrant 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 Parent Advisory Group provides feedback on program services and helps to identify needs as well as strategies to meet these needs to ensure student academic success and to maximize parent involvement. Members also serve as ambassadors for other parents at local migrant project sites.

To further reach out to migrant parents, most of whom reside in the state only during warm months that coincide with agricultural employment opportunities, the Illinois MEP holds an annual statewide migrant parent meeting 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 may change.

During the summer, migrant parent involvement 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 migrant 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, the home, and the community. They also help marshal resources, as needed, to assist migrant
children and their families with education-related activities and support services (e.g., medical, dental, housing, health, adult education).

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

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

Parent involvement 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.
Evaluation Plan

Evaluation of Implementation and MPO Results

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

The evaluation reports both implementation and outcome data to determine the extent to which the measurable outcomes for the MEP in all goal areas have been addressed and met and to determine the fidelity with which the strategies used to meet the MPOs have been addressed.

Questions answered by implementation data include the examples below.

- Was the project implemented as described in the SDP? If not, what changes were made and why?
- What are the student demographics?
- What is the program context (length of operation, methods of service delivery, etc.)?
- What worked in implementation of the state MEP?
- What problems did the MEP encounter and how were these issues overcome?
- What improvements should be made?

Questions answered by outcome data include the examples below.

- To what extent did migrant students achieve performance targets on state assessments?
- To what extent were MPOs addressed and met?
- To what extent did students make target gains on summer assessments?
- To what extent did students meet expectations in regular term programs?
- To what extent did subgroups of the MEP population (e.g., PFS students) meet MPOs?
- What factors impacted MPOs that were not met or not addressed?

Data on migrant students and services are collected by the state from each of its LOAs. Data sources include: migrant parents, recruiters, migrant program administrators, and other staff as appropriate. In addition, the state uses a Quality of Strategy Implementation (QSI) rubric to rate the extent to which the local implementation of strategies are aligned with the strategy descriptions in the SDP.

Data are collected using surveys, focus groups, structured interviews, and records reviews (including assessment results reported through the state data collection and reporting system). Data analysis procedures include descriptive statistics based on Illinois migrant student demographics, program implementation, and student and program outcomes. Means and frequencies are calculated, tests of educational significance are completed, and trend analyses are noted.
To comply with federal guidelines, Illinois prepares an annual results evaluation. Through the evaluation, data are collected annually and reviewed by the state to systematically and methodically improve the program. Further, a written report on the progress made by the Illinois MEP toward meeting its MPOs is prepared annually by the evaluator. This report includes recommendations for improving services to help ensure that the unique educational needs of migrant students who are served in Illinois are being met.

The Partnership for Assessment of Readiness for College and Careers (PARCC) is the state assessment and accountability measure for Illinois students enrolled in a public school district. PARCC assesses the New Illinois Learning Standards Incorporating the Common Core and is administered to students in English Language Arts and mathematics. PARCC assessments in English Language Arts and mathematics are administered to all students including migrant students resident in the state during the testing window in grades 3-8, according to their current grade level and at high school according to course enrollment. The state reports the percentage of non-migrant students, PFS migrant students, and non-PFS migrant students meeting state performance targets in the annual MEP evaluation report.

Results Evaluation Data Collection Plan

Data are collected to assess student outcomes, monitor student progress, and evaluate the effectiveness of the MEP. The data collected for these various purposes are listed in the tables on the following pages. Following each data element is information on the individual or agency responsible, the method of data collection, and the frequency of data collection.

<table>
<thead>
<tr>
<th>Measurable Program Outcomes (MPO)</th>
<th>Method of calculation</th>
<th>Reporting Tool</th>
<th>Reporting Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING and MATHEMATICS</td>
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<tr>
<td>1a: Migrant 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.</td>
<td>Paired samples t-test comparison of pre-assessment and post-assessment means</td>
<td>Literacy Results Spreadsheet</td>
<td>End of summer annually</td>
</tr>
<tr>
<td>1b: Migrant 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.</td>
<td>Paired samples t-test comparison of means of two consecutive ratings within the same school year</td>
<td>Classroom Teacher Survey</td>
<td>Third week of June annually</td>
</tr>
<tr>
<td>Measurable Program Outcomes (MPO)</td>
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<tr>
<td><strong>1c:</strong> Migrant 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.</td>
<td>Paired samples t-test comparison of pre-assessment and post-assessment means</td>
<td>Project SMART Student Roster Spreadsheet</td>
<td>End of summer annually</td>
</tr>
<tr>
<td><strong>1d:</strong> Migrant 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.</td>
<td>Paired samples t-test comparison of means of two consecutive ratings within the same school year</td>
<td>Classroom Teacher Survey</td>
<td>Third week of June annually</td>
</tr>
</tbody>
</table>

**SCHOOL READINESS**

| **2a:** 80% of all preschool migrant 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 ECE Assessment. | Percentage with matched pre- and post-scores on combined assessment with a net 3-point gain | NY ECE Assessment summary sheet | End of summer annually |
| **2b:** 80% of all preschool migrant 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. | Percentage with matched pre- and post-scores with a net 3-point gain | NY ECE Assessment summary sheet | End of summer annually |
| **2c:** 75% of migrant children ages 3-5 participating in MEP Family Literacy for at least six months will show a standard score increase of 25 or more points between pre- and post-assessment on the New York MEP Early Childhood Education Assessment. | Percentage with matched pre- and post-scores on combined assessment with a net 3-point gain | NY ECE Assessment summary sheet | Third week of June annually |

**HIGH SCHOOL GRADUATION and SERVICES TO SECONDARY-AGED YOUTH**

| **3a:** 70% of secondary-aged migrant students enrolled in summer migrant credit-bearing programs for at least 3 weeks will complete partial or full credit in one course required for high school graduation. | Number passing course-specific requirements divided by number enrolled | NGS records—just for IL initiated courses Credit Accrual Report | End of summer annually |
### Measurable Program Outcomes (MPO)

<table>
<thead>
<tr>
<th>MPO</th>
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<th>Reporting Tool</th>
<th>Reporting Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3b:</strong> 75% of migrant high school students enrolled in schools with MEP projects for at least 3 months during the regular school year will work with migrant project staff to complete or update and sign their secondary graduation completion plan.</td>
<td>Number with signed graduation plans divided by number enrolled for 3 months</td>
<td>Graduation plan and cover sheet</td>
<td>Third week of June annually</td>
</tr>
<tr>
<td><strong>3c:</strong> 30% of migrant-eligible OSY will participate in instructional services.</td>
<td>Number of OSY with instructional services divided by number identified</td>
<td>NGS records</td>
<td>End of summer annually</td>
</tr>
<tr>
<td><strong>3d:</strong> 70% of secondary-aged migrant students (both those attending a home-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.</td>
<td>Number with rating 3 or 4 on services plan divided by number enrolled for 3 weeks</td>
<td>Secondary Student Services Plan</td>
<td>End of summer annually</td>
</tr>
</tbody>
</table>

### ANCILLARY and SUPPORT SERVICES

<table>
<thead>
<tr>
<th>MPO</th>
<th>Method of calculation</th>
<th>Reporting Tool</th>
<th>Reporting Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4a:</strong> As a result of MEP-sponsored professional development 90% of migrant 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 4-point scale using the professional development survey.</td>
<td>Number rating 3 or 4 divided by total number surveyed</td>
<td>MEP Professional Development Survey</td>
<td>End of summer annually</td>
</tr>
<tr>
<td><strong>4b:</strong> As a result of MEP coordination/networking activities, 90% of summer MEP staff and migrant parents will report that migrant students received information about support services (e.g., health, nutrition, transportation, other support services) to promote the health, well-being, and knowledge of support services and community resources of migrant children and youth.</td>
<td>Number rating 3 or 4 divided by total number surveyed</td>
<td>MEP Professional Development and Parent Surveys</td>
<td>End of summer annually</td>
</tr>
<tr>
<td><strong>4c:</strong> As a result of MEP-sponsored parent development, 90% of migrant parents will report sufficient ability to support their child’s success in school as measured by a rating of 3 or 4 on 4-point scale using the parent involvement survey.</td>
<td>Number rating 3 or 4 divided by total number surveyed</td>
<td>MEP Parent Surveys</td>
<td>End of summer annually</td>
</tr>
</tbody>
</table>
**Data Collection and Reporting Systems**

For program improvement purposes and in accordance with the evaluation requirements provided in 34 CRF 200.83(a)(4), the evaluation data and demographic information is compiled, analyzed, and summarized each year by the Illinois MEP. These activities help the state determine the degree to which the MEP is effective compared with performance targets, MPOs, and strategies. Data is collected by ISBE and its subcontractor (Illinois Migrant Council) and used to inform both an annual evaluation report that is prepared by an external evaluator.

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

**MSIX** is a web-based portal that links states’ migrant student record databases to facilitate the national exchange of migrant students’ educational information among the states. MSIX produces a single, consolidated record for each migrant child that contains the information from each state in which the child has enrolled. It contains the data elements necessary for the proper enrollment, grade and course placement, and accrual of credits for migrant children. Through NGS, Illinois has assigned unique student identifiers to migrant children that are used to identify/link student records. For more information on MSIX, go to [http://msix.ed.gov](http://msix.ed.gov).
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 reading, mathematics, school readiness, promoting high school graduation, and programs and other services for meeting the unique educational needs of migrant students and families. Illinois will begin implementation of the new SDP once the alignment activities with the 2016-17 sub-allocation application are completed.

In the summer and fall of 2016, 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 ISBE personnel including an SEA staff member with expertise in data collection and reporting, IMC staff, 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.
- Review the sub-grantee application and revise it to align with the new MPOs, strategies, and resources.
- Design and deliver an SDP rollout to include technical assistance for designing services to match SDP strategies, use of new data collection forms, and reporting for new 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.
- Revise the QSI as needed to ensure that it is aligned to the new strategies, and ensure that the procedures for observing and evaluating the implementation of strategies is in place. This activity will help confirm that the data needed for the implementation evaluation is collected each year to include in the annual evaluation report.
<table>
<thead>
<tr>
<th>Solution strategy identified in the CNA</th>
<th>Performance Target/AMO</th>
<th>Strategy</th>
<th>MEP Measurable Program Outcome (Objective)</th>
<th>Resources Needed (TA, PD, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a: Provide instruction through systems designed to provide access to migrant students including center-based, home-based instruction, and individual tutoring in math.</td>
<td>ISAT and PSAE (in Goal Area 3) targets are the most recent available as of 2/8/16. New targets are expected for the PARCC during the 2015-16 academic term. This chart will be updated when new targets have been set.</td>
<td>1.1 Provide instruction through systems designed to provide access to migrant students including center-and home-based instruction, and individual tutoring in reading/literacy</td>
<td>1a: Migrant 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.</td>
<td>Professional development (PD) for instructional staff on Balanced Literacy.</td>
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<tr>
<td></td>
<td></td>
<td>1.2 Use formative and summative assessment results to guide reading/literacy instruction</td>
<td></td>
<td>Revisions to the Fluency Snapshot and PD at the middle school level.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.3 Provide reading/literacy instruction using research-based strategies, curricula, and practices (e.g., Balanced Literacy).</td>
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<td>Reading A to Z.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.4 Provide instruction through systems designed to provide access to migrant students including center-and home-based instruction, and individual tutoring in math.</td>
<td></td>
<td>State consultants.</td>
</tr>
<tr>
<td>1b: Use formative and summative assessment results to guide reading/literacy instruction.</td>
<td></td>
<td>1.5 Use formative and summative assessment results to guide math instruction</td>
<td></td>
<td>Curriculum supplements to support reading, language development and writing.</td>
</tr>
<tr>
<td>1c: Provide reading/literacy instruction using research-based strategies, curricula, and practices (e.g., Math MATTERS).</td>
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<td>1.6 Provide math instruction using research-based strategies, curricula, and practices</td>
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<td>Incentives for students.</td>
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<td>Books, technology resources and funds to support Balanced Literacy activities for students.</td>
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</tbody>
</table>

*ISAT and PSAE (in Goal Area 3) targets are the most recent available as of 2/8/16. New targets are expected for the PARCC during the 2015-16 academic term. This chart will be updated when new targets have been set.*
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</tr>
</thead>
<tbody>
<tr>
<td>2a Provide early reading/literacy development opportunities for three to five year old migrant children who have not yet entered kindergarten.</td>
<td>N/A</td>
<td>2.1 Provide early literacy development opportunities for three through five year old migrant children not yet in kindergarten</td>
<td>2a: 80% of all preschool migrant 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 ECE Assessment.</td>
<td>Illinois Resource Center StarNET Colorin Colorado Childcare resources and referrals Reading A to Z (take home) Parent educators Professional development in early literacy for instructional staff Incentives for children and families Books, manipulatives and funds for Reading Readiness activities for children</td>
</tr>
<tr>
<td>2b Provide Family Literacy services to migrant children and parents that includes modeling of early literacy and math teaching and learning strategies for parents.</td>
<td></td>
<td>2.2 Model early literacy teaching and learning strategies for parents in home- and/or center-based ECE programs</td>
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<tr>
<td>2c Provide early math development opportunities for three to five year old migrant children who have not yet entered kindergarten.</td>
<td></td>
<td>2.3 Provide early math development opportunities for three to five year old migrant children who have not yet entered kindergarten</td>
<td>2b: 3b) 80% of all preschool migrant 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.</td>
<td>Big Math for Little Kids Professional development for early mathematics for instructional staff New Pre-K lessons in Project SMART Free book distribution Books, manipulatives and funds for Math Readiness activities for children</td>
</tr>
<tr>
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<td></td>
<td>2.4 Model early math teaching and learning strategies for parents in home- and/or center-based ECE programs</td>
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<tr>
<td></td>
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<td>2.5 Provide Family Literacy services to migrant children and parents.</td>
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<td></td>
<td></td>
<td>2.6 Model early reading/literacy teaching and learning strategies for parents in home- and/or center-based ECE programs</td>
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<td></td>
<td>2c: 75% of migrant children ages 3-5 participating in MEP Family Literacy for at least six months will show a standard score increase of 25 or more points between pre- and post-assessment on the New York MEP Early Childhood Education Assessment.</td>
<td></td>
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<td></td>
<td>Family literacy strategies to use at home Books and other resource materials for family learning at home Creative play, art, music, take-home kits, and manipulatives Coordination with other ECE programs Learning centers</td>
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</tr>
<tr>
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<td>Strategy</td>
<td>MEP Measurable Program Outcome (Objective)</td>
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<tr>
<td>3a Provide learning opportunities for migrant secondary-aged youth to earn high school credit.</td>
<td>PSAE* expected proficiency in reading for grade 11: 2016: 43.00 2017: 49.33 2018: 55.67 2019: 62.00</td>
<td>3.1 Provide learning opportunities to improve academic achievement and/or produce a particular product through project-based learning.</td>
<td>3a: 70% of secondary-aged migrant students enrolled in summer migrant credit-bearing programs for at least 3 weeks will complete partial or full credit in one course required for high school graduation.</td>
<td>University of Texas (UT), district, and other credit accrual program</td>
</tr>
<tr>
<td>3b Take middle school and high school students on visits to post-secondary institutions, provide peer mentoring, assist students in establishing learning goals, and increase exposure to community college and university outreach programs.</td>
<td>PSAE expected proficiency in mathematics for grade 11: 2016: 49.00 2017: 54.67 2018: 60.33 2019: 66.00</td>
<td>3.2 During the regular school year, establish a collaboration among the school guidance counselor, MEP staff, and the migrant student to develop and monitor a graduation plan that is revisited at least annually to provide support and help ensure that students are on track for graduation.</td>
<td>3b: 75% of migrant high school students enrolled in schools with MEP projects for at least 3 months during the regular school year will work with migrant project staff to complete or update and sign their secondary graduation completion plan.</td>
<td>Regional Office of Education, GED classes and online GED preparation, Collaboration with alternative schools, School counselors</td>
</tr>
<tr>
<td>3c During the regular school year, establish collaborations among the school guidance counselor, MEP staff, and the migrant student to develop and monitor a graduation plan that is revisited at least annually to provide support and help ensure that students are on track for graduation.</td>
<td>Because the number of high school migrant students enrolled in the 12th grade annually is expected to be less than 30, the number of graduates will be reported and not a graduation rate.</td>
<td>3.3 Provide learning opportunities for migrant out-of-school youth (e.g., academic, ESL, life skills instruction, OSY consortium).</td>
<td>3c: 30% of migrant-eligible OSY will participate in instructional services.</td>
<td>Professional Development for instructional staff, Technical assistance consultant visits, GOSOSY website, ACReS</td>
</tr>
<tr>
<td>3d Provide project-based learning opportunities to attain and/or apply skills needed to produce a particular product.</td>
<td>3.4 Raise student awareness about learning goals and local community and college/university outreach programs through visits to post-secondary institutions, peer mentoring, career shadowing, dual credit classes, and other strategies.</td>
<td>3d: 70% of secondary-aged migrant students (both those attending a home-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.</td>
<td>Universities and community colleges; local businesses; local community centers; ESL services; HEP/ CAMP programs in other states; H.S/OSY advocates; STEM; subject matter resource materials; state/ national guides to work w/students who are undocumented; Columbia College Chicago Scientists for Tomorrow Project</td>
<td></td>
</tr>
</tbody>
</table>

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**GOAL AREA 3: High School Graduation and Services to Secondary-aged Youth**

**Solution strategy identified in the CNA**

- **3a** Provide learning opportunities for migrant secondary-aged youth to earn high school credit.
- **3b** Take middle school and high school students on visits to post-secondary institutions, provide peer mentoring, assist students in establishing learning goals, and increase exposure to community college and university outreach programs.
- **3c** During the regular school year, establish collaborations among the school guidance counselor, MEP staff, and the migrant student to develop and monitor a graduation plan that is revisited at least annually to provide support and help ensure that students are on track for graduation.
- **3d** Provide project-based learning opportunities to attain and/or apply skills needed to produce a particular product.
- **3e** Provide learning opportunities for migrant out-of-school youth (e.g., academic, ESL, life skills instruction, OSY consortium).

**Performance Target (Goal)**

- **PSAE* expected proficiency in reading for grade 11:**
  - 2016: 43.00
  - 2017: 49.33
  - 2018: 55.67
  - 2019: 62.00

- **PSAE expected proficiency in mathematics for grade 11:**
  - 2016: 49.00
  - 2017: 54.67
  - 2018: 60.33
  - 2019: 66.00

**Strategy**

- **3.1** Provide learning opportunities to improve academic achievement and/or produce a particular product through project-based learning.
- **3.2** During the regular school year, establish a collaboration among the school guidance counselor, MEP staff, and the migrant student to develop and monitor a graduation plan that is revisited at least annually to provide support and help ensure that students are on track for graduation.
- **3.3** Provide learning opportunities for migrant out-of-school youth (e.g., academic, ESL, life skills instruction, high school equivalency).
- **3.4** Raise student awareness about learning goals and local community and college/university outreach programs through visits to post-secondary institutions, peer mentoring, career shadowing, dual credit classes, and other strategies.

**MEP Measurable Program Outcome (Objective)**

- **3a:** 70% of secondary-aged migrant students enrolled in summer migrant credit-bearing programs for at least 3 weeks will complete partial or full credit in one course required for high school graduation.
- **3b:** 75% of migrant high school students enrolled in schools with MEP projects for at least 3 months during the regular school year will work with migrant project staff to complete or update and sign their secondary graduation completion plan.
- **3c:** 30% of migrant-eligible OSY will participate in instructional services.
- **3d:** 70% of secondary-aged migrant students (both those attending a home-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.

**Resources Needed (TA, PD)**

- University of Texas (UT), district, and other credit accrual program
- Project-based learning materials
- Learning plans
- Regional Office of Education, GED classes and online GED preparation, Collaboration with alternative schools, School counselors
- Professional Development for instructional staff, Technical assistance consultant visits, GOSOSY website, ACReS
- Universities and community colleges; local businesses; local community centers; ESL services; HEP/ CAMP programs in other states; H.S/OSY advocates; STEM; subject matter resource materials; state/ national guides to work w/students who are undocumented; Columbia College Chicago Scientists for Tomorrow Project

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**Illinois Service Delivery Plan**

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<table>
<thead>
<tr>
<th>Solution strategy identified in the CNA</th>
<th>Performance Target (Goal)</th>
<th>Strategy</th>
<th>MEP Measurable Program Outcome (Objective)</th>
<th>Resources Needed (TA, PD)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4a</strong> Provide MEP-sponsored professional development on strategies in school readiness, reading/literacy and/or math to support high quality instruction in grades PK-12 and OSY, and ensure professional development includes context for providing MEP services and addresses migrant student needs.</td>
<td>N/A</td>
<td>4.1 Provide MEP-sponsored professional development and learning activities, as well as learning resources, supplies, and materials (i.e., school readiness, reading/literacy, math, instruction to promote high school graduation, success in post-secondary and the workplace), on strategies in school readiness, reading/literacy and/or math to more effectively support high quality instruction in grades PK-12 and OSY</td>
<td><strong>4a:</strong> As a result of MEP-sponsored professional development 90% of migrant 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.</td>
<td>Methods for dissemination of information about evidence-based practices</td>
</tr>
<tr>
<td>4b Coordinate/network with public and private agencies to inform migrant families on how to access support services and community resources.</td>
<td></td>
<td>4.2 Coordinate/network with public and private agencies to support MEP services to promote the health and well-being of migrant children and youth, and their parents’ knowledge of support services and community resources</td>
<td><strong>4b:</strong> As a result of MEP coordination/networking activities, 90% of summer MEP staff and migrant parents will report that migrant students received information about support services (e.g., health, nutrition, transportation, other support services) to promote the health, well-being, and knowledge of support services and community resources of migrant children and youth.</td>
<td>MLAP</td>
</tr>
<tr>
<td>4c Coordinate/network with public and private agencies to support MEP services to promote the health and well-being of migrant children and youth.</td>
<td></td>
<td>4.3 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</td>
<td><strong>4c:</strong> As a result of MEP-sponsored parent development, 90% of migrant parents will report sufficient 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 involvement survey.</td>
<td>Local, state, and regional parent workshops</td>
</tr>
<tr>
<td>4d 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</td>
<td></td>
<td></td>
<td></td>
<td>Parent Advisory Group (PAG), parent liaisons</td>
</tr>
<tr>
<td>4e Provide and/or coordinate with public and private agencies to provide educational resources and supplies that promote educational support in the home.</td>
<td></td>
<td></td>
<td></td>
<td>Home-oriented school supplies and supplemental educational materials for parents</td>
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AGENDA

Illinois Migrant Education Program
Service Delivery Plan Update Meeting #1
Ottawa, IL – October 29, 2015

9:30 – 9:45 Welcome, introductions, meeting objectives, and materials and agenda review

9:45 – 10:00 Getting our ducks in a row: Service Delivery Plan (SDP) requirements and guidance from the Office of Migrant Education (OME) Toolkit (including design of MPOs for implementation evaluation and results evaluation)

10:00 – 10:15 Activity #1: Review major concerns, supporting data, and solutions from the 2015 Comprehensive Needs Assessment and the recommendations from the 2015 evaluation report. Discuss updates needed

10:15 – 10:45 Activity #2: Based on solutions identified in the CNA, update implementation strategies the MEP will use to address concerns. (During group time, take a break if needed)

10:45 – 11:00 Activity #3: (Walk about): Review strategies from all groups and make recommendations; identify strategies with instructional outcomes and implementation outcomes. Debrief

11:00 – 11:30 Review the current MPOs and Activity #4: Update MPOs for reading and math, school readiness, high school graduation/services to OSY, and ancillary and support services

11:30 – 12:00 Activity #5: Debrief MPOs and arrive at consensus

12:00 – 12:15 Wrap-up, follow-up including a date for SDP meeting #2, next steps, and timelines

Meeting Objectives

1) Update strategies for meeting student needs, as needed
2) Update MPOs and align to strategies, as needed
3) Review and decide on next steps toward determining the major components of the SDP
8:30 – 8:45 Welcome, introductions, meeting objectives, and materials and agenda review

8:45 – 9:00 Review of Service Delivery Plan (SDP) requirements and guidance from the Office of Migrant Education (OME) Toolkit (including design of MPOs for implementation evaluation & results evaluation)

9:00 – 9:45 Activity #1: Review decisions made at SDP Meeting #1 and the recommendations of your goal area for strategies and MPOs. Discuss any changes needed. Report out

9:45 – 10:15 Activity #2: Prioritize strategies by goal area.

10:15 – 10:30 Break

10:30 – 11:30 Activity #3: Identify resources, experts, collaborators

11:30 – 12:00 Activity #4: (Walk about) Review resources/experts/collaborators from all groups and add any that may be needed. Debrief

12:00 – 1:15 Lunch

1:15 – 2:00 Activity #5: Evaluation tools/plan for each MPO

2:00 – 2:15 Debrief MPO evaluation tools/plan

2:15 – 3:00 Moving forward: Rolling out the SDP

3:00 – 3:30 Wrap-up, follow-up, next steps, and timelines

Meeting Objectives

1) Finalize strategies and MPOs to meet identified student needs
2) Finalize MPOs that are aligned to strategies
3) Prioritize strategies
4) Determine the evaluation tools and plan
5) Understand next steps toward completing the IL MEP SDP