

Idaho Migrant Education Program

Service Delivery Plan

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Definition of Terms Related to the SDP

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

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

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

Migratory Child: Per Section 1309(3)(A)–(B) of the of the Elementary and Secondary Education Act (ESEA), as amended, migratory child means a child or youth, from birth up to 20 (22 with an IEP), who made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher; or with, or to join, a parent or spouse who is a migratory agricultural worker or migratory fisher.

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

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

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

Solution: A solution that addresses an identified need in the Comprehensive Needs Assessment.

Abbreviations/Acronyms

| | |
|------|---|
| CIG | Consortium Incentive Grant |
| CNA | Comprehensive Needs Assessment |
| EL | English Learner |
| ELA | English Language Arts |
| ESEA | Elementary and Secondary Education Act of 1965 |
| ESSA | Every Student Succeeds Act of 2015 |
| GPRA | Government Performance and Results Act |
| HS | High School |
| ID&R | Identification and Recruitment |
| ISAT | Idaho Standards Achievement Tests |
| ISDE | Idaho State Department of Education |
| K | Kindergarten |
| LOA | Local Operating Agency |
| MEP | Migrant Education Program |
| MPO | Measurable Program Outcomes |
| MSIS | [Idaho] Migrant Student Information System |
| MSIX | Migrant Student Information Exchange |
| NAC | Needs Assessment Committee |
| OME | Office of Migrant Education (of the U.S. Department of Education) |
| OSY | Out-of-School Youth |
| PAC | Parent Advisory Council |
| PD | Professional Development |
| PFS | Priority for Services |
| QAD | Qualifying Arrival Date |
| SDP | Service Delivery Plan |
| SEA | State Education Agency |

Table of Contents

Idaho SDP Committee Membership Definition of Terms Related to the SDP Abbreviations/Acronyms

| | |
|--|-----------|
| Executive Summary | 1 |
| Introduction | 2 |
| Legislative Mandate for Service Delivery Planning | 2 |
| Description of the Idaho Migrant Education Program | 3 |
| Description of the Planning Process | 5 |
| General Framework: SDP Alignment | 7 |
| State Performance Targets | 7 |
| Needs Assessment | 7 |
| Service Delivery Strategies | 8 |
| Measurable Program Outcomes | 8 |
| Evaluation Questions | 8 |
| 2019-20 CNA/SDP/Evaluation Alignment Chart | 9 |
| Evaluation Plan | 14 |
| Components of the Idaho MEP Evaluation | 14 |
| Evaluation Data Collection Plan | 15 |
| Interpreting and Using Evaluation Results | 18 |
| Written Evaluation Report | 18 |
| Project Plan and Logic Model | 19 |
| Project Plan | 19 |
| Idaho Migrant Education Program Logic Model | 23 |
| Migratory Children Identified to Receive PFS | 24 |
| Identification and Recruitment Plan | 25 |
| Roles and Responsibilities of Recruiters | 25 |
| Quality Control Plan | 25 |
| Parent Engagement Plan | 27 |
| Structures to Support Migratory Parents | 27 |
| Parent Resources | 28 |
| Exchange of Student Records | 29 |
| Statewide MEP Data Collection and Reporting System | 29 |
| Migrant Student Records Exchange (MSIX) | 29 |
| Implementation and Accountability in Local Programs | 31 |
| Communication with Local MEPs about the SDP | 31 |
| Professional Development and Technical Assistance | 31 |
| Sub-granting Process | 33 |
| State Monitoring Process and Timelines | 34 |
| Looking Forward | 35 |
| Appendix A | 36 |
| SDP Meeting Summary | 36 |
| Appendix B | 42 |
| SDP Decisions and Planning Chart | 42 |

Executive Summary

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

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

The Idaho MEP conducted an update to the SDP in summer/fall of 2019 utilizing the results of the CNA conducted during the same period of time. During the SDP Committee meeting held in Idaho in June 2019, Committee members developed service delivery strategies (based on the solution strategies created during the CNA) and measurable program outcomes (MPOs) to guide MEP implementation beginning in the 2020-2021 performance period. Following are the key findings from the SDP meeting.

- Federal, State, and local goals and the needs of migratory students were organized within four goal areas: 1) School Readiness; 2) English Language Arts (ELA)/Math; 3) Graduation and Services to Out-of-School Youth (OSY); and 4) Non-Instructional Support Services.
 - There are achievement gaps on Idaho State ELA and math assessments between migratory students and non-migratory students requiring supplemental reading and math instructional services and support services to eliminate barriers to school success.
 - Ten strategies identified by the SDP Committee will be implemented beginning in the 2020-21 performance period.
 - Progress toward the 10 MPOs aligned to the strategies will be reported in the 2020-21 evaluation report which will document the evaluation of program implementation and performance results and provide implications for making decisions about the program.

Introduction

Legislative Mandate for Service Delivery Planning

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

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

In addition, Section 200.83(b) of the regulations requires the SEA to develop its SDP in consultation with the state MEP 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 migratory children in a format and language that the parents understand. Representatives of the Idaho State PAC served on the SDP Committee and relayed information about the process and decisions made to the State PAC members.

The components that are required by statute to be included in a state SDP follow.

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

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

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

Other information that Idaho addresses in the SDP per guidance from the Office of Migrant Education (OME) includes the policies and procedures it will implement to address other administrative activities and program functions, such as the following.

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

In compliance with the guidance provided by OME, Idaho will update the comprehensive State SDP whenever it: 1) updates the statewide CNA; 2) changes the performance targets or MPOs; 3) significantly changes the services that the MEP will provide statewide; or 4) significantly changes the evaluation design.

Description of the Idaho Migrant Education Program

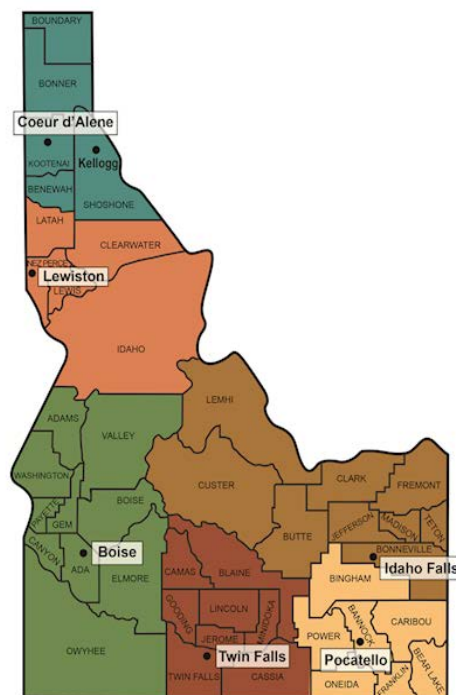
The primary purpose of the Idaho MEP is to help migratory children and youth overcome challenges of mobility including frequent absences, late enrollment into school, social isolation, high dropout rates, and other difficulties associated with mobility, in order that they might succeed in school. Furthermore,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

The 2017-18 performance period data reported by the Idaho State Department of Education (ISDE) shows that there were 5,184 eligible migratory children and youth in Idaho with the following demographics:

- 5% were birth to two years old, 16% were 3-5 years old, 42% were in grades K-5, 19% were in grades 6-8, 19% were in grades 9-12, and 6% were OSY;
- 34% were identified as having PFS;
- 49% were identified as being English learners (ELs), predominantly Spanish speakers;
- 37% had a qualifying arrival date (QAD) during the performance period; and
- 70% of all eligible migratory students were served by the MEP during the performance period.

Because issues of mobility, language, and poverty affect migratory students' opportunities to receive excellence and equity in the classroom, the Idaho MEP strives to provide an educational experience that can help children reduce the educational disruptions, and other problems that can result from repeated moves.

Exhibit 1: Map of the Idaho MEP Regions



During the regular school year, in areas with large concentrations of migratory children, local projects operate in support of, and in coordination with, the regular school program. During the summer, educational programs are set up exclusively for migratory children when regular school programs are not in operation, or in coordination with summer services provided by the school district. Idaho provides services to migratory students through six regional projects as displayed to the right. The six regions are further clustered, and oversight is provided by three regional MEP coordinators.

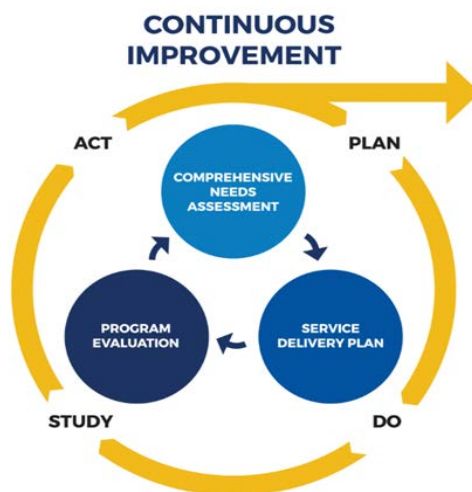
The primary focus of the Idaho MEP is the identification and recruitment of migratory students and ensuring that supplemental programs and advocacy align with the State's efforts to transition to the rigorous evidence-based reforms set forth by ISDE. The Idaho MEP focuses services in the areas of ID&R, interstate/intrastate coordination, and migratory student enrollment; instructional, health, and support services; professional development; and parent involvement. The Idaho MEP reviews, monitors, and evaluates MEP plans, program applications, program implementation, and fiscal expenditures.

Idaho is home to more than 25,700 farms across 11.5 million acres of farmland. Idaho is the number one potato producer and accounts for 30% of the nation's total potato production. Additionally, up to 85% of the sweet corn seed produced in the world takes place in Idaho. Idaho's agriculture industry ranks in the top 10 in the nation for 26 different crops and livestock. Overall, more than 180 different commodities are produced in the State at farms across 11.5 million acres of farmland. (Source: farmflavor.com)

Description of the Planning Process

The Idaho MEP follows the Continuous Improvement Cycle, shown below, as recommended by OME in its CNA, SDP, and Evaluation Toolkits that includes:

Exhibit 2: Continuous Improvement Cycle



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

The Idaho MEP SDP resulted from a systematic process that involved a broad-based representation of stakeholders whose experience lent authenticity and whose expertise directed the strategies that are presented in this report. The SDP Committee was composed of MEP administrators; MEP staff; ISDE staff; and individuals with expertise in reading, mathematics, graduation/dropout prevention, OSY, family literacy, professional development, ID&R, and early childhood. Members of the SDP Committee also served on the Needs Assessment Committee (NAC) to provide continuity to the comprehensive process carried out to ensure that systems were aligned to meet migratory students' unique needs.

The Idaho SDP Committee was led through the service delivery planning process by META Associates as guided by the MEP SDP Toolkit (U.S. Department of Education, 2018). In addition, the SDP Committee reviewed the work of the NAC during the CNA update process completed in June 2019. All aspects of the MEP were considered including the CNA, SDP,

application, and evaluation tools to ensure continuity. Exhibit 2 highlights the process through the meeting objectives and outcomes.

Exhibit 3: Idaho SDP Timelines

| Activity | Timelines |
|--|-----------|
| SDP Committee Meeting: Create and prioritize strategies for meeting migratory student needs identified in the CNA; create MPOs that are aligned with the new strategies; identify resources for meeting migratory student needs; determine evaluation strategies and tools for strategies and MPOs; identified ways to implement the new strategies; and develop strategies for communicating the updated SDP to local operating agencies (LOAs) | 06/11/19 |
| Draft the SDP report | 09/30/19 |
| Finalize the SDP report | 10/15/19 |

General Framework: SDP Alignment

This section shows the alignment of the required components of the SDP (State performance targets, needs assessment, service delivery strategies, MPOs, and evaluation). Each component has its own function in the SDP, but all are aligned to provide a cohesive and consistent approach to enable migratory students to achieve the State performance goals and targets.

State Performance Targets

The State performance targets for migratory students in ELA, math, and graduation work in concert with the priorities and goals established by the State of Idaho as part of its [ESSA Consolidated State Plan](#). The Plan identifies measurements of interim progress toward meeting the long-term goals (2022) for academic achievement and graduation rates. The plan includes 2016 baseline measurements, as well as interim targets for 2017-2021, and long term goals for 2022.

Exhibit 4: Idaho Interim and Long-Term Goals for Academic Achievement

| | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|--------------|-------|-------|-------|-------|-------|-------|-------|
| ELA/Literacy | 53% | 55.6% | 58.2% | 60.8% | 63.4% | 66.1% | 68.7% |
| Math | 41.6% | 44.8% | 48.1% | 51.3% | 54.6% | 57.8% | 61.1% |
| Graduation | 79.7% | 82.2% | 84.8% | 87.3% | 89.9% | 92.4% | 94.9% |

Source: Idaho ESSA State Plan

Needs Assessment

In the summer of 2019, the Idaho NAC worked through the process outlined in the [MEP CNA Toolkit](#) (U.S. Department of Education, 2018). Data on migratory student achievement and outcomes were used by the NAC to develop concern statements. Data for the CNA was collected through Idaho's Migrant Student Information System (MSIS); the ISDE assessment database; and via surveys of parents, students, and staff. Based on this data, a State data profile was written; possible solutions were identified; and priorities for services based on the data were determined. At the NAC meeting held in Boise, the group reached consensus about the decisions on how to identify needs, additional issues/data to explore, and how to proceed with the next steps in determining a plan for addressing migratory student needs. This CNA process resulted in the development of the Idaho MEP CNA Report.

The Idaho MEP CNA results provided the State with clear direction for planning services to be delivered to migratory children and youth. An SDP Committee was formed by the State with representatives from LOAs and individuals with content expertise in reading, mathematics, graduation/dropout prevention, OSY, early childhood education, professional development, ID&R, and parent involvement. The needs assessment results described in the CNA Report have been used as a foundation for the services described in this SDP Report. Following is the Idaho Migratory Student Profile contained in the CNA Report using data from 2017-18 that lists the needs identified in numerous categories.

Exhibit 5: Idaho Migratory Student Profile (Most recent data from 2017-18)

| | |
|---------------------------------------|--|
| Eligible Migratory Students ages 0-21 | 5,184 |
| Grade Distribution | Ages 0-2 (5%), Ages 3-5 (16%), Grades K-5 (42%), Grades 6-8 (19%), Grades 9-12 (19%), OSY (6%) |
| Priority for Services (PFS) | 1,691 (34%) of the 4,917 eligible children ages 3-21 |

| | |
|--|---|
| English learners (ELs) | 2,395 (49%) of the 4,917 eligible children ages 3-21 |
| Disrupted Schooling | 1,933 (37%) of all eligible migratory students had a QAD within the last 12 months |
| Migratory students served during the performance period | 3,634 (70%) of all eligible migratory students |
| Migratory students receiving instructional services | 1,357 (26%) of all eligible migratory students |
| Migratory students receiving reading and math instruction provided by a teacher (not para) | Reading Instruction – 378 (7%) Math Instruction – 684 (13%) |
| Migratory students receiving support services | 3,573 (69%) of all eligible migratory students |
| Migratory students receiving counseling services | 1,199 (23%) of all eligible migratory students |
| Migratory students scoring proficient on State ELA and math assessments | ELA - 25% (54% for non-migratory students) Math - 16% (44% for non-migratory students) |
| OSY eligible/served | 296 eligible, 173 (58%) served |
| High School Graduation Rate | 70% (compared to 81% for non-migratory students) |

The CNA Report shows the final recommendations for concerns, data sources for the concerns, need indicators and statements, and the solutions created by the NAC for each of goal area. The NAC identified possible solutions which the SDP Committee used for the development of strategies during the SDP planning process. The solutions are general guidelines based on the examination of migratory student needs. Prioritized solutions from the CNA can be found in the Idaho MEP 2019 SDP Decisions and Planning Chart in Appendix B of this report.

Service Delivery Strategies

The service delivery strategies identified by the SDP Committee took into consideration the needs identified during the CNA process as well as the solution strategies determined. There are two strategies for School Readiness, three strategies for ELA/Mathematics, two strategies for Graduation/Services to OSY, and three strategies for Support Services. The strategies will serve as the foundation for the implementation of the Idaho MEP.

Measurable Program Outcomes

The SDP Committee revised/created new MPOs to reflect the State performance targets, needs identified in the 2019 CNA, and solutions identified during the CNA process. MPOs are the desired outcomes of the strategies that quantify the difference that the MEP will make for migratory students, parents, and/or staff. MPOs provide the foundation for the SDP and can be clearly communicated, implemented with fidelity, and evaluated.

Evaluation Questions

The SDP Committee developed an Evaluation Plan for results (that relate to the State performance indicators/targets and MPOs) and for implementation (that relate to the strategies). The CNA/SDP/Evaluation Alignment Chart that follows provides a foundation for the MEP evaluation based on the questions identified during the SDP planning process. Please refer to the *Evaluation Plan* located in the next section of this SDP for a detailed description of the Idaho MEP Evaluation Plan.

2019-20 CNA/SDP/Evaluation Alignment Chart

GOAL AREA #1: School Readiness

State Performance Target: Idaho does not have a State Performance Target related to school readiness.

Concern Statements: Too few migratory preschool children are equipped with the right skills to start kindergarten; migratory families underestimate the importance of the use of their native oral language in the home to help their children be ready for school; and there is a lack of staff to fulfill the need for all preschool children.

Data Summary: In 2017-18, 54% of preschool-age migratory children assessed on the Individual Growth and Development Indicators (IGDI) scored at mastery.

Need Statement: More preschool-age migratory children need to score at mastery on the IGDI and other school readiness assessments.

Strategy 1.1: Provide MEP-funded supplemental instructional services to migratory children ages 3-5 (e.g., site-based, home-based, regular school year, summer services, parent volunteer program).

Strategy 1.2: Provide parents with ideas, activities, and materials for use at home with their children to promote first language development, family literacy, and school readiness (e.g., parent activities, trainings, PAC meetings, home visits, family nights, mini workshops, small group and one-on-one parent/ child activities, Preschool Initiative (PI) Consortium incentive Grant (CIG) materials including preschool learning kits).

| Measurable Program Outcomes (MPOs) | Evaluation Questions for Program Results | Evaluation Questions for Program Implementation |
|---|---|--|
| 1a) By the end of the 2020-21 program year, 70% of migratory preschool children ages 3-5 attending MEP-funded preschool will show a 5% gain on school readiness as measured by a pre/post assessment. | 1a.1 What percentage of migratory preschool children ages 3-5 attending MEP-funded preschool showed a 5% gain on a pre/post school readiness assessment? | 1a.2 What types of MEP-funded preschool services were offered to migratory preschool-aged children? |
| 1b) By the end of the 2020-21 program year, 80% of parents of preschool-aged children participating in at least two parent/child activities will report on a survey that they increased their skills for supporting their child's school readiness skills in the home. | 1b.1 What percentage of parents of preschool-aged children participating in at least two parent/child activities reported that they increased their skills for supporting their child's school readiness skills in the home? | 1b.2 What parent activities addressing school readiness were provided to migratory parents? 1b.3 How many parents participated in school readiness parent activities? |

GOAL AREA #2: English Language Arts (ELA)/Mathematics

State Performance Target: In 2020-21, 66.1% of all students will score at met or exceeding on Idaho Standards Achievement Tests (ISAT) ELA Assessments, and 57.8% of all students will score at met or exceeding on ISAT Math Assessments.

Concern Statement: Migratory students in grades 3-12 are scoring at met or exceeding in ELA and math at a lower rate than their non-migratory peers and an increasing percentage of educators do not have the pedagogy to address the academic needs of migratory students.

Data Summary: In 2017-18, (1) 25% of migratory students (20% of PFS migratory students) scored at met or exceeding on ISAT ELA Assessments compared to 54% of non-migratory students; and (2) 16% of migratory students (13% of PFS migratory students) scored at met or exceeding on ISAT Math Assessments compared to 44% of non-migratory students

Need Statement: The percentage of migratory students scoring at met or exceeding on the ISAT needs to increase by 29% in ELA [34% for PFS students], and 28% in math [31% for PFS students] to eliminate the gap between migratory and non-migratory students

Strategy 2.1: Provide migrant-funded resources and training to migratory families to promote literacy and numeracy skills (e.g., extended day kindergarten, backpacks and school supplies, family reading and math nights, individual libraries, math manipulatives, migrant summer school, field trips, tutoring, after school programs, books, online programs and mobile apps, Saturday school/ programs, community supports).

Strategy 2.2: Provide migratory students with evidence-based supplemental ELA and math instruction aligned to State standards (e.g., summer school, IDLA advancement, ICON, after-school tutoring, home-based instruction, extended day kindergarten, online reading and math interventions, STEM programs).

Strategy 2.3: Collaborate with district, State, and Federal programs to provide professional development to new and experienced teachers and paraprofessionals on evidence-based strategies for developing academic language. (e.g., MEP staff attend Go-To strategies training, Idaho Association for Bilingual Educators Conference, Biennial Federal Programs Conference) .

| Measurable Program Outcomes (MPOs) | Evaluation Questions for Program Results | Evaluation Questions for Program Implementation |
|---|--|--|
| 2a) By the end of the 2020-21 program year, 80% of parents attending parent activities will report on a survey that they increased their skills for supporting their child's academic skills in the home. | 2a.1 What percentage of parents attending parent activities reported that they increased their skills for supporting their child's academic skills in the home? | 2a.2 What topics were addressed during parent engagement opportunities? |
| 2b.1) By the end of the 2020-21 program year, 65% of migratory students in grades K-8 who receive MEP-funded ELA instruction will demonstrate a 5% gain as measured by a pre/post local ELA assessment. | 2b.1.1 What percentage of migratory students improved their score by 5% on a pre/post local ELA assessment? | 2b.1.2 How many migratory students participated in MEP-funded ELA instruction? |
| 2b.2) By the end of the 2020-21 program year, 65% of migratory students in grades K-8 who receive MEP-funded math instruction will demonstrate a gain of 5% as measured by a pre/post local math assessment. | 2b.2.1 What percentage of migratory students improved their score by 5% on a pre/post on a local math assessment? | 2b.2.2 How many migratory students participated in MEP-funded math instruction? |

GOAL AREA #3: High School Graduation and Services to OSY

State Performance Target: In 2020-21, 92.4% of all students will graduate from high school.

Concern Statement: Migratory students are not on track for graduation due to student/parent lack of understanding of graduation requirements, lack of personal support by school staff, and lack of postsecondary information/options; receive fewer supplemental instructional services as they progress through the grade levels; and are graduating at lower rates than their non-migratory peers. Migratory OSY/dropouts are not receiving adequate instructional and counseling services.

Data Summary: In 2017-18, 69.9% of migratory students (4-year cohort) graduated compared to 80.6% of non-migratory students, and only 9% of OSY received instructional services.

Need Statement: The percentage of migratory students graduating needs to increase by 10.7% to eliminate the gap between migratory and non-migratory students, and the percentage of OSY receiving instructional services needs to increase.

Strategy 3.1: Coordinate/provide secondary migratory students (grades 6-12) mentoring to support graduation and college/career readiness (e.g., student monitoring system, individual plans for students at-risk of dropping out, graduation specialists, postsecondary counseling, college visits, presentations at PAC meetings, coordination with CAMP, leadership institutes, career fairs/speakers, CIS software training, parent outreach and mentoring, parent and student training on graduation requirements, summer school, credit recovery opportunities, supplies)

Strategy 3.2: Coordinate/provide services for OSY/dropouts to support continuing education and career readiness (e.g., contact OSY/dropouts using school records, MSIX Missed Enrollment Report, MSIS Discrepancy Report; conduct exit interviews; provide educational counseling; provide supplies and services to H2A and Here to Work OSY; provide referrals to agencies and organizations that also serve migratory students and families).

| Measurable Program Outcomes (MPOs) | Evaluation Questions for Program Results | Evaluation Questions for Program Implementation |
|---|--|--|
| 3a) By the end of the 2020-21 program year, 50% of migratory students in grades 6-12 receiving MEP mentoring will report on a survey that mentoring impacted their progress toward graduation. | 3a.1 What percentage of migratory students in grades 6-12 receiving MEP mentoring reported that mentoring impacted their progress toward graduation? | 3a.2 How many migratory students in grades 6-12 received MEP mentoring? 3a.3 In what ways were students mentored? |
| 3b) By the end of the 2020-21 program year, 50% of migratory students that received mentoring and were enrolled in credit bearing courses will obtain credits leading toward high school graduation. | 3b.1 What percentage migratory students that received mentoring and were enrolled in credit bearing courses obtained credits leading toward high school graduation? | 3b.2 What courses did students take for high school credit? 3b.3 In what ways were students supported by mentors? |
| 3c) By the end of the 2020-21 program year, 20% of all OSY/dropouts located will receive MEP services. | 3c.1 What percentage of OSY/dropouts that were located received MEP services? | 3c.2 What types of MEP services were provided to OSY/dropouts? |

GOAL AREA #4: NON-INSTRUCTIONAL SUPPORT SERVICES

State Performance Target: Idaho does not have a State Performance Target related to support services.

Concern Statement: Migratory students have health needs that affect their academic success; migratory students who experience stress due to separation from families, human trafficking, and traumatic life events, have difficulty transitioning to a new school; migratory families do not have access to resources needed to support their children’s academics in the home; and migratory students who move frequently may not be able to form meaningful connections to school (peers, staff, teachers), negatively impacting school engagement.

Data Summary: In 2017-18, the second highest rated need identified by students was the need for health care services.

Need Statement: The percentage of students reporting a need for health care needs to decrease.

Strategy 4.1: Provide professional development for MEP and non-MEP staff on the migratory lifestyle and the unique needs of migratory students and how to address those needs (e.g., program and cultural awareness presentations, field or home visits for teachers and administrators, training on mobility/academic/social gaps/specific stresses of migratory families).

Strategy 4.2: Provide support services to students and families to increase student engagement in school (e.g., extracurricular activities, parenting classes, mental health, parent literacy workshops, instructional home visits, food/clothing/shelter, legal services, workshops on domestic violence, sexual abuse).

Strategy 4.3: Establish partnerships and/or agreements among the school districts and community health care providers and public health agencies to provide information on, and referrals to, individualized health advocacy services to benefit migratory students and families needing health services (e.g., glasses, dental, mental, health, immunizations, school-based health screening services, partnerships with MSHS, Public Health Department, Health and Human Services, CCI).

| Measurable Program Outcomes (MPOs) | Evaluation Questions for Program Results | Evaluation Questions for Program Implementation |
|---|--|---|
| 4a) By the end of the 2020-21 program year, 80% of staff who participated in MEP-funded professional development will indicate increased knowledge of the content presented. | 4a.1 What percentage of staff who participated in MEP-funded professional development indicated increased knowledge of the content presented? | 4a.2 What MEP-funded professional development was offered to staff? |
| 4b) By the end of the 2020-21 program year, 75% of all eligible migratory children and youth will receive MEP support services. | 4b.1 What percentage of eligible migratory children and youth received MEP support services? | 4b.2 What types of support services did eligible migratory children and youth receive? |

Evaluation Plan

Components of the Idaho MEP Evaluation

The statewide MEP evaluation measures the effectiveness of the Idaho MEP, examining the fidelity between the implementation of the State's strategies as stated in the MEP SDP, determining progress toward the State's MPOs, as well as progress toward the State performance targets (Performance Goals 1 and 5), and the four Government Performance and Results Act (GPRA) measures adopted by OME. The overall objectives of the Idaho MEP evaluation are to:

1. Collect, analyze, summarize, and prepare reports that contain MEP progress toward State performance indicators based on the percent proficient in reading/language arts and math in grades 3-8 and high school; high school graduation rate; and dropout rate.
2. Collect, analyze, summarize, and prepare reports that contain MEP MPO data.
3. Collect, analyze, summarize, and prepare reports that contain GPRA data by age/grade level.
4. Collect, analyze, summarize, and prepare reports that contain the level of implementation of the strategies as determined by local MEPs.
5. Based on data comparing implementation and performance results to performance targets, prepare and report recommendations to inform SEA decision making for the improvement of MEP services [e.g., data needed to collect in an update to the CNA; updated performance targets in the SDP based on overachievement of MPOs].

The evaluation of the Idaho MEP examines both implementation and outcomes (results) in accordance with Federal reporting requirements as specified in the Migrant Education Program Evaluation Toolkit (U.S. Department of Education, 2012) to determine the extent to which the State performance targets, strategies, and MPOs in ELA, mathematics, school readiness, and high school graduation/services to OSY have been addressed and met.

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

Implementation of all strategies identified in the Idaho SDP is measured using the Fidelity of Strategy Implementation (FSI) that is anchored to specific implementation-based best practices in designing and implementing effective programs for migratory children and youth. Ratings on the FSI are self-assigned by MEP staff after reviewing evidence and coming to consensus on their ratings. The FSI's ratings are based on a 5-point rubric that measures the degree of implementation from "not evident" to "exceeding". Questions answered by implementation data follow.

- ✓ *Was the program implemented as described in the approved project application? If not, what changes were made?*
- ✓ *What worked in the implementation of Idaho MEP?*
- ✓ *What problems did the project encounter? What improvements should be made?*
- ✓ *What parent activities addressing school readiness were provided to migratory parents?*
- ✓ *How many parents participated in school readiness parent activities?*
- ✓ *What ELA/math topics were addressed during parent engagement opportunities?*

- ✓ *How many migratory students received ELA and math instruction?*
- ✓ *What types of supplemental instructional services in ELA and math were provided?*
- ✓ *What courses did migratory students take for high school credit?*
- ✓ *In what ways were migratory students enrolled in courses for credit supported by mentors?*
- ✓ *What credit bearing courses were offered to migratory students?*
- ✓ *What types of MEP services were provided to OSY/dropouts?*
- ✓ *What MEP-funded professional development was offered to staff?*
- ✓ *What support services did eligible migratory children and youth receive?*

As part of the results evaluation, achievement toward State performance targets are reported to determine the overall effectiveness of the Idaho MEP, and results related to MPOs are reported to evaluate the impact of MEP services for migratory students. Data are collected and submitted using surveys, student assessment results, records reviews, and other sources identified in this Evaluation Plan. Questions answered by outcome data follow.

- ✓ *What percentage of migratory preschool children ages 3-5 attending at least 40 hours of MEP-funded preschool showed a 5% gain on school readiness assessments?*
- ✓ *What percentage of parents of preschool-aged children participating in at least two parent/child activities reported that they increased their skills for supporting their child's school readiness skills in the home?*
- ✓ *What percentage of parents attending parent activities reported that they increased their skills for supporting their child's academic skills in the home?*
- ✓ *What percentage of migratory students improved their score by 5% on local ELA assessments?*
- ✓ *What percentage of migratory students improved their score by 5% on local math assessments?*
- ✓ *What percentage of migratory students in grades 6-12 receiving MEP mentoring reported that mentoring impacted their progress toward graduation?*
- ✓ *What percentage migratory students that received mentoring and were enrolled in credit bearing courses obtained credits leading toward high school graduation?*
- ✓ *What percentage of OSY/dropouts that were located received MEP services?*
- ✓ *What percentage of staff who participated in MEP-funded professional development indicated increased knowledge of the content presented?*
- ✓ *What percentage of eligible migratory children and youth received MEP support services?*

Evaluation Data Collection Plan

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

In the area of ELA and math, measurement tools used to determine progress include student scores on the ISAT ELA and Math Assessments. Additional student results are reported using curriculum-based ELA, mathematics, and school readiness assessments for those students receiving MEP-funded instructional services.

| Data element | Who collects | How collected | When collected |
|--|---|--|---|
| Number of eligible students recruited | ISDE & MEP staff | MSIS | Daily |
| Documentation of Certificate of Eligibility (COE) accuracy | COE approval team; re-interview process | ISDE approval team checks COE at submission and at COE data entry. Also during re-interview. | Collected at submission for ISDE review. Annual re-interview process. |
| Number of students, by age/grade, enrolled in school, OSY programs, summer programs | ISDE & MEP staff | MSIS | Ongoing |
| Number of students receiving services through highly qualified teachers and tutors | ISDE & MEP staff | MSIS | Ongoing |
| Number and type of intra/interstate coordination activities | ISDE | Records kept by ISDE | Ongoing |
| Number of families involved through attendance at parent meetings; participation in workshops, classes, parent training; and school/classroom visits | ISDE & MEP staff | MSIS | At time of function |
| Family engagement communication documentation | ISDE & MEP staff | Records kept by MEP staff | Ongoing |
| Number of MEP staff enrolled in professional development and specifics on training | ISDE & MEP staff | Records kept by ISDE & MEP staff | At time of function |
| Documentation on monitoring and technical assistance review findings | ISDE | ISDE Monitoring documents | Ongoing |
| Number of migratory students who receive MEP-funded supplemental, content-based instructional services | MEP staff | MSIS | Ongoing |
| Number of migratory students who graduate from high school | ISDE | MSIS | Fall/Winter |
| Number of migratory students who score proficient or above in ELA and math on State assessments | ISDE | ISDE State Database | Fall/Winter |
| Level of implementation of the strategies | MEP staff | FSI | Year-end |

| School Readiness MPOs | Who collects | How collected | When collected |
|---|--------------------|--|---------------------|
| MPO 1a) By the end of the 2020-21 program year, 70% of migratory preschool children ages 3-5 attending a MEP-funded preschool will show a 5% gain on school readiness as measured by a pre/post assessment. | ISDE and MEP staff | MSIS | Pre/post |
| MPO 1b) By the end of the 2020-21 program year, 80% of parents of preschool-aged children participating in at least two parent/child activities will report on a survey that they increased their skills for supporting their child's school readiness skills in the home. | MEP staff | Form 2- Parent Surveys entered into MSIS | End of program year |

| ELA/Mathematics Achievement MPOs | Who collects | How collected | When collected |
|---|---------------------|---|-----------------------|
| MPO 2a) By the end of the 2020-21 program year, 80% of parents attending parent activities will report on a survey that they increased their skills for supporting their child's academic skills in the home. | MEP staff | Form 2- Parent Surveys entered into MSIS | End of program year |
| MPO 2b.1) By the end of the 2020-21 program year, 65% of migratory students in grades K-8 who receive MEP-funded ELA instruction will demonstrate a 5% gain as measured by a pre/post local ELA assessment. | MEP staff | Pre/post-test ELA scores entered in MSIS | Pre/post |
| MPO 2b.2) By the end of the 2020-21 program year, 65% of migratory students in grades K-8 who receive MEP-funded math instruction will demonstrate a gain of 5% as measured by a pre/post local math assessment. | MEP staff | Pre/post-test math scores entered in MSIS | Pre/post |

| HS Graduation/Services to OSY MPOs | Who collects | How collected | When collected |
|---|---------------------|---|-----------------------|
| MPO 3a) By the end of the 2020-21 program year, 50% of migratory students in grades 6-12 receiving MEP mentoring will report on a survey that mentoring impacted their progress toward graduation. | MEP staff | Form 3- Student Surveys entered into MSIS | End of program year |
| MPO 3b) By the end of the 2020-21 program year, 50% of migratory students that received mentoring and were enrolled in credit bearing courses will obtain credits leading toward high school graduation. | ISDE and MEP staff | MSIS | End of program year |
| MPO 3c) By the end of the 2020-21 program year, 20% of all OSY/dropouts located will receive MEP services. | ISDE and MEP staff | MSIS | End of program year |

| Non-Instructional Support Services MPOs | Who collects | How collected | When collected |
|---|--------------------------|--|-----------------------|
| MPO 4a) By the end of the 2020-21 program year, 80% of staff who participated in MEP-funded professional development will indicate increased knowledge of the content presented. | MEP staff | Form 4 – Staff Surveys entered into MSIS | End of program year |
| MPO 4b) By the end of the 2020-21 program year, 75% of all eligible migratory children and youth will receive MEP support services. | ISDE staff and MEP staff | MSIS | End of program year |

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

program effectiveness, professional development, and program strengths and areas needing improvement.

Interpreting and Using Evaluation Results

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

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

Written Evaluation Report

To comply with Federal guidelines, the Idaho MEP will perform an annual performance results evaluation in order to inform SEA decision-making and prepare a written evaluation report that contains implementation and performance results data. The written report will include implications and recommendations for improving MEP services to help ensure that the unique educational needs of migratory students are being met.

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

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

The evaluators will collect formative and summative evaluation data to determine the level of implementation of the strategies contained in the SDP; the extent to which progress was made toward State Performance Goals 1 and 5 and the MEP MPOs; and after requested by OME, the GPRA measures.

Project Plan and Logic Model

Project Plan

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

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

School Readiness Project Plan

| Strategy | Examples of Strategy Implementation | Resources to Implement Strategies |
|---|--|--|
| 1.1) Provide MEP-funded supplemental instructional services to migratory children ages 3-5 (e.g., site-based, home-based, regular school year, summer services, parent volunteer program). | <ul style="list-style-type: none"> • Collaborate with Head Start and academically geared preschools • Coordinate with district kinder programs for needs and resource coordination • Site-based, home-based, regular school year, summer services • Teachers and staff conduct volunteer training | <ul style="list-style-type: none"> • Activities • Age-appropriate assessments for three-year old children (Brigance) • Childcare • Curriculum • Educate parents about ICCP • Family liaisons • Flyers • Idaho Stars |
| 1.2) Provide parents with ideas, activities, and materials for use at home with their children to promote first language development, family literacy, and school readiness (e.g., parent activities, trainings, PAC meetings, home visits, family nights, mini workshops, small group and one-on-one parent/child activities, PI CIG materials including preschool learning kits). | <ul style="list-style-type: none"> • Coordinate with district kinder programs for needs and resource coordination • Coordinate with Head Start • Family nights • Home visits • Mini workshops • PAC meetings • Parent activities • Parent training • PI CIG materials | <ul style="list-style-type: none"> • Increase summer school count to increase allocation • Lee Pesky Learning Center (Boise) resources and professional development • Local libraries • Log-in sheets • More funding • MOU with Idaho Community Council • Parent materials in native language • PI CIG materials • Preschool programs and extended kindergarten programs • Preschool teachers • Translators • United Way • Venues (schools, churches, community centers, libraries) |

English Language Arts/Mathematics Project Plan

| Strategy | Examples of Strategy Implementation | Resources to Implement Strategies |
|--|--|--|
| 2.1) Provide migrant-funded resources and training to migratory families to promote literacy and numeracy skills (e.g., extended day kindergarten, backpacks and school supplies, family reading and math nights, individual libraries, math manipulatives, migrant summer school, field trips, tutoring, after school programs, books, online programs) | <ul style="list-style-type: none"> • Peer tutoring in native language for ELA/math • Provide math tutoring for parents • Provide multicultural literacy | <ul style="list-style-type: none"> • Advocates • Apps/online programs • Certification staff • Community members • Curriculum • Devices • District EL experts • District new teacher mentor |

| | | |
|---|---|---|
| and mobile apps, Saturday school/programs, community supports). | | <ul style="list-style-type: none"> programs • EL Go To strategies through • SDE • Facilities • Idaho SDE • Internet access Khan Academy • Liaisons • Licenses/apps • Materials/supplies • Motivator/mentor • Peer tutoring • Rosetta Stone • Snacks • Teachers/paras • Trainers • Transportation • University education programs |
| 2.2) Provide migratory students with evidence-based supplemental ELA and math instruction aligned to State standards (e.g., summer school, IDLA advancement, ICON, after-school tutoring, home-based instruction, extended day kindergarten, online reading and math interventions, STEM programs). | <ul style="list-style-type: none"> • After-school tutoring • Coordination with Title IA and Title III • Extended day kindergarten • Home-based instruction • ICON • IDLA advancement • Online interventions • PK programs • STEM programs • Summer school | |
| 2.3) Collaborate with district, State, and Federal programs to provide professional development to new and experienced teachers and paraprofessionals on evidence-based strategies for developing academic language (e.g., <i>MEP staff attend Go-To strategies training, Idaho Association for Bilingual Educators Conference, Biennial Federal Programs Conference</i>). | | |

High School Graduation and Services for OSY Project Plan

| Strategy | Examples of Strategy Implementation | Resources to Implement Strategies |
|---|--|--|
| 3.1) Coordinate/provide secondary migratory students (grades 6-12) mentoring to support graduation and college/ career readiness (e.g., student monitoring system, individual plans for students at-risk of dropping out, graduation specialists, postsecondary counseling, college visits, presentations at PAC meetings, coordination with CAMP, leadership institutes, career fairs/speakers, CIS software training, parent outreach and mentoring, parent and student training on graduation requirements, summer school, credit recovery opportunities, supplies). | <ul style="list-style-type: none"> • CAMP collaborations • Career fairs/speakers • CIS software training • College visits • Credit recovery opportunities • Develop a student monitoring system • Graduation specialists • Implement an individual plan for any student who is at-risk of dropping out • Leadership institutes • Migrant Club (e.g. NASDME) • Parent and student training on graduation requirements • Parent outreach and mentoring • Postsecondary counseling • Presentations at PAC meetings • Summer school • Supplies | <ul style="list-style-type: none"> • After-school programs • AVID staff • Bilingual staff • Career centers • CCI • Check & Connect • College recruiters • Computers/Internet • Counselors • CTE resources • Department of Labor • Graduation specialists • H2A site • HEP/CAMP • Hispanic Leadership Summit • Hispanic Youth Symposium • Hygiene kits • ICON • IDLA |
| 3.2) Coordinate/provide services for OSY/dropouts to support continuing education and career readiness (e.g., contact OSY/dropouts using school records, MSIX Missed Enrollment Report, MSIS Discrepancy Report; conduct exit interviews; provide educational counseling; provide supplies and services to H2A and Here to Work OSY; provide referrals to agencies and organizations that also serve migratory students and families). | <ul style="list-style-type: none"> • Conduct exit interviews • Contact OSY/dropouts using school records, MSIX Missed Enrollment Report, MSIS Discrepancy Report • Provide educational counseling • Provide referrals to agencies and organizations that also serve migratory students and families • Provide supplies and services to H2A and Here to Work OSY | <ul style="list-style-type: none"> • Job Corps • Local clubs/universities • Mentors/role models • Migrant program staff • Migrant Resource Center • MSLI • Motivational speakers • MP3 players • MSIX • PASS • Recruiters do job training • Student plans • Summer school • Teachers • Tracking system • TRIO Program staff • Vocational Rehab • Work Study |

Non-Instructional Support Services Project Plan

| Strategy | Examples of Strategy Implementation | Resources to Implement Strategies |
|--|--|--|
| <p>4.1) Provide professional development for MEP and non-MEP staff on the migratory lifestyle and the unique needs of migratory students and how to address those needs (e.g., program and cultural awareness presentations, field or home visits for teachers and administrators, training on mobility/academic/social gaps/specific stresses of migratory families).</p> | <ul style="list-style-type: none"> • Cultural awareness training by the Department of Labor • Field or home visits for teachers and administrators • Migrant basics training • Program and cultural awareness presentations • Training for summer school staff • Training on how the brain works • Training on mobility/academic/social gaps/specific stresses of migratory families • Trauma training by St. Al's | <ul style="list-style-type: none"> • Binational teachers • Childcare • CCI staff • Graduation specialists • Head Start staff • HEP/CAMP • ICON • IPUL • Local resource packets • Local universities • Mental health agency staff • MEP directors • Migrant liaisons • NASDME • PAC meetings • PI CIG |
| <p>4.2) Provide support services to students and families to increase student engagement in school (e.g., extracurricular activities, parenting classes, mental health, parent literacy workshops, instructional home visits, food/clothing/shelter, legal services, workshops on domestic violence, sexual abuse).</p> | <ul style="list-style-type: none"> • Coordinate with Centro de Crisis del Valle, Lion's Club for glasses, United Way, Lee Pesky • Community events • Local community resource committees • Establish partnerships with MSHS, Public Health Department, Health and Human Services, CCI • Extracurricular activities • Food/clothing/shelter • Glasses, dental, mental, health, immunizations, school-based health screening service • Idaho Stars • Instructional home visits • Legal services • Mental health • Parent literacy workshops • Parenting classes • Seek resources from the local library • Workshops on domestic violence • Workshops on sexual abuse | <ul style="list-style-type: none"> • Regional coordinators • School counselors • SDE staff • SDE website • Snacks • Supplies and materials • Title IC and Title III YouTube channel • Title III directors • Trainers • Translation services • Venues • YES! brochures |

Acronyms used in Resources

AVID=Advancement Via Individual Determination
CAMP=College Assistance Migrant Program
CCI=Community Council of Idaho
CIS=Career Information System
CTE=Career/Technical Education
EL=English Learner
ELA=English Language Arts
ENL=English as a New Language
FAFSA=Free Application for Federal Student Aid
H2A=Temporary Agricultural Workers
HEP=High School Equivalency Program
ICCP=Idaho Child Care Program
ICON=Idaho Connects Online School
IDLA=Idaho Digital Learning Academy
IPUL=Idaho Parents Unlimited, Inc.
MOU=Memorandum of Understanding

MSHS=Migrant and Seasonal Head Start
MSIS=Migrant Student Information System
MSIX=Migrant Student Information Exchange
MSLI=Migrant Student Leadership Institute
NASDME=National Association of State Directors of Migrant Education
OSY=Out-of-School Youth
PAC=Parent Advisory Committee
PASS=Portable Assisted Study Sequence
PD=Professional Development
PI CIG=Preschool Initiative Consortium Incentive Grant
SDE=State Department of Education
STEM=Science, Technology, Engineering, and Math
Yes! Program=Youth Exchange and Study Program

The Logic Model on the following page is a visual representation of the assumptions and theory of action that underlie the structure of an education program. The main components of the Idaho MEP logic model include inputs, activities, outputs, and outcomes (separated into short-term, mid-term, and long term). The Logic Model provides the foundation for assessing the effectiveness and progress of the Idaho MEP, ensures a realistic picture of what the program can expect to accomplish, and helps tell the story and show the impact of the Idaho MEP.

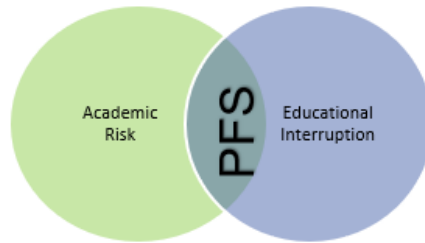
Idaho Migrant Education Program Logic Model

| Inputs | Activities | Outputs | Short-term Outcomes | Mid-term Outcomes | Long-term Outcomes |
|--|---|---|---|---|---|
| <ul style="list-style-type: none"> -MEP allocation -State MEP staff -Regional/local operating agency (LOA) staff -Evaluation/data team -Collaborators (e.g., community agencies, institutions of higher education [IHEs], other State/Federal programs) -CNA results -Evaluation data (implementation/ results) | <ul style="list-style-type: none"> -Supplemental reading and mathematics instruction -Regular year and summer instructional programs -Tutoring -Secondary credit accrual -Support services -Parent activities -Continuous Improvement Cycle -SEA monitoring/ technical assistance | <ul style="list-style-type: none"> -State service delivery model -MEP staff provide reading and math instruction to students -Migratory students served year-round -LOAs host parent activities and events -MEP staff attend professional development -Collaborators provide services to migratory students -Migratory children identified and recruited | <ul style="list-style-type: none"> -Improved student reading and math skills -Families involved in supporting their children's education -MEP staff trained -MEP services found effective are sustained | <ul style="list-style-type: none"> -70% of migratory preschool children receiving MEP instruction demonstrate a 5% gain on school readiness assessments -65% of migratory students in grades K-8 who receive MEP-funded ELA instruction demonstrate a 5% gain on local ELA assessments -65% of migratory students in grades K-8 who receive MEP-funded math instruction demonstrate a 5% gain on local math assessments -50% of migratory students that receive mentoring obtain credit leading toward high school graduation -increased number of OSY/dropouts receive MEP services -75% of eligible migratory students and youth receive MEP support services | <ul style="list-style-type: none"> -Increased number of migratory students scoring proficient or above on State assessments -Increased school readiness skills -Increased high school graduation rates -Increased number of migratory students prepared for and attending postsecondary education |

Migratory Children Identified to Receive PFS

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

In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school.



The definition of PFS is operationalized in Idaho by having an Educational Interruption and meeting at least one Academic Risk criterion below.

Educational Interruption

- Student had a qualifying move within the previous 1-year period

Academic Risk *Criteria 1a must be used if scores are available.*

- **Criteria 1a:** Student has Idaho Assessment Scores, [1304 (d)(1)]

A student who is not proficient on a state assessment:

| Assessments | Scores |
|---|---|
| WAPT & ACCESS | Less than a 5 on the overall test or less than 5 on any subtest |
| ISAT English Language Arts, Math, Science | Less than a 3 on any test |
| IRI | Less than a 3 |

- **Criteria 1b:** Student has no Idaho Assessment Scores.

A student who has shown lack of academic proficiency on another objective measure:

| Objective Measures | Criteria |
|---|--|
| District Assessments, RTI Screeners, or progress monitoring assessments | Less than proficient for grade level expectations |
| Lacks credit(s) | Missing credit(s) needed for graduation |
| Other state's assessment | Less than proficient on a state assessment from another state (MSIX) |

- **Criteria 2:** Student has dropped out of school, [1304 (d)(2)]

Every local migrant project in Idaho is required to enter at-risk information on every migratory child/youth into MSIS. This provides information to determine which migratory children/youth should receive services first, provides other districts/states information should the child/youth move, and assists the State MEP in determining allocations.

Identification and Recruitment Plan

Roles and Responsibilities of Recruiters

Identification and recruitment (ID&R) of eligible migratory children is key to the MEP. “Identification” is the process of determining the location and presence of migratory children. “Recruitment” is defined as making contact with migratory families, explaining the MEP, securing the necessary information to make a determination that the child is eligible for the program, and recording the basis of the child’s eligibility on a Certificate of Eligibility (COE).

The ID&R of eligible migratory children in Idaho is carried out through local recruiters in 43 migrant project districts and three regional MEP coordinators that serve the six regions of Idaho in non-project districts. The regional MEP coordinators receive ongoing training on determining eligibility, networking with families and community organizations, interviewing families, completing COEs, and other ID&R basics. The Idaho MEP clearly outlines eligibility rulings, basic concepts for recruiters, and the roles and responsibilities of recruiters in the [Idaho MEP Program Manual](#).

Quality Control Plan

The Idaho MEP is responsible for implementing procedures to ensure the accuracy of eligibility information received from recruiters and others identifying or recruiting potential migratory students. The COE is the form the State uses to document MEP eligibility determinations.

In order to receive a MEP allocation from the U.S. Department of Education, the Idaho MEP must submit accurate child counts of eligible children to the Secretary of Education. Furthermore, it must:

- keep records of these eligibility determinations to verify that the counts are correct;
- maintain documentation of eligibility determinations to demonstrate that only children who meet the definition of “migratory child” are served; and
- monitor the operation of subgrantees effectively by reviewing records of eligibility determinations to verify that they are administering the MEP in accordance with the law.

Preventing errors that occur is a focus of professional development and individualized technical assistance provided to the recruiters. Quality control also takes place through careful reviews of COEs by recruiters and the Director/State/regional MEP personnel. A liaison conducts all aspects of a 4-step plan. The COEs then go to the Regional MEP Coordinators who then approve all COEs for their area. The Regional MEP Coordinators then send the COEs to the Migrant Program Specialist at the State MEP. If corrections or revisions need to be made, the COE is returned to the Regional MEP Coordinator, who then reviews the errors with the migrant recruiter. At each of these levels, reviews for accuracy include verification of the completeness of the information, determination of whether or not the instructions to the COE have been followed, and verification that the parent/guardian has signed the form. Also, the interviewer signature must be in place. Services cannot be provided to migratory students until final approval has been obtained. This review process is done in a timely manner.

As described in the Idaho MEP Quality Control Policies and Procedures Guide (December 2016), the State process ensures that only eligible migratory children are recruited for the MEP and that all eligibility decisions are supported by appropriate documentation. The ID&R Plan reflects the statutory requirements of 34 CFR Part 200 Sec. 200.89. All local projects that receive MEP funding from ISDE must develop and follow an approved local quality control plan

that describes how the LOA intends to follow the guidelines and procedures delineated in the Idaho MEP State plan. Specifically, Idaho's MEP Quality Control goals are to:

- identify and recruit all eligible migratory children residing in Idaho;
- ensure that proper MEP eligibility determinations are made in a collaborative manner by MEP personnel; and
- ensure that proper MEP eligibility determinations are supported by accurate documentation.

These goals are accomplished through three interactive components: 1) recruiter quality controls; 2) proper eligibility determinations and documentation submission quality controls; and 3) rolling re-interviews with each component being of equal importance and each being implemented with fidelity to achieve high quality ID&R in the State of Idaho.

Parent Engagement Plan

Structures to Support Migratory Parents

Parent and family engagement is a cornerstone to the MEP, and the ISDE supports statewide and local opportunities to increase formal and informal parent involvement through its LOAs. The LOAs provide a variety of activities in which parents of migratory children are encouraged to participate for the assessment of students' needs and for training on a variety of topics per parents' interest. Activities include, but are not limited to, the following:

State Parent Advisory Council (PAC)

- Members consist of migratory parents, former migratory parents, school officials, community leaders, and/or other individuals involved with migratory families.
- Provide parents the opportunity to express concerns in the planning, implementation, and evaluation of the Idaho MEP.
- Provide parents with the knowledge and skills needed to be an effective advocate for their child.
- Provide parents the opportunity to provide support to school programs.

Local and regional level parental involvement meetings

- Local level informational meetings are provided to educate parents on the importance of their involvement in their children's education; create connections between parents and school districts; identify parental needs that will better equip parents to participate in their children's education; distribute resources that will aid parents' development as contributors to their children's education; and recruit parents and school district officials to serve on the State PAC.
- Local PAC activities provide parents with an opportunity to provide input on how the ISDE designs the MEP and provides services to migratory families; enhance migratory parents' ability to advocate for their children, as well as to be more involved in their children's education; and provide parents with the communication and technical skills they need to effectively participate in their children's education. Training topics include becoming community leaders; computers/Internet; cross-cultural training; reading with their child; how to prepare their child for participating in a summer program; school readiness; graduation from high school; and preparation for college study.
- Local parent meetings include collaboration with local service agencies and local school district parent resource centers to provide training on a variety of topics. Parents are encouraged to attend local events based on information provided by local service agencies and school districts. Collaboration occurs with school districts, local libraries, Adult Basic Education, and/or other local service agencies to provide classes.

Surveys and evaluations

- Anonymous surveys and evaluations are conducted after activities and events organized for migratory families, such as summer, after school, and other special programs, and parent opinions are taken into account in planning activities.
- Migratory parents provide responses about their preferences and needs regarding topics to be discussed and presentations or trainings to be held during future parental involvement activities.
- Anonymous evaluations also are conducted after every parental involvement activity (parent meetings, PAC meetings, most home visits) to receive parent input on the convenience of the day/time meetings are held, relevance and quality of topics discussed, organization, etc.

Home visits and phone calls

- Home visits are conducted with all families to collect information for the families' needs soon after their recruitment, and after that, conducted regularly to ensure MEP staff have current information on the family. Home visits also are used in lieu of parental involvement meetings in areas with small number of families, where families live too far from each other, and with families who are unable to attend due to unexpected changes in their work schedule, sudden illness, and/or other issues.
- Phone calls are used frequently to follow-up on discussions that have taken place during parental involvement activities, as a reminder of events, and to follow-up on resolution of individual families' issues, etc.

Parent Resources

The Idaho MEP offers information for parents to learn about the schools, seek assistance related to adult education, assist with instruction in the home, and provide guidance to parents on how to help their child make school and career choices. In addition, through the MEP, parents learn strategies for involvement, ways to understand the ID&R process to determine whether their family qualifies for the program, and ideas on helping their child experience success in school.

Migratory parents play a key role in planning educational programs for their children. Involving migratory parents in planning the MEP builds their capacity to assist with their children's learning at home. In addition, parent involvement in the planning of the MEP helps in their understanding of the program resulting in informed conversations with MEP and school staff about their children's education. Through their participation in the planning process, migratory parents are more likely to become supporters of the MEP, taking a personal role in its success.

Migratory parents in Idaho are partners and resources in the education of their children. Because of work schedules, family responsibilities, childcare responsibilities, and other competing priorities, parents may not always be available to actively partner with schools or serve as a resource as requested. However, through the daily interaction that occurs between parents and migrant staff, strong communication and trust is fostered, allowing a close working relationship.

Exchange of Student Records

Statewide MEP Data Collection and Reporting System

The Idaho Migrant Student Information System (MSIS) is a computerized database that stores, maintains and transfers educational and health information for migrant students. The database has the capability of providing migratory student transfer documents, State and school district monthly and yearly reports, as well as data for the Federal Consolidated State Performance Report (CSPR). MSIS assists educators by providing continuity in educational and health reporting and record keeping. Utilizing MSIS online, educators have immediate access to student academic and health information.

MSIS is managed by ISDE in accordance with Federal laws, such as the Federal Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA, 34 CFR §§ 300.127 and 300.560-300.576), and Idaho statutes and regulations (i.e., Sections 33-133). All of these laws and policies are essential to maintaining the confidentiality of migratory student records as they are collected and maintained within MSIS.

Idaho uses the MSIS database to collect and store COE data. Information is collected from approved COEs. Idaho's COE contains the following data elements: school district name, school district county/district code, school year, enrollment date, child's name, gender, birth date, birth place, type of verification of birth date, grade, school building code, enrollment type, parents' names and contact information, name of person that provided data, residency date, qualifying arrival date, previous residence (city, state, country), current residence (city, state, country), reason for children's move, type of move (e.g., obtain or to seek the following: temporary or seasonal employment or agricultural related or fishing related) and qualifying activity.

Migrant Student Records Exchange (MSIX)

To achieve the goal of facilitating the transfer of education records between states and districts in those states to which migratory children move, Section 1308(b)(1) of the ESEA, as amended, requires the Secretary to “assist states in the electronic transfer of student records and in determining the number of migratory children in each state”. Furthermore, Section 1308(b)(2) requires the Secretary, in consultation with the states to “ensure the linkage of migratory student record systems for the purpose of electronically exchanging, among the states, health and educational information regarding all migratory students eligible under this part.”

Established and administered by a contract with the Department of Education, MSIX is the technology that allows states to share educational and health information on migratory children who travel from state to state and who as a result, have student records in multiple states' information systems. MSIX works in concert with the existing migratory student information systems that states currently use to manage their migrant data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migratory children nationwide.

Idaho MEP and staff involved in school enrollment, grade and course placement, accrual of high school credits, and participation in the MEP have direct access to MSIX. MSIX produces a single “consolidated record” for each migratory child that contains information from each state in which the child was ever enrolled. Upon enrollment in the MEP and/or a change of residence to a new district or state, service providers review the consolidated record for relevant information related to school enrollment, grade and course placements, accrual of high school credits, and

participation in the MEP. Contacts from previous enrollments are used if further information is needed.

It is the responsibility of MEP staff to update school or program records. Once all the applicable information is collected, it should be transmitted to the state database and through daily uploads to MSIX within 10 days of enrollment and within 30 days after the end of a school or program term. It is the responsibility of the MEP data specialist to update the child's MSIX record within four days of a MSIX request for data based on a child's interstate move. For students not yet in high school, the Consolidated Record is used to verify the student's grade level and previous enrollments if any. For secondary students, course history within the Consolidated Record is used to determine if a student has any credit accrual needs and to ensure course placements are not duplicative.

All credits and partial credits earned while in Idaho, whether through the MEP or a non-project LOA, are entered into the course history section of MSIS which is uploaded nightly to MSIX. The MSIX course history is reviewed prior to placing students in a course.

Implementation and Accountability in Local Programs

Communication with Local MEPs about the SDP

The Idaho MEP will provide training to “roll-out” the new SDP to MEP staff, parents, and the community through a series of workshops and meetings. Full implementation of the SDP will begin in the fall of 2020 to follow the work that has been done to align Idaho MEP systems (i.e., the Idaho MEP application, sub-allocation process, the evaluation systems) to the new SDP. The new SDP will be communicated to MEP staff, migratory parents, and other stakeholders through:

- disseminating and discussing the SDP during MEP meetings;
- translating key sections of the SDP into Spanish;
- providing copies of the translated SDP to the State PAC;
- when requested of the ISDE, sending an electronic or paper copy of the SDP to stakeholders;
- sharing a copy of the report with key collaborators; and
- placing a copy of the SDP report on the [ISDE Website](#).

Collaboration in the MEP takes many forms that include both inter/intrastate collaboration. It is required that local projects collaborate with existing stakeholders and community partners to increase opportunities for migratory students to succeed in ELA/reading, math, school readiness, and high school graduation. Examples may include such activities as migratory student records transfer, referrals to community agencies, participation in State-designated MEP Consortium Incentive Grant (CIG) activities, and following up with local agencies on coordination and collaboration efforts.

Professional Development and Technical Assistance

The Idaho MEP provides extensive professional development to prepare teachers and tutors to adapt instruction to address the unique educational needs of migratory students, implement CIG 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 and literacy strategies, strategies for early learning, strategies for high school graduation, college and career readiness, and services to OSY.

Improving educator quality for migratory children is built into the strategies and MPOs. Professional development is both part of the State plan and an expectation for local programs. State objectives supporting the professional development of Idaho MEP staff include:

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

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

- Annual Directors' Meetings and New Directors' Orientation in Washington, DC;
- Bi-monthly written program updates;
- CNA and SDP meetings;
- collaboration meetings with Idaho service providers;
- Consolidated Grant application training and technical assistance;
- Federal Programs Directors training;
- ID&R meetings for recruiters and project administrators;
- interstate coordination and CIG meetings/training;
- State Quarterly Webinars for EL and migrant programs;
- State/regional training addressing ID&R, migrant services, and data collection twice per year held in various parts of the state;
- statewide and regional migrant PAC meetings;
- the Idaho Association of Bilingual Educators (IABE) Conference; and
- the Idaho Biennial Federal Programs Conference.

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

- The MEP RESULTS Website provides information on legislation and policy, tools and curriculum, a resource library, recent updates about the MEP, information on State MEP Directors, and articles written about the MEP.
- The Interstate Migrant Education Council's (IMEC's) mission is to advocate policies that ensure the highest quality education and other needed services for migratory children. The IMEC Website provides a number of resources on best practices, policy and advocacy, and programs and studies.
- The What Works Clearinghouse (WWC) Website reports on effective educational programs, practices, and products.
- The Migrant Services Directory: Organizations and Resources provides summaries and contact information for major Federal programs and national organizations that serve migratory farmworkers and their families. The directory can be used as a tool for increasing coordination among programs and organizations that serve the same client population.
- GOSOSY (Graduation and Outcomes for Success for Out-of-School Youth) is a CIG funded from 2015-2020 by OME at the U.S. Department of Education (USDE) to build capacity in States with the growing secondary-aged migratory OSY youth population.
- The Migrant Literacy NET was created by the Migrant reading achievement: Comprehensive Online Reading Education (MiraCORE) CIG to increase migratory children's literacy skills.
- IRRC (Identification and Recruitment Consortium) is a CIG designed to assist states in conducting effective ID&R.
- The Preschool Initiative CIG is designed to support states in identifying and serving preschool-age migratory children.
- The National Association of State Directors of Migrant Education (NASDME) offers its annual National Migrant Education Conference held in the spring. Indiana typically sends staff to this event to learn strategies in curriculum and instruction, parent involvement, assessment, identification and recruitment, and program administration.
- The National Center for Family Literacy (NCFL) offers information and materials on migrant family literacy.

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

Examples of [State PD resources](#) that Idaho shares among local projects follow.

- The [ISDE Website](#) provides a portal to information with sections for teachers, parents and family, and communities.
- [Responses to Intervention \(RTI\)](#) is a framework for continuous improvement that provides high-quality, standard-based instruction and research-based systematic interventions for all students' needs including academic, social-emotional, and behavioral.

The Idaho MEP intends to build staff capacity to provide services as specified in the SDP by providing MEP-created tools and support related to the rubrics, surveys, evaluation tools, and assessments. The Idaho MEP intends to support and maintain PD for statewide MEP staff through the coordination of statewide MEP meetings, trainings, and PD activities, as well as provide technical support via online platforms and direct support to ensure new and existing MEP stakeholders are trained.

Sub-granting Process

The SDP is implemented at the local level through sub-grants to regional programs and LOAs. The State MEP uses the grantmaking process as a means of ensuring that the regions/LOAs are implementing the program in accordance with the SDP. Section 34 C.F.R. § 200.83(c) requires the SEA to ensure its LOAs comply with the SDP. In the requirements for the local MEP applications, the ISDE has established expectations for what LEAs must address to receive funding. Critical questions that LOAs should consider in preparing their application include the following:

- Have you completed a local needs assessment? Do you have data that includes student achievement data for migratory and non-migratory students and needs assessment surveys (staff, parents, and students as applicable)? Do you have other outcome data (e.g., graduation rate and dropout rate for migratory versus non-migratory students)?
- Are you able to make a clear connection between the needs identified through the local CNA and the strategies that you have identified for delivering MEP services?
- Have migratory parents been involved in the application planning meetings to obtain their input on the design of the MEP?
- Have you identified other resources and sources of funding (local, regional, State and Federal) that could be used to provide appropriate services to migratory students?
- Do you have a plan for collecting data and evaluating the effectiveness of the MEP services that you will be providing?

State Monitoring Process and Timelines

In addition to monitoring for compliance with Federal and State requirements, the LOA is accountable for achieving the MPOs and must implement the required strategies and selected optional strategies identified in the SDP. The sub-granting process and the elements of the project application are ways to ensure accountability for local implementation of the SDP. State monitoring should be viewed as a part of a continuum of technical assistance. Regular monitoring of the sub-grantee is conducted by staff from the ISDE MEP. Monitoring is conducted to determine whether the funded programs are following Federal and State requirements.

Looking Forward

Idaho began the process of a CNA in the summer of 2019 and used the results of that CNA as the basis for this SDP. The systematic service delivery planning process used by the Idaho MEP involved many migrant educators, administrators, and MEP staff representing parents and community members who are knowledgeable about migratory students, programs, and services.

The ISDE will prepare for full implementation of the new SDP during the 2020-21 program year by implementing the following activities.

- Reviewing all data collection and evaluation tools to determine whether they are in alignment with the evaluation plan described in the SDP, including creating the FSI for determining the level of implementation of the strategies at the local level.
- Conducting a full evaluation of the implementation of the new SDP in 2020-21.
- Reviewing the MEP sub-allocation program application and revising it to align with the new MPOs, strategies, and resources to ensure that the revised application is ready for distribution when needed.
- Reviewing existing structures for professional development for MEP staff as well as for parents and others who work with migratory students to ensure that professional development activities include general and specific information about the new SDP as well as professional development content to carry out the activities of the SDP.
- Revising the SDP on an annual basis based on changing migratory student needs; evaluation results; changes to program activities and/or resources; changes to fiscal resources; or as new statutory requirements, regulations, or non-regulatory guidance become available from OME.

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

Appendix A

SDP Meeting Summary

SDP MEETING NOTES

Idaho State Department of Education
Migrant Education Program
Service Delivery Plan (SDP) Committee Meeting
Riverside Hotel – Boise, Idaho
June 11, 2019

Meeting Participants

Idaho State Department of Education Staff

Karen Seay, Federal Programs Director
Sarah Seamount, MEP Coordinator
Kelly Wheeler, Program Specialist

Regional ID&R Coordinators

Christina Alvarez, Housed in Blackfoot School District
Robert Gomez, Housed in Cassia County School District
Genoveva Winkler, Housed in Nampa School District

Local Project Staff

Thelma Cruz, Migrant Liaison, Kimberly School District
Kim Lickley, Federal Programs Director, Jerome School District
Yolanda Martinez, Migrant Liaison Coordinator, Mountain Home School District
Yula Cisneros Montoya, Migrant Family Liaison, Idaho Falls School District
Maria Renz, Pre-K Teacher, Minidoka Schools
Gail Rochelle, Director, Idaho Falls School District
Sara San Juan, EL/Migrant Coordinator, Vallivue School District
Michelle Widmier, Federal Programs Director, Minidoka Schools

Meeting Facilitators

Cari Semivan, Consultant, META Associates
Andrea Vazquez, Consultant, META Associates

Meeting Objectives

- ✓ Understand how the program planning process interacts with the State SDP
- ✓ Create and prioritize strategies for meeting migratory student needs
- ✓ Develop measurable program outcomes (MPOs) for the strategies
- ✓ Identify resources needed and ideas for implementing the strategies
- ✓ Develop strategies for communicating the SDP to stakeholders
- ✓ Discuss next steps in SDP process

Discussion and Activities

Cari welcomed the group and did an introduction activity. Next, Cari presented the meeting objectives, gave an overview of the meeting materials, and reviewed the agenda. The group reviewed OME's Continuous Improvement Cycle (CIC) and Idaho CIC timelines as shown below.

- **2018-19:** Comprehensive Needs Assessment (CNA) and SDP update
- **2019-20:** 2018-19 Evaluation and applications for 2020-21 with the new Strategies and MPOs
- **2020-21:** 2019-20 Evaluation and implementation of the new SDP
- **2021-22:** CNA and 2020-21 Evaluation
- **2022-23:** SDP and 2021-22 Evaluation

Cari reviewed the SDP requirements and suggestions from the Office of Migrant Education (OME). Cari explained that the SDP outlines the delivery and evaluation of the services provided to migratory children through the Idaho MEP based on the unique educational needs identified during the statewide CNA. The components that must be included in an SDP include: 1) performance targets; 2) needs assessment results; 3) MPOs; 4) service delivery strategies; and 5) evaluation plan. The components that may be included in the SDP (which will be included) include: 6) Migratory Children Identified to Receive Priority for Services (PFS); 7) ID&R Plan; 8) Parent Involvement Plan; 9) Exchange of Student Records Plan; 10) Implementation and Accountability Plan; and 11) State MEP Logic Model.

The SDP Committee continued working in the goal area groups in which they participated during the CNA meeting held on the previous day. Following are the members of the groups.

| Goal Areas | Group Members |
|--|---------------------------------|
| 1) School Readiness | Maria, Kelly, Thelma |
| 2) English Language Arts (ELA)/Math | Michele, Gail, Yula |
| 3) Graduation and Services to OSY | Sara, Genovena, Sarah |
| 4) Non-Instructional Support Services | Kim, Christina, Robert, Yolanda |

Activity #1: Review Yesterday's Work

Committee members reviewed and revised their goal area group's concern statements, data sources, need indicators/statements, solutions, and resources/experts/staff from the day before. The suggested changes/edits are reflected in the CNA Decisions and Planning Chart.

Activity #2: Identify Key Components from the Existing SDP

SDP Committee members reviewed the Strategies and MPOs from the 2016 SDP and highlighted key strategies and/or measures of success that they think should be included in the SDP update. The materials included the number of projects selecting strategies (some strategies were required for all projects, so they had 100% participation), as well as the number of projects that reported successfully implementing the strategies and MPOs.

Activity #3: Identify Strategies

SDP Committee members worked in their groups to develop 3-5 service delivery strategies. The groups were instructed to look at existing strategies from the SDP, review the CNA solutions from yesterday, and consider strategies for...

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

Activity #4: Strategy Walkabout

Participants reviewed the service delivery strategies revised/written by the other three goal area groups and made suggestions and/or asked for clarification. The groups then debriefed with the large group. Final versions of each groups' service delivery strategies can be found in the SDP Decisions and Planning Chart.

Activity #5: Prioritizing Strategies

SDP Committee members prioritized their goal area's service delivery strategies, and then prioritized the strategies for the other three goal areas. Prioritized strategies are included in the SDP Decisions and Planning Chart.

Cari shared an overview of how to determine MPOs as well examples of MPOs from OME. She explained that MPOs are the desired outcomes of the strategies included in the SDP. An appropriate MPO expresses the difference that participating in the MEP will make. There are two kinds of objectives (implementation and results):

Objectives

- Implementation – describes aspects of the program that will be implemented to help achieve the intended outcome.
- Results – describes student, staff, or parent outcomes as a result of implementing a prescribed program or activity.

The MPO components include the following:

- Who will participate?
- What will happen in the program?
- What is expected to happen as a result of participation?
- When will it happen?

Activity #6: Develop Measurable Program Outcomes (MPOs)

After receiving information about MPOs, participants worked in their goal area groups to identify/revise the most recent MPOs to ensure that they align with the needs identified in the 2016-17 CNA, and then write MPOs for the new/revise service delivery strategies.

Activity #7: MPO Walkabout

Participants reviewed the MPOs revised/written by the other three goal area groups and made suggestions and/or asked for clarification. The groups then debriefed in the large group. Final versions of the MPOs can be found in the SDP Decisions and Planning Chart.

Activity #8: Identify Resources and Ideas for Implementing the Strategies

SDP Committee members identified resources needed to implement the strategies, as well as ideas for implementing the strategies. Resources and ideas for implementation are included on the SDP Decisions and Planning Chart.

Activity #9: Save the Last Word

The final activity of the day provided SDP Committee members with an opportunity to discuss and document loose ends from the SDP process and provide suggestions for ways to roll-out the SDP to the field. Following are their comments and suggestions.

Loose Ends

- Wonderful 2 days! Only suggestion would be to keep a spokesperson from each goal area group at each poster to answer questions during input rounds.
- Three days will be better for sanity purposes and digesting information.
- Walk and talk outdoors. Too much sitting is not healthy, especially in such a lovely environment close to the river.

Ways to roll-out the SDP to the field

- Federal Program Directors' Meeting (Fall) (2 responses)
- Webinars (3 responses)
- Newsletter
- Email
- ID&R Coordinators
- District meetings (2 responses)
- Pre-fall training, mid training, post training
- Fall training to roll-out the SDP to districts
- Share changes and expectations with superintendents
- Train Federal Program Directors on MPOs and strategies – include time for collaboration and planning
- Follow-up and support from regional coordinators and SDE (quarterly calls?)
- Share/train liaisons - include time for collaboration and planning to meet MPOs
- Training from LOA to teachers/staff on how to address migratory student needs and achieve MPOs
- Quarterly calls (with EL)
- CFSGA tour (minimal)
- Fall MEP training
- Website link
- Schoology

Wrap-up, Follow-up, Next Steps, and Timelines

Cari reviewed the next steps for the group and shared the timelines. The following steps will be completed:

1. Prepare the Idaho MEP SDP report for review by the SEA (9/15/19)
2. Include input and prepare the final SDP report (9/30/19)
3. Design evaluation tools aligned with the MPOs
4. Align all aspects of the CNA/SDP process to ensure fidelity with Idaho systems/practices
5. Revisit the MEP application and sub-granting process to ensure they incorporate the decisions made by the SDP Committee
6. Roll out the SDP to the field

Appendix B

SDP Decisions and Planning Chart

Idaho MEP 2019 SDP Decisions and Planning Chart

GOAL 1.0: School Readiness

State Performance Goal: Idaho does not have a State Performance Target related to school readiness.

| Prioritized Solution Strategies Identified in the CNA | Service Delivery Strategies | Measurable Program Outcomes (MPOs) | Ideas for Strategy Implementation | Resources Needed |
|---|---|--|---|--|
| <p>1.1a Provide migrant-funded site-based preK services to migratory children</p> <p>1.1b Provide home-based preK services to migratory children</p> <p>1.1c Utilize PI CIG materials to provide instructional services to migratory children ages 3-5</p> <p>1.1d Identify and use a school readiness assessment appropriate for three year old children</p> <p>1.2a More statewide funding</p> <p>1.2b Provide summer programs (center- and home-based) for preschool-aged children</p> <p>1.2c Manage allocations to get more staff for children</p> <p>1.2d Develop parent-led preschool program</p> <p>1.3a Train parents at PAC meetings</p> <p>1.3b Provide parents with activities and materials in their native language</p> <p>1.3c Develop and disseminate a statewide bilingual flyer about the importance of maintaining their native language</p> <p>1.3d Family liaison review flyer with migratory parents during home visits</p> | <p>Strategy 1.1) Provide MEP-funded supplemental instructional services to migratory children ages 3-5 (<i>e.g., site-based, home-based, regular school year, summer services, parent volunteer program</i>).</p> <p>Strategy 1.2) Provide parents with ideas, activities, and materials for use at home with their children to promote first language development, family literacy, and school readiness (<i>e.g., parent activities, trainings, PAC meetings, home visits, family nights, mini workshops, small group and one-on-one parent/ child activities, PI CIG materials including preschool learning kits</i>).</p> | <p>MPO 1a) By the end of the 2020-21 program year, 70% of migratory preschool children ages 3-5 attending MEP-funded preschool will show a 5% gain on school readiness as measured by a pre/post assessment.</p> <p>MPO 1b) By the end of the 2020-21 program year, 80% of parents of preschool-aged children participating in at least two parent/child activities will report on a survey that they increased their skills for supporting their child's school readiness skills in the home.</p> | <p>-Collaborate with Head Start and academically geared preschools</p> <p>-Coordinate with district kinder programs for needs and resource coordination</p> <p>-Site-based, home-based, regular school year, summer services</p> <p>-Teachers and staff conduct volunteer training</p> <p>-Coordinate with district kinder programs for needs and resource coordination</p> <p>-Coordinate with Head Start</p> <p>-Family nights</p> <p>-Home visits</p> <p>-Mini workshops</p> <p>-PAC meetings</p> <p>-Parent activities</p> <p>-Parent training</p> <p>-PI CIG materials</p> | <p>-Activities</p> <p>-Age-appropriate assessments for three-year olds (Brigance)</p> <p>-Child care</p> <p>-Curriculum</p> <p>-Educate parents about ICCP</p> <p>-Family liaisons</p> <p>-Flyers</p> <p>-Idaho Stars</p> <p>-Increase summer school count to increase allocation</p> <p>-Lee Pesky Learning Center (Boise) resources and PD</p> <p>-Local libraries</p> <p>-Log-in sheets</p> <p>-More funding</p> <p>-MOU with Idaho Community Council</p> <p>-Parent materials in native language</p> <p>-PI CIG materials</p> <p>-Preschool programs and extended kindergarten programs</p> <p>-Preschool teachers</p> <p>-Sign-in sheets for volunteers</p> <p>-Snacks</p> <p>-Supplies</p> <p>-Teachers</p> <p>-Training materials</p> <p>-Translators</p> <p>-United Way</p> <p>-Venues (schools, churches, community centers, libraries)</p> |

Idaho MEP 2019 SDP Decisions and Planning Chart

GOAL 2.0: English Language Arts (ELA) and Mathematics

State Performance Goal: In 2020-21, 66.1% of all students will score at met or exceeding on ISAT ELA Assessments, and 57.8% of all students will score at met or exceeding on ISAT Math Assessments.

| Prioritized Solution Strategies Identified in the CNA | Service Delivery Strategies | Measurable Program Outcomes (MPOs) | Ideas for Strategy Implementation | Resources Needed |
|--|---|--|---|---|
| <p>2.1a Provide culturally-sensitive family engagement experiences</p> <p>2.2a Provide supplemental programs such as after-school tutoring, summer school, Saturday school that support ELA and math standards</p> <p>2.2b Provide all teachers with PD on evidence-based strategies for teaching academic language</p> <p>2.2c Provide students with mobile/non-traditional solutions to build academic language</p> <p>2.2d Collaborate with State EL and Titles II and III to fund EL PD</p> <p>2.2e Provide individual tutoring or tutoring in the home</p> <p>2.2f Conduct district and/or SDE-led evaluation of instructional/program effectiveness and use results for program improvement</p> <p>2.2g Provide supplemental programs (e.g., extended day kindergarten, summer camp, Saturday programs, preschools) to create more opportunities to learn/practice foundational academic skills and behaviors</p> <p>2.3a Train paraeducators in EL/ENL evidence-based instructional strategies and directly supervise them by an EL/ENL-endorsed teacher</p> <p>2.3b Provide PD to new teachers to increase competency in EL/ENL instruction</p> <p>2.3c Provide instruction to LEP students by an EL/ENL-endorsed teacher</p> <p>2.3d Provide training to staff on culturally relevant instruction</p> | <p>Strategy 2.1) Provide migrant-funded resources and training to migratory families to promote literacy and numeracy skills (<i>e.g., extended day kindergarten, backpacks and school supplies, family reading and math nights, individual libraries, math manipulatives, migrant summer school, field trips, tutoring, after school programs, books, online programs and mobile apps, Saturday school/programs, community supports</i>).</p> <p>Strategy 2.2) Provide migratory students with evidence-based supplemental ELA and math instruction aligned to State standards (<i>e.g., summer school, IDLA advancement, ICON, after-school tutoring, home-based instruction, extended day kindergarten, online reading and math interventions, STEM programs</i>).</p> <p>Strategy 2.3) Collaborate with district, State, and Federal programs to provide professional development to new and experienced teachers and paraprofessionals on evidence-based strategies for developing academic language (<i>e.g., MEP staff attend Go-To strategies training, Idaho Association for Bilingual Educators Conference, Biennial Federal Programs Conference</i>).</p> | <p>MPO 2a) By the end of the 2020-21 program year, 80% of parents attending parent activities will report on a survey that they increased their skills for supporting their child's academic skills in the home.</p> <p>MPO 2b.1) By the end of the 2020-21 program year, 65% of migratory students in grades K-8 who receive MEP-funded ELA instruction will demonstrate a 5% gain as measured by a pre/post local ELA assessment.</p> <p>MPO 2b.2) By the end of the 2020-21 program year, 65% of migratory students in grades K-8 who receive MEP-funded math instruction will demonstrate a gain of 5% as measured by a pre/post local math assessment.</p> | <p>-Peer tutoring in native language for ELA/math</p> <p>-Provide math tutoring for parents</p> <p>-Provide multicultural literacy</p> <p>-After-school tutoring</p> <p>-Coordination with Title IA and Title III</p> <p>-Extended day kindergarten</p> <p>-Home-based instruction</p> <p>-ICON</p> <p>-IDLA advancement</p> <p>-Online interventions</p> <p>-PK programs</p> <p>-STEM programs</p> <p>-Summer school</p> | <p>-Advocates</p> <p>-Apps/online programs</p> <p>-Certification staff</p> <p>-Community members</p> <p>-Curriculum</p> <p>-Devices</p> <p>-District EL experts</p> <p>-District new teacher mentor programs</p> <p>-EL Go To strategies through SDE</p> <p>-Facilities</p> <p>-Idaho SDE</p> <p>-Internet access</p> <p>-Khan Academy</p> <p>-Liaisons</p> <p>-Licenses/apps</p> <p>-Materials/supplies</p> <p>-Motivator/mentor</p> <p>-Peer tutoring</p> <p>-Rosetta Stone</p> <p>-Snacks</p> <p>-Teachers/paras</p> <p>-Trainers</p> <p>-Transportation</p> <p>-University education programs</p> |

Idaho MEP 2019 SDP Decisions and Planning Chart

GOAL 3.0: High School Graduation and Services to OSY

State Performance Goal: In 2020-21, 92.4% of all students will graduate from high school.

| Prioritized Solution Strategies Identified in the CNA | Service Delivery Strategies | Measurable Program Outcomes (MPOs) | Ideas for Strategy Implementation | Resources Needed |
|--|--|---|--|---|
| <p>3.1a Provide mentors/graduation specialists to migratory students in grades 6-12</p> <p>3.1b Provide activities and opportunities about postsecondary options</p> <p>3.1c Provide students with access to transcripts</p> <p>3.1d Facilitate participation in district-sponsored college/career and leadership preparedness programs</p> <p>3.1e Provide parents and students with information to increase understanding of HS graduation requirements and school systems in general (e.g., one-on-one or as part of a group, FAFSA nights, scholarship counseling)</p> <p>3.1f Provide instructional services in grades 6-12 (e.g., before/after school tutoring, ICON, PASS, summer school, study skills elective, AVID, newcomer class, dual language immersion program, Spanish medical terminology class through universities)</p> <p>3.1g Provide access to credit recovery</p> <p>3.1h Develop and implement a student tracking system to follow migratory secondary student progress through grade promotion and graduation</p> <p>3.2a Coordinate with other agencies that serve migratory families (e.g., Department of Labor, CCI, Job Corps, HEP)</p> <p>3.2b Provide mentoring services with outreach, referrals and follow-up</p> <p>3.2c SDE MP3 players</p> | <p>Strategy 3.1) Coordinate/provide secondary migratory students (grades 6-12) mentoring to support graduation and college/ career readiness (e.g., <i>student monitoring system, individual plans for students at-risk of dropping out, graduation specialists, postsecondary counseling, college visits, presentations at PAC meetings, coordination with CAMP, leadership institutes, career fairs/speakers, CIS software training, parent outreach and mentoring, parent and student training on graduation requirements, summer school, credit recovery opportunities, supplies.</i></p> | <p>MPO 3a) By the end of the 2020-21 program year, 50% of migratory students in grades 6-12 receiving MEP mentoring will report on a survey that mentoring impacted their progress toward graduation.</p> <p>MPO 3b) By the end of the 2020-21 program year, 50% of migratory students that received mentoring and were enrolled in credit bearing courses will obtain credits leading toward high school graduation.</p> | <ul style="list-style-type: none"> -CAMP collaborations -Career fairs/speakers -CIS software training -College visits -Credit recovery opportunities -Develop a student monitoring system -Graduation specialists -Implement an individual plan for any student who is at-risk of dropping out -Leadership institutes -Migrant Club (e.g. NASDME) -Parent and student training on graduation requirements -Parent outreach and mentoring -Postsecondary counseling -Presentations at PAC meetings -Summer school -Supplies | <ul style="list-style-type: none"> -After-school programs -AVID staff -Bilingual staff -Career centers -CCI -Check & Connect -College recruiters -Computers/Internet -Counselors -CTE resources -Department of Labor -Graduation specialists -H2A site -HEP/CAMP -Hispanic Leadership Summit -Hispanic Youth Symposium -Hygiene kits -ICON -IDLA |
| | <p>Strategy 3.2) Coordinate/provide services for OSY/dropouts to support continuing education and career readiness (e.g., <i>contact OSY/dropouts using school records, MSIX Missed Enrollment Report, MSIS Discrepancy Report; conduct exit interviews; provide educational counseling; provide supplies and services to H2A and Here to Work OSY; provide referrals to agencies and organizations that also serve migratory students and families.</i></p> | <p>MPO 3c) By the end of the 2020-21 program year, 20% of all OSY/dropouts located will receive MEP services.</p> | <ul style="list-style-type: none"> -Conduct exit interviews -Contact OSY/dropouts using school records, MSIX Missed Enrollment Report, MSIS Discrepancy Report -Provide educational counseling -Provide referrals to agencies and organizations that also serve migratory students and families -Provide supplies and services to H2A and Here to Work OSY | <ul style="list-style-type: none"> -Job Corps -Local clubs/universities -Mentors/role models -Migrant program staff -Migrant Resource Center -MSLI -Motivational speakers -MP3 players -MSIX -PASS -Recruiters do job training -Student plans -Summer school -Teachers -Tracking system -TRIO Program staff -Vocational Rehab -Work Study |

Idaho MEP 2019 SDP Decisions and Planning Chart

GOAL 4.0: Non-Instructional Support Services

State Performance Goal: Idaho does not have a State Performance Target related to support services.

| Prioritized Solution Strategies Identified in the CNA | Service Delivery Strategies | Measurable Program Outcomes (MPOs) | Ideas for Strategy Implementation | Resources Needed |
|---|---|---|--|--|
| 4.1a Provide cultural/diversity awareness training to staff 4.1b Provide PD on the unique needs of migratory students 4.1c Provide welcome/introduction packets 4.1d SDE to provide YES! Program training 4.1e Provide PD to staff on mental health 4.1f Provide PD for general school staff on the specific stressors of migratory families 4.2a Provide family education nights 4.2b Provide computers for access to online learning programs 4.2c Provide home visits with introductory packets 4.2d Provide a lending library as well as a digital library 4.2e Provide training to parents on U.S. school system policies 4.3a Establish partnership agreements with local health agencies 4.3b Provide PD on mental health 4.3c SDE provide training on the YES! Program 4.3d Provide school—based health screening and services (e.g., immunizations, vision screening, dental checkups, sports physicals) | Strategy 4.1) Provide professional development for MEP and non-MEP staff on the migratory lifestyle and the unique needs of migratory students and how to address those needs (<i>e.g., program and cultural awareness presentations, field or home visits for teachers and administrators, training on mobility/academic/social gaps/specific stresses of migratory families</i>). | MPO 4a) By the end of the 2020-21 program year, 80% of staff who participated in MEP-funded professional development will indicate increased knowledge of the content presented. | -Cultural awareness training by the Department of Labor -Field or home visits for teachers and administrators -Migrant basics training -Program and cultural awareness presentations -Training for summer school staff -Training on how the brain works -Training on mobility/academic/social gaps/specific stresses of migratory families -Trauma training by St. Al's | -Binational teachers -Child care -CCI staff -Graduation specialists -Head Start staff -HEP/CAMP -ICON -IPUL -Local resource packets -Local universities -Mental health agency staff -MEP directors -Migrant liaisons -NASDME -PAC meetings -PI CIG -Regional coordinators -School counselors -SDE staff -SDE website -Snacks -Supplies and materials -Title IC and Title III YouTube channel -Title III directors -Trainers -Translation services -Venues -YES! brochures |
| | Strategy 4.2) Provide support services to students and families to increase student engagement in school (<i>e.g., extracurricular activities, parenting classes, mental health, parent literacy workshops, instructional home visits, food/clothing/shelter, legal services, workshops on domestic violence, sexual abuse</i>). | MPO 4b) By the end of the 2020-21 program year, 75% of all eligible migratory children and youth will receive MEP support services. | -Coordinate with Centro de Crisis del Valle, Lion's Club for glasses, United Way, Lee Pesky -Community events -Local community resource committees -Establish partnerships with MSHS, Public Health Department, Health and Human Services, CCI -Extracurricular activities -Food/clothing/shelter -Glasses, dental, mental, health, immunizations, school-based health screening service -Idaho Stars -Instructional home visits -Legal services -Mental health -Parent literacy workshops -Parenting classes -Seek resources from the local library -Workshops on domestic violence -Workshops on sexual abuse | |
| | Strategy 4.3) Establish partnerships and/or agreements among the school districts and community health care providers and public health agencies to provide information on, and referrals to, individualized health advocacy services to benefit migratory families needing health services (<i>e.g., glasses, dental, mental, health, immunizations, school-based health screening services, partnerships with MSHS, Public Health Department, Health and Human Services, CCI</i>). | | | |

Idaho MEP 2019 SDP Decisions and Planning Chart

Acronyms:

AVID=Advancement Via Individual Determination

CAMP=College Assistance Migrant Program

CCI=Community Council of Idaho

CIS=Career Information System

CTE=Career/Technical Education

EL=English Learner

ELA=English Language Arts

ENL=English as a New Language

FAFSA=Free Application for Federal Student Aid

H2A=Temporary Agricultural Workers

HEP=High School Equivalency Program

ICCP=Idaho Child Care Program

ICON=Idaho Connects Online School

IDLA=Idaho Digital Learning Academy

IPUL=Idaho Parents Unlimited, Inc.

MOU=Memorandum of Understanding

MSHS=Migrant and Seasonal Head Start

MSIS=Migrant Student Information System

MSIX=Migrant Student Information Exchange

MSLI=Migrant Student Leadership Institute

NASDME=National Association of State Directors of Migrant Education

OSY=Out-of-School Youth

PAC=Parent Advisory Committee

PASS=Portable Assisted Study Sequence

PD=Professional Development

PI CIG=Preschool Initiative Consortium Incentive Grant

SDE=State Department of Education

STEM=Science, Technology, Engineering, and Math

Yes! Program=Youth Exchange and Study Program