MISSISSIPPI
Migrant Education Program

Service

Delivery

Plan

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Migrant Education Program
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Mississippi SDP Committee Membership

The Mississippi Department of Education (MDE) wishes to thank the following individuals who, as members of the Service Delivery Plan Committee (SDP), gave time, effort, knowledge, and expertise toward the accomplishment of this SDP.

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Abbreviations and Acronyms

CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
EL	English Learner
ELA	English Language Arts
ESCORT	Eastern Stream Center on Resources and Training
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
FSI	Fidelity of Strategy Implementation
GPRA	Government Performance and Results Act
ID&R	Identification and Recruitment
IEP	Individualized Education Plan
IMEC	Interstate Migrant Education Council
K	Kindergarten
LOA	Local Operating Agency
MAAP	Mississippi Academic Assessment Program
MDE	Mississippi Department of Education
MEP	Migrant Education Program
MIS2000	Migrant Information System 2000
MKAS^2	Mississippi K-3 Assessment Support System
MMESC	Mississippi Migrant Education Service Center
MMPAC	Mississippi Migrant Parent Advisory Council
MPO	Measurable Program Outcomes
MSIX	Migrant Student Information Exchange
MSU	Mississippi State University
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 (Mississippi Department of Education)

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

Management Team: A core group of advisors who may help the state Migrant Education Program (MEP) Director to develop the management plan and oversee the CNA/SDP processes.

Measurable Program Outcomes (MPOs): Outcomes (i.e., objectives) produced by a state's MEP 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 through 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.

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

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

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

Solution Strategy: A strategy that addresses an identified need. The strategies identified in the SDP are the final versions of the solution strategies identified during the CNA.

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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 statewide comprehensive needs assessment (CNA) and is a comprehensive 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 up 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 Mississippi MEP conducted an update to the SDP in 2018-19 utilizing the results of the most recent CNA in July 2018. During the two SDP Committee meetings held in Jackson, Mississippi in November 2018 and January 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 2019-20 performance period. Following are the key findings from the SDP meetings.

- Federal, state, and local goals and the needs of migratory students were organized within three goal areas: 1) Reading and Mathematics; 2) School Readiness; and 3) High School Graduation and Services to Out-of-School Youth (OSY).

- There are achievement gaps on State assessments between migratory students and non-migratory students requiring supplemental instructional and support services.

- 12 Strategies identified by the SDP Committee will be implemented beginning in the 2019-20 school year.

- Progress toward the nine MPOs aligned to the Strategies will be reported in the 2019-20 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 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.

Section 200.83(b) of the regulations requires the SEA to develop its comprehensive state SDP in consultation with the state Migrant Education Parent Advisory Council (PAC) in a format and language that the parents understand.

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

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: (1) the unique educational needs of migratory children that result from the children's migratory lifestyle; and (2) 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 (MPOs).** 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 strategy must address: (1) the unique educational needs of migratory children that result from the children's migratory lifestyle, and (2) other needs of migratory students that must be met to participate effectively in school. [34 CFR 200.83(a)(3)]

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

Other information that Mississippi 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:

✓ **Migratory Children Identified to Receive Priority For Services.** 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 their training. In addition, State's should discuss what types of accountability and quality assurance 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 Parent Advisory Councils, 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, Mississippi will update the comprehensive State SDP whenever it: 1) updates the statewide CNA; 2) changes the performance targets and/or MPOs; 3) significantly changes the services that the MEP will provide statewide; or 4) significantly changes the evaluation design. This new SDP aligns with the needs identified in the most recent CNA that was completed in June 2018.

Description of the Mississippi Migrant Education Program

The primary purpose of the Mississippi 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 Mississippi MEP must give priority for services (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 Mississippi Department of Education (MDE) shows that there were 552 eligible migratory children and youth in Mississippi with the following demographics:

- 3% were birth to two years old; 5% were 3-5 years old; 18% were in grades K-5; 7% were in grades 6-8; 5% were in grades 9-12, and 61% were OSY;
- 4% were identified as having PFS;
- 18% were English learners (ELs), predominantly Spanish speakers;
- 71% had a qualifying arrival date (QAD) during the performance period, with all students having a QAD during summer; and
- 96% of all eligible migratory students were served during the performance period (51% during the summer).

To address the needs of the migratory student population, the State administers the program through a regional center, the Mississippi Migrant Education Service Center (MMESC) which is based at Mississippi State University (MSU). MMESC staff currently includes a Director, a Parent Involvement Coordinator, an Educational Services Coordinator, an ID&R Coordinator, and a Data Coordinator. Additionally, MMESC employs five regional recruiters. Exhibit 1 illustrates the division of the State by region.

The Mississippi MEP offers a wide range of high-quality services that are provided during and after school hours. For example: academic assistance, such as tutoring and home visits; adult

**Map of Mississippi MEP Distribution**
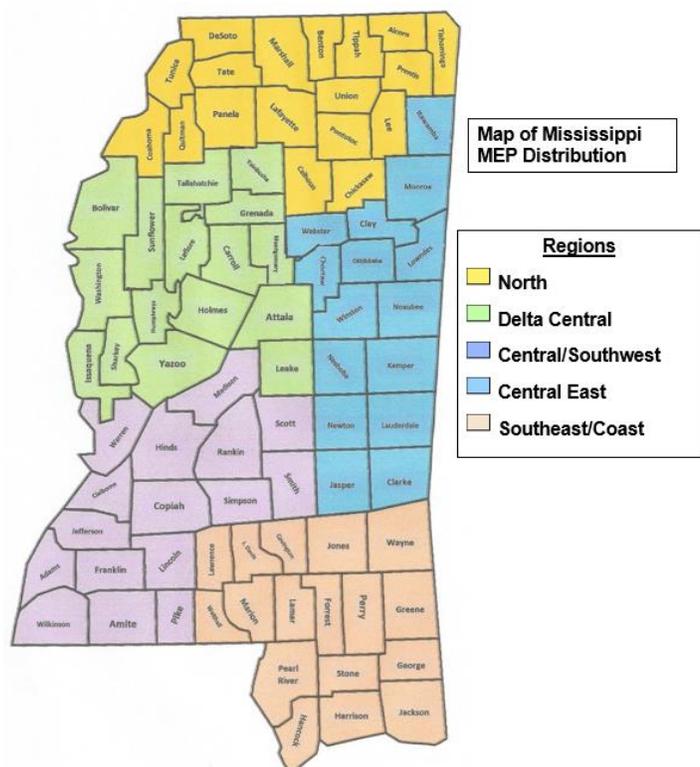
education (GED and English classes); referrals to medical or dental services; inclusion in summer and after-school programs; assistance with applications for Medicaid/Food Stamps; and assistance with interpretation at doctors' offices.

The primary focus of the Mississippi MEP is the ID&R of migratory students and ensuring that supplemental programs and advocacy align with the State's efforts to transition to the rigorous research-based reforms set forth by the MDE. The Mississippi 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 Mississippi MEP reviews, monitors, and evaluates MEP plans, program applications, program implementation, and fiscal expenditures.

Description of the Planning Process

The Mississippi MEP follows the Continuous Improvement Cycle as shown to the right, as recommended by OME that includes:

- CNA: A three-phase model to identify major concerns, gather data to define needs, and select priority solutions.
- SDP: A multi-step process to convene stakeholders to select research-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.
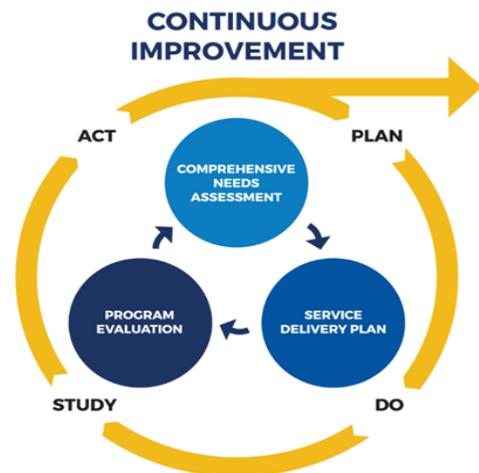
The Mississippi MEP SDP resulted from a systematic process that involved a broad-based representation of stakeholders whose experience lent authenticity and whose expertise directed the strategies that are presented in this report. The SDP Committee was composed of individuals representing the community; MEP administrators; the SEA; 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 Mississippi 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 Committee reviewed the work of the NAC during the CNA update process completed during 2017-2018 school year. During the 2018-19 school year, the Committee met two times in Jackson, Mississippi to provide input on SDP requirements. 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 various meeting objectives and outcomes.

Mississippi SDP Committee Meetings

Dates	Objectives	Outcomes
11/13/18	1) Create strategies for meeting the migratory student needs identified in the CNA 2) Create MPOs that are aligned with the new strategies 3) Prioritize strategies and identify those that are required and optional 4) Review and decide on next steps toward determining the major components of the SDP	• Reviewed the findings from the CNA process • Established workgroups for: Reading/Math, School Readiness, and High School Graduation/Services to OSY; • Using recommended solutions from the CNA, revise language to incorporate into strategies for the SDP; full group discussed workgroup recommendations • Discussed process (or program implementation) objectives and outcomes (performance) • Created MPOs for each of the strategies
01/25/19	1) Finalize strategies, MPOs, and resources for meeting migratory student needs 2) Determine evaluation strategies and tools for strategies and MPOs 3) Develop strategies for communicating the updated SDP to LEAs 4) Understand logic model 5) Discuss next steps in SDP process	• Finalize strategies, MPOs, and resources for meeting migratory student needs • Determine evaluation strategies and tools for strategies and MPOs • Develop strategies for communicating the • updated SDP to LEAs • Understand logic model • Discuss next steps in SDP process

The Mississippi MEP process also included vetting the SDP draft with migratory parents to get their feedback on planned services and accountability measures.

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 reading, math, and graduation work in concert with the priorities and goals established by the State of Mississippi as part of its ESSA Consolidated State Plan. The Plan identifies interim benchmarks and long-term goals for graduation rates and student achievement for grades 3-8 (English language arts [ELA] and Math) and high school (English II and Algebra I) as shown in Exhibit 3

Mississippi Interim and Long Term Goals for Academic Achievement

	2015-16 Baseline	2018-19 Interim	2021-22 Interim	2024-25 Long Term
Reading/Language Arts	32.6%	45.1%	57.5%	70.0%
Mathematics	31.1%	44.1%	57.0%	70.0%
Graduation	82.3%	84.8%	87.4%	90.0%

Needs Assessment

During the 2017-18 school year, the Mississippi 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 during the first meeting. The draft concern statements were reviewed based on additional data requested and finalized after they were edited by the State MEP staff.

Over the course of the 2017-18 school year, additional data were collected as needed through the Migrant Information System 2000 (MIS2000) and via surveys of parents, students, and staff; a data profile was written; possible solutions were identified; and priorities for services based on the data were determined. At NAC meetings held in Jackson, 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. At the final meeting of the NAC, the direction to ensure continuity with the planning process for the SDP was determined. This CNA process resulted in the development of the Mississippi MEP CNA Report which is on file at the MDE.

The Mississippi 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 the MMESC and individuals with content expertise in reading,

mathematics, graduation/dropout prevention, OSY, early childhood education, professional development, ID&R, and parent involvement.

The Appendix contains a chart of the CNA and SDP decisions made through the SDP process and in accordance with the State Goals. The areas of greatest need were identified as reading, mathematics, school readiness, and high school graduation/services to OSY.

The needs assessment results described in the Mississippi MEP CNA Report (July 2018) have been used as a foundation for the services described in this SDP. Following is the Mississippi Migratory Student Profile contained in the CNA Report using data from 2016-17 which lists the needs identified in numerous categories.

Mississippi Migratory Student Profile (Most recent data from SY 2016-17)

Eligible Migratory Students	450 (see table on following page)
Grade Distribution	Ages 0-2 (1%), Ages 3-5 (5%), K-5 (17%), 6-8 (8%), 9-12 (4%), Ungraded <1%), OSY (64%)
Priority for Services	5 (1%)
Disrupted Schooling	319 (71%) of eligible migratory students had a qualifying arrival date (QAD) within the last 12 months
English Learners	75 (17%)
Migratory students served during the performance period	386 (86%)
Migratory students receiving instructional services	274 (71%)
Migratory students receiving reading and math instruction provided by a teacher (not para)	Reading Instruction – 45 (16%) Math Instruction – 41 (15%)
Migratory students receiving support services	207 (54%)
Migratory students receiving counseling services	None reported
Migratory students scoring proficient on State ELA and math assessments	ELA - 16% (33% for non-migratory students) Math – 23% (31% for non-migratory students)
OSY identified/served	Identified: 288 Served: 239 (83%)
High School Graduation Rate	Migratory students – 52.9% All students – 82%
Dropout Rate	Migratory students – 0% All students – 10.8%

The tables to follow show the final recommendations for concerns, data sources for the concerns, need indicators and statements, and the solutions made by the NAC for each of the goal areas. 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. The development of solutions was guided by the questions that follow:

- *What does the research say about effective strategies, programs, or interventions?*
- *Where has this solution been implemented and was it successful?*
- *What are the challenges?*
- *How can solutions be customized for Mississippi?*

Goal Area 1: Reading and Mathematics

1.1 We are concerned that migratory students in grades 3-6 are achieving at lower proficiency rates in reading compared to non-migratory students.			
Data Source	**Need Indicator**	**Need Statement**	**Solution Strategies**
Consolidated State Performance Report (CSPR) Part I 2015-16 MS Academic Assessment Program (MAAP) – ELA	The rate of proficiency in reading for migratory students is 16% compared to 33% for non-migratory students.	The proficiency in reading for migratory students needs to increase by 17% to attain proficiency comparable to non-migratory students.	1.1a) Provide academic language and literacy instruction to support classroom success (e.g., after school tutoring, summer school). 1.1b) Coordinate/collaborate with other programs to support reading services. 1.1c) Provide mobile devices when direct instruction is not available or process access to online educational programs. 1.1d) Provide transportation to and from supplemental education activities and/or facilities (i.e., libraries/parent nights). 1.1e) Facilitate informational/coordination meeting school schools).
1.2 We are concerned that migratory students in grades 4-6 are achieving at lower proficiency rates in math compared to non-migratory students.			
Data Source	**Need Indicator**	**Need Statement**	**Solution Strategies**
CSPR Part I 2015-16 MAAP - Math	The rate of proficiency in math for migratory students is 23% compared to 31% for non-migratory students	The proficiency in math for migratory students needs to increase by 18% to attain proficiency comparable to non-migratory students.	1.2a) Provide supplemental math instruction to support or enhance classroom success. 1.2b) Provide problem solving and critical thinking strategies to students. 1.2c) Provide transportation to and from supplemental education activities and/or facilities (i.e., libraries/parent nights). 1.2d) Provide supplemental math instruction through mobile devices as well as access to facilities where the internet is readily available (i.e., libraries, after school programs).
1.3) We are concerned that migratory parents indicated their children need reading instruction.			
Data Source	**Need Indicator**	**Need Statement**	**Solution Strategies**
Parent Needs Assessment Survey	86% of migratory parents who completed the 2018 Needs Assessment Survey indicated reading instruction as a top	The percentage of migratory parents concerned about reading instruction needs to decrease.	1.3a) Ensure migratory parents are informed about the supplemental reading instructional services that are provided to their children and the effect these services have on their child's reading proficiency. 1.3b) Provide additional reading resources based on students' reading levels.

	need for their children.		

1.4) We are concerned that migratory parents indicated their children need math instruction.

Data Source	Need Indicator	Need Statement	Solution Strategies
Parent Needs Assessment Survey	41% of migratory parents who completed the 2018 Needs Assessment Survey indicated math instruction as a top need for their children.	The percentage of migratory parents concerned about math instruction needs to decrease.	1.4a) Ensure migratory parents are informed about the supplemental math instructional services that are provided to their children and the effect these services have on their child's math proficiency. 1.4b) Provide additional math resources based on students' levels (e.g., flash cards, games).

Goal Area 2: School Readiness

2.1 We are concerned that migratory preschool students are not performing at the same level as their non-migratory peers at the beginning of kindergarten.

Data Source	Need Indicator	Need Statement	Solution Strategies
MKAS2 Kindergarten Readiness results	25% of migratory kindergarten students passed the MKAS2 compared to 66% of non-migratory students.	The percentage of migratory kindergarten students passing the MKAS2 needs to increase by 41% to attain passing rates comparable to non-migratory students.	2.1a) Provide summer services for P5 students about to enter kindergarten (e.g., JumpStart, summer programs, home visits). 2.1b) Provide home-based Pre-K educational services during the summer and regular school year. 2.1c) Provide students entering kindergarten (and their families) a "tour" of the school and an opportunity to meet the teacher to facilitate the transition into school.

2.2 We are concerned that migratory parents need additional support to prepare their children for kindergarten and need increased awareness of school readiness expectations and skills.

Data Source	Need Indicator	Need Statement	Solution Strategies
Parent Needs Survey Staff Needs Survey	**(1)** 50% of parents indicated they need support in preparing their children for kindergarten. **(2)** 60% of staff reported that pre-k programs are needed most.	The percentage of parents who receive support in preparing their children for kindergarten needs to increase. Pre-k programming needs to increase.	2.2a) Provide parent workshops to support parents in preparing Pre-K students for kindergarten and understanding the importance of early education. 2.2b) Conduct home-visits to model educational activities that empower parents.

2.3 We are concerned that migratory preschool-aged children have limited access to culturally supportive preschool services.

Data Source	Need Indicator	Need Statement	Solution Strategies
Staff Needs Survey	**(1)** 60% of staff reported that pre-k	The percentage of pre-k enrollment and provision of pre-k	2.3a) Collaborate/coordinate with school staff to assist parents with Pre-K enrollment.

| Expert committee opinion | programs are needed. **(2)** Based on field experiences, migratory advocates report socio-cultural barriers have hindered Pre-K enrollment. | services needs to increase. | 2.3b) Provide presentations to schools about the MEP, cultural diversity, etc. |

2.4 We are concerned that migratory parents lack awareness of community resources available or how to access or benefit from them.			
Data Source	**Need Indicator**	**Need Statement**	**Solution Strategies**
Staff Needs Survey

Expert committee opinion | 66.7% of staff indicated that families need help locating community resources. | The percentage of parents receiving information about community resources for preschool-aged children needs to increase. | 2.4a) Develop regional resource guides in native languages for every county and explain information to parents.
2.4b) Provide parent workshop to inform parents of resources (include dissemination via technology, i.e., YouTube videos).
2.4c) Provide resources to parents to help them be familiar with school materials. |

Goal Area 3: High School Graduation and Services to OSY

3.1 We are concerned that fewer high school migratory students are scoring proficient on the ELA state assessments compared to high school non-migratory students.			
Data Source	**Need Indicator**	**Need Statement**	**Solution Strategies**
CSPR Part II 2015-16 MAAP - ELA	**(1)** 22% of HS migratory students scored proficient in reading compared to 38% of non-migratory students.
(2) 60% of migratory high school students receive instructional services.	**(1)** The percentage of migratory HS students scoring proficient needs to increase by 16%.
(2) The percentage of migratory high school students receiving instructional services needs to increase by 40%.	3.1a) Provide targeted intervention/remediation on deficit areas based on ISR (while reinforcing areas of strength).
3.1b) Provide content area teachers with training on best practices to support migratory/EL students (coordinate/collaborate).
3.1c) Provide access to reading/audio materials outside of school and in the home environment that focus on increasing and advancing.
3.1d) Provide specific classes (i.e., supplemental class) to migratory students using simplified language).

3.2 We are concerned that migratory high school students are not graduating or are not accruing credits in core content classes (or total # of credits) at the same rate as their non-migratory peers or are unaware of the graduation requirements.			
Data Source	**Need Indicator**	**Need Statement**	**Solution Strategies**
CSPR Part II 2015-16 State Information System	**(1)** 39% of migratory students attained high school credit.	**(1)** The percentage of migratory students obtaining high school credit needs to increase.	3.2a) Provide opportunities for credit accrual/credit recovery (e.g., PASS, Compass Learning, Plato).
3.2b) Host annual credit accrual activities (i.e., family nights/groups, one-one one).

	(2) The percentage of migratory students graduating from high school is 52.9% compared to 83% for non-migratory.	**(2)** The percentage of migratory students graduating from high school needs to increase by 30%.	3.2c) Provide students with a packet outlining information on graduation requirements (upon enrollment and in multiple languages; PA Diploma Project).

3.3 We are concerned that parents of migratory students are not familiar with high school graduation requirements and/or do not know how to motivate their children to break the cycle of "dropping out."

Data Source	Need Indicator	Need Statement	Solution Strategies
Parent Needs Survey	14% of parents indicated they are concerned about dropout prevention and need help increasing their motivation in school.	The percentage of parents indicating they are concerned about dropout prevention and needing help increasing their motivation in school needs to decrease.	3.3a) Conduct bi-annual reviews of accrual of high school credits toward graduation and provide a report to parents. 3.3b) Provide sessions/information at parent meetings to share information about high school graduation requirements (e.g., former migratory worker). 3.3c) Schedule/meet with counselors to discuss graduation requirements (in their native language).

3.4 We are concerned that OSY are not receiving continuous support services because of the unavailability of services, as well as OSY's schedules.

Data Source	Need Indicator	Need Statement	Solution Strategies
Expert committee opinion	Experts on the NAC expressed a need for sustained MEP instructional services to OSY.	The percentage of OSY receiving sustained instructional services needs to increase.	3.4a) Provide instructional and support services to OSY (e.g., GOSOSY). 3.4b) Provide information and enrollment assistance for GED programs and exams. 3.4c) Provide additional staffing to address OSY needs.

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 five strategies for Reading and Mathematics, three strategies for School Readiness, and four strategies for Graduation/Services to OSY. The strategies will be used as the target for the implementation of the MEP.

Measurable Program Outcomes (MPOs)

The SDP Committee updated the MPOs from previous years and added new MPOs to reflect the State performance targets, needs identified in the 2018 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. 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 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 Mississippi MEP Evaluation Plan.

Mississippi Migrant Education Program (MEP) 2019-20 Alignment Chart

GOAL AREA #1: READING AND MATHEMATICS

State Performance Target: In 2019-20, 45.1% of students in grades 3-8 will meet the standards in English Language Arts (ELA) on MAAP ELA Assessments, and 44.1% of students in grades 3-8 will meet the standards in math on MAAP Math Assessments.

Concern Statement: We are concerned that migratory students are meeting grade level standards in ELA and Math at a lower rate than non-migratory students.

Data Summary: In 2017-18, 23% of the 51 migratory students assessed with MAAP ELA Assessments met the standards compared to 39% of non-migratory students; and 31% of the 51 migratory students assessed with MAAP Math Assessments met the standards compared to 42% of non-migratory students.

Need Statement: The percentage of migratory students that meet the standards on MAAP ELA Assessments needs to increase by 16%, and the percent of migratory students that meet the standards on MAAP Math Assessments needs to increase by 11% to eliminate the gap between migratory and non-migratory students.

Strategy 1.1: Coordinate/provide language/literacy and/or math instruction to support classroom success (e.g., after school tutoring, summer school).

Strategy 1.2: Provide outreach instructional services in reading and/or math to migratory students in grades K-8 not served in a site-based program.

Strategy 1.3: Provide training for parents to model instructional reading and/or math strategies (e.g., home-based and center-based).

Strategy 1-4: Provide parents with information about the supplemental reading and math instructional services that are provided to their children and the effect these services have on their child's reading/math proficiency.

Goal Area #1: Reading and Mathematics

Measurable Program Outcome (MPO)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
MPO 1a: By the end of the 2019-20 program year, 60% of migratory students in grades K-8 served in center-based MEP-funded programs will demonstrate a 5% gain on local reading assessments.	1.1.1 What percentage of K-8 migratory students served in center-based MEP-funded programs showed a gain of at least 5% on local reading assessments?	1.1.2 What types of supplemental reading instruction were provided to students? 1.1.3 What instructional programs were used to teach reading?
MPO 1b: By the end of the 2019-20 program year, 60% of migratory students in grades K-8 served in center-based MEP-funded programs will demonstrate a 5% gain on local math assessments.	1.1.1 What percentage of K-8 migratory students served in center-based MEP-funded programs showed a gain of at least 5% on local math assessments?	1.2.2 What types of supplemental math instruction were provided to students? 1.2.3 What instructional programs were used to teach math?
MPO 1c: By the end of the 2019-20 program year, migratory students in grades K-8 not attending a center-based migrant program will be supported with reading, literacy, and/or math instruction as measured by a mean rating of 4.0 or higher for Strategy 1.2 on the FSI.	1.3.1 What percentage of K-8 migratory students not attending a center-based migrant program were supported with reading, literacy, and/or math instruction as measured by a mean rating of 4.0 or higher for Strategy 1.2 on the FSI?	1.3.2 What types of supplemental reading, literacy, and/or math instruction were provided to students not attending a center-based migrant program?
MPO 1d: By the end of the 2019-20 program year, 80% of migratory parents responding to a survey will report that the reading and math instructional strategies modeled by the MEP improved their skills for supporting their children's reading and math skills.	1.4.1 What percentage of migratory parents responding to a survey reported that the reading and math instructional strategies modeled by the MEP improved their skills for supporting their children's reading and math skills?	1.4.2 What types of reading instructional strategies were modeled to parents by the MEP? 1.4.3 What types of math instructional strategies were modeled to parents by the MEP?

GOAL AREA #2: SCHOOL READINESS

State Performance Target: There is no State performance target for School Readiness.

Concern Statement: We are concerned that preschool migratory children (ages 3-5) are not entering kindergarten with sufficient school readiness skills.

Data Summary: In 2016-17, 25% of migratory kindergarten students passed the MKAS[2] compared to 66% of non-migratory students.

Need Statement: The percentage of migratory preschool children passing the MKAS[2] needs to increase by 41% to eliminate the gap between migratory and non-migratory students.

Strategy 2.1: Provide instructional services to preschool-aged migratory children during the summer and regular year (e.g., home-based, center-based).

Strategy 2.2: Model effective activities for parents to use in the home with their preschool-aged children to foster developmental growth and promote school readiness.

Strategy 2.3: Assist parents with preschool enrollment and locating services available for children ages 3-5.

Goal Area #2: School Readiness		
Measurable Program Outcome (MPO)	**Evaluation Questions for Program Results**	**Evaluation Questions for Program Implementation**
MPO 2a: By the end of the 2019-20 program year, 50% of migratory children ages 3-5 (not in kindergarten) will receive MEP-funded supplemental home-based instructional services.	2.1.1 What percentage of migratory children ages 3-5 received MEP-funded supplemental home-based instructional services?	2.1.2 What types of supplemental home-based instructional services were provided to preschool-age children?
MPO 2b: By the end of the 2019-20 program year, 80% of migratory parents responding to a survey will report that the school readiness activities modeled by the MEP increased their skills for supporting their children's school readiness skills.	2.2.1 What percentage of parents responding to surveys reported that information/training increased their knowledge of early learning instruction and services?	2.2.2 What types of school readiness activities were modeled to parents by the MEP?

GOAL AREA #3: GRADUATION AND SERVICES TO OUT-OF-SCHOOL YOUTH (OSY)

State Performance Target: In 2019-20, 84.8% of students will graduate from high school (4-year adjusted cohort).
Concern Statement: We are concerned that migratory students are graduating at a lower rate than their peers.
Data Summary: In 2016-17, the graduation rate for migratory students was 53% compared to 83% for non-migratory students.
Need Statement: The graduation rate for migratory students needs to increase by 30% to eliminate the gap between migratory and non-migratory students.

Strategy 3.1: Coordinate/provide year-round instructional and support services to secondary migratory students and OSY.

Strategy 3.2: Coordinate with school graduation coaches, counselors, etc. to ensure migratory students receive available services for graduation, options for college and career readiness.

Strategy 3.3: Conduct home visits to provide information to secondary migratory students about educational opportunities, graduation, options for college and career readiness.

Strategy 3.4: Provide parents with information about high school graduation requirements, options for college and career readiness, and/or strategies to help their child stay motivated in school (e.g., through home visits and parent meetings).

Goal Area #3: Graduation and Services to OSY		
Measurable Program Outcome (MPO)	**Evaluation Questions for Program Results**	**Evaluation Questions for Program Implementation**
MPO 3a: By the end of the 2019-20 program year, 90% of secondary migratory students and OSY will receive MEP instructional and/or support services.	3.1.1 What percentage of secondary migratory students and OSY received MEP instructional and/or support services?	3.1.2 What MEP instructional and support services did secondary migratory students receive? 3.1.3 What MEP instructional and support services did OSY receive?
MPO 3b: By the end of the 2019-20 program year, 80% of migratory parents responding to a survey will report that they improved their knowledge about high school graduation requirements, options for college and career readiness, and/or strategies to help their child stay motivated in school.	3.2.1 What percentage of parents responding to a survey reported that they improved their knowledge about high school graduation requirements, options for college and career readiness, and/or strategies to help their child stay motivated in school?	3.2.2 What information was provided to parents of secondary-aged migratory students by the MEP? 3.3.3 How many parents participated in parent activities addressing graduation, dropout prevention, and options after high school?

Evaluation Plan

Components of the Mississippi MEP Evaluation

The statewide evaluation measures the effectiveness of the Mississippi 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 <u>objectives of the Mississippi MEP evaluation</u> 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 disaggregated by migratory and non-migratory students.
2. Collect, analyze, summarize, and prepare reports that contain MEP MPO data.
3. Collect, analyze, summarize, and prepare reports that contain GPRA data.
4. 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 updated in the SDP based on overachievement of MPOs].

The evaluation of the Mississippi 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 reading and 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 Mississippi SDP is measured using the 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 <u>implementation</u> data include these examples:

✓ *Was the program implemented as described in the approved project application? If not, what changes were made?*

- ✓ *What worked in the implementation of Mississippi MEP?*
- ✓ *What problems did the project encounter? What improvements should be made?*
- ✓ *What types of supplemental reading and math instruction were provided to students?*
- ✓ *What instructional programs were used to teach reading and math?*
- ✓ *What types of supplemental reading, literacy, and/or math instruction were provided to students not attending a center-based migrant program?*
- ✓ *What types of reading and math instructional strategies were modeled to parents?*
- ✓ *What types of supplemental home-based instructional services were provided to preschool-age children?*
- ✓ *What types of school readiness activities were modeled to parents?*
- ✓ *What MEP services did secondary migratory students and OSY receive?*
- ✓ *What information was provided to parents of secondary migratory students?*
- ✓ *How many parents participated in parent activities addressing graduation, dropout prevention, and options after high school?*

As part of the results evaluation, achievement on State performance targets are reported to determine the overall effectiveness of the Mississippi 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 <u>outcome</u> data include the examples below.

- ✓ *What percentage of K-8 migratory students served in center-based MEP-funded programs showed a gain of at least 5% on local reading and math assessments?*
- ✓ *What percentage of K-8 migratory students not attending a center-based migrant program were supported with reading, literacy, and/or math instruction as measured by a mean rating of 4.0 or higher for Strategy 1.2 on the FSI?*
- ✓ *What percentage of migratory parents responding to a survey reported that the reading and math instructional strategies modeled by the MEP improved their skills for supporting their children's reading and math skills?*
- ✓ *What percentage of migratory children ages 3-5 received MEP-funded supplemental home-based instructional services?*
- ✓ *What percentage of parents responding to surveys reported that information/training increased their knowledge of early learning instruction and services?*
- ✓ *What percentage of secondary migratory students and OSY received MEP instructional and/or support services?*
- ✓ *What percentage of parents responding to a survey reported that they improved their knowledge about high school graduation requirements, options for college and career readiness, and/or strategies to help their child stay motivated in school?*

The Logic Model on the following page is a visual representation of the intent of the Mississippi MEP. The logic model provides the foundation for assessing the effectiveness and progress of the Mississippi MEP, ensures a realistic picture of what the program can expect to accomplish, and helps tell the story and show the impact of the Mississippi MEP.

Mississippi Migrant Education Program Logic Model

Inputs	Activities	Outputs	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes
-MEP allocation -State MEP staff -MMESC staff -Evaluation/data team -Collaborators (e.g., community agencies, institutions of higher education (IHEs), other State/Federal programs) -CNA results -Evaluation data (implementation/ results)	-Supplemental reading and mathematics instruction -Summer instructional programs -Tutoring -Support services -Parent activities -Continuous Improvement Cycle -SEA monitoring/ technical assistance	-State service delivery model -MEP staff provide reading and math instruction to students -Migratory students served during the summer -MMESC hosts parent activities and events -MEP staff attend professional development -Collaborators provide services to migratory students -Migratory children recruited and identified	-Improved student reading and math skills -MEP staff develop relationships with migratory students -Families involved in supporting their children's education -MEP staff trained -MEP services found effective are sustained	-60% of migratory students in grades K-8 served in center-based MEP-funded programs demonstrate a gain on local reading assessments -60% of migratory students in grades K-8 served in center-based MEP-funded programs demonstrate a gain on local math assessments -Migratory preschoolers increase their school readiness skills -90% of secondary migratory students and OSY receive MEP instructional or support services -Increased MEP parent skills for supporting their children's learning	-Increased number of migratory students scoring proficient or above on State assessments -Increased high school graduation rates -Increased number of migratory students attending postsecondary education

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 Mississippi 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 reading and math, measurement tools used to determine progress include student scores on MAAP ELA and Math Assessments in grades 3-8 and high school. The five proficiency levels for the MAAP include the following: *1=Minimal; 2=Basic; 3=Passing; 4=Proficient; 5=Advanced*. Additional student results are reported using curriculum-based reading, 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	MDE & MMESC staff	MIS2000	Daily updates
Documentation of COE accuracy	COE approval team; re-interview process	MDE approval team checks COE at submission and at COE data entry. Also during re-interview.	Collected at submission for MDE review. Annual re-interview process.
Number of students, by age/grade, enrolled in school, OSY programs, summer programs	MMESC staff	MIS2000	Ongoing
Number of students receiving services through highly qualified teachers and tutors	MMESC staff	MIS2000	Ongoing
Number and type of intra/interstate coordination activities	MDE staff	Records kept by MDE	Ongoing
Number of families involved through attendance at parent meetings; participation in workshops, classes, parent training; and school/classroom visits	MMESC staff	Records kept by MMESC	At time of function
Family engagement communication documentation	MMESC staff	Records kept by MMESC	Ongoing
Number of regional MEP staff enrolled in professional development and specifics on training	MDE and MMESC staff	Records kept by MDE & MMESC	At time of function

Data element	Who collects	How collected	When collected
Documentation on monitoring and technical assistance review findings	MDE staff	Onsite visits Monitoring tool	Ongoing
Number of migratory students in grades K-8 who receive MEP-funded supplemental, content-based instructional services	MMESC staff	MIS2000	Ongoing
Number of high school migratory students who receive MEP-funded supplemental, content-based instructional services	MMESC staff	MIS2000	Ongoing
Number of migratory students who graduate from high school	MDE staff	MDE State Database	Fall/Winter
Number of migratory students who score proficient or above in ELA and math on State assessments	MDE staff	MDE State Database	Fall/Winter
Level of implementation of the strategies	MMESC staff	FSI	Ongoing

Reading/Math MPOs	Who collects	How collected	When collected
MPO 1a: By the end of the 2019-20 program year, 60% of migratory students in grades K-8 served in center-based MEP-funded programs will demonstrate a 5% gain on local reading assessments.	MMESC	Form 2: Math/ Reading/OSY Assessment Tracking Record	Pre/post
MPO 1b: By the end of the 2019-20 program year, 60% of migratory students in grades K-8 served in center-based MEP-funded programs will demonstrate a 5% gain on local math assessments.	MMESC	Form 2: Math/ Reading/OSY Assessment Tracking Record	Pre/post
MPO 1c: By the end of the 2019-20 program year, migratory students in grades K-8 not attending a center-based migrant program will be supported with reading, literacy, and/or math instruction as measured by a mean rating of 4.0 or higher for Strategy 1.2 on the FSI.	MMESC	FSI	End of program year
MPO 1d: By the end of the 2019-20 program year, 80% of migratory parents responding to a survey will report that the reading and math instructional strategies modeled by the MEP improved their skills for supporting their children's reading and math skills.	MMESC	Form 1: Parent Training Evaluation	After each activity

School Readiness MPOs	Who collects	How collected	When collected
MPO 2a: By the end of the 2019-20 program year, 50% of migratory children ages 3-5 (not in kindergarten) will receive MEP-funded supplemental home-based instructional services.	MMESC	Form 2: Math/ Reading/OSY Assessment Tracking Record	End of program year

School Readiness MPOs	Who collects	How collected	When collected
MPO 2b: By the end of the 2019-20 program year, 80% of migratory parents responding to a survey will report that the school readiness activities modeled by the MEP increased their skills for supporting their children's school readiness skills.	MMESC	Form 1: Parent Training Evaluation	After each activity

HS Graduation/Services to OSY MPOs	Who collects	How collected	When collected
MPO 3a: By the end of the 2019-20 program year, 90% of secondary migratory students and OSY will receive MEP instructional and/or support services.	MMESC	MIS2000	End of program year
MPO 3b: By the end of the 2019-20 program year, 80% of migratory parents responding to a survey will report that they improved their knowledge about high school graduation requirements, options for college and career readiness, and/or strategies to help their child stay motivated in school.	MMESC	Form 1: Parent Training Evaluation	After each activity

Data sources for the evaluation include MEP staff, families, and students and 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 Mississippi 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 statewide 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 Mississippi 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 Mississippi'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 the State Performance Goals in ELA, mathematics, graduation and dropout rates; the MEP MPOs; and after requested by OME, the GPRA measures.

Migratory Children Identified to Receive Priority for Services (PFS)

As part of the ESSA requirements for Title I, Part C, every State must set its priorities for services; likewise, every MEP in every State is required to maintain a list of eligible migratory students, migratory students served, and migratory students designated as having PFS. Determining which migratory students are PFS is put into place through the SDP as part of the State activity in which Mississippi sets its performance goals, targets, and benchmarks to ensure the appropriate delivery of migratory student services.

Priority for services is given to migratory children who **(1) have made a qualifying move within the previous 1-year period** and who **(2) are failing, or most at risk of failing, to meet the challenging State academic standards**; or have dropped out of school. Section (2) below shows how Mississippi has defined "failing, or most at risk of failing".

(1) Educational Interruption
   1-a) In the preceding 12 months, the student has a QAD between September 1 and August 31

AND

(2) Failing, or most at risk of failing, to meet state academic standards
   2-a) Student scored below proficient in ELA or Mathematics on MAAP Assessments (or)
   2-b) Student did not receive passing grades for ELA, Math, or Science (or)
   2-c) Student has excessive absences (or)
   2-d) Student has an IEP or 504 Plan (or)
   2-e) Student is identified as an English learner (EL) (or)
   2-f) Student is homeless (or)
   2-g) Student is in the Foster Care System (or)
   2-h) Student is not on-track for graduation/behind in credits (or)
   2-i) Student has been retained

OR

(3) Student dropped out of school

MEP staff are required to enter at-risk information on every migratory child/youth into MIS2000. This provides information to determine which migratory children/youth should receive services first, provides other programs/states information should the child/youth move, and assists the State MEP in determining MEP allocations.

Identification and Recruitment Plan

Roles and Responsibilities of Recruiters

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 Mississippi is carried out by the MMESC through an ID&R Coordinator and five recruiters. The ID&R Coordinator and recruiters receive ongoing training on determining eligibility, networking with families and community organizations, interviewing families, completing COEs, and other ID&R basics. With assistance from an outside consultant (the Eastern Stream Center on Resources and Training [ESCORT]), the Mississippi MEP has identified a plan of action to improve ID&R efforts. The priorities include:

1. Ensure recruiters regularly visit all schools in their region (with assistance of the ID&R Coordinator and Director) to ensure all potential migratory students are identified.

2. Plan and schedule "sweeps" in regions during high season and high influx. Recruiters from other regions will be "pulled" to assist local recruiter while they work in pairs. The ID&R Coordinator and Director will assist as needed. The local recruiter will be responsible for planning the sweep and determining which sites to visit. Sweeps ensure that all prospective homes and farms are visited in an effort to identify potential migratory workers.

3. "Do Not Qualify" Migrant Surveys will be electronically filed at the MMESC office by county for easy access and accountability. The ID&R Coordinator will continue to assist the recruiters by pre-screening these surveys and will travel with recruiters at least once per week in order to assist and guide the local recruiter in their home visits.

4. With guidance from the ID&R Coordinator, recruiters will develop an Annual Action Plan to become more efficient in finding eligible migratory students.

5. Each recruiter will use all available resources such as H2-A websites and tree planting companies to become more efficient at finding all eligible migratory OSY in their region.

In addition to priorities, the ID&R Coordinator stays in regular contact with recruiters, including meeting bi-monthly and maintaining frequent communication through weekly email calendars and ongoing submissions of completed COEs. The MMESC Website has resources for schools to use related to ID&R on their website.

Quality Control Plan

The Mississippi 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 an MEP allocation from the U.S. Department of Education, Office of Migrant Education, the Mississippi 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 operations 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 by MMESC to the recruiters. Quality control also takes place through careful reviews of COEs by recruiters, the ID&R Coordinator, and the Director/State MEP personnel. 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.

Once the recruiter has signed the COE, the ID&R Coordinator verifies that the information is correct and the COE is forwarded to MDE, where it is reviewed by State MEP staff. Any corrections or revisions are done electronically. Services cannot be provided to migratory students until final approval has been obtained. This review process is done in a timely manner, usually within 1-2 weeks.

As a part of ongoing quality control, Mississippi conducts reviews of eligibility decisions annually. Current regulations require that an independent re-interview is conducted every three years to determine a statewide error rate. Should the Department's proposed changes to the regulations be approved, the regulations would require the use of independent re-interviewers at least once within the first three full performance reporting periods (September 1 through August 31) following the effective date of a major statutory or regulatory change, as determined by the Secretary, that impacts program eligibility, in order to test eligibility determinations made based on the changed eligibility criteria.

Parent Involvement Plan

Structures to Support Migratory Parents

Parent and family engagement is a cornerstone to the MEP, and MDE supports statewide and local opportunities to increase formal and informal parent involvement through its sub-grantee, the MMESC. The MMESC provides a variety of activities in which parents of migratory children are encouraged to participate for the assessment of students' needs and evaluation of the MMESC, and for training on a variety of topics per parents' interest. These activities include, but are not limited to:

Mississippi Migrant Parent Advisory Council (MMPAC)
- The MMPAC consists of 10-15 members (migratory parents, former migratory parents, school officials, community leaders, and/or other individuals involved with migratory families).
- MMPAC conferences provide parents with the skills to effectively participate in their children's education. MMPAC parents then return to their own communities and share their knowledge and skills with other migratory parents (individually and/or during MMESC local parental involvement activities).
- The MMPAC gives parents a voice through which they can express their opinions and offer input on how the MMESC designs programs and provides services to migratory families.
- During MMPAC meetings, staff present workshops to provide parents with information about services that are available to them throughout the State that will enhance both their development as parents and their children's education.
- MMPAC meetings include, and/or refer to, parent education programs, trainings, and workshops.

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 their 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 MMPAC.
- Local PAC activities provide parents with an opportunity to provide input on how the MMESC designs programs 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 collaborate with local service agencies such as the Mississippi Adult Basic Education Program 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, Catholic Charities, local libraries, Adult Basic Education and/or other local service agencies to provide English as a Second Language classes.

Surveys and evaluations
- Anonymous surveys and evaluations are conducted before and after activities and events organized by MMESC for migratory families, such as summer, after school, and other special programs, and parents' opinion is always taken in account as these activities are planned.
- 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) for MMESC 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 MMESC has current information. 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 MMESC and other agencies' events, and to follow-up on resolution of individual families' issues, etc.

Parent Resources

The Mississippi 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 Mississippi 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.

Information useful to parents and families is contained on the MDE website. The Parent and Family Engagement section of the website lists examples of specific programs in Mississippi that support parents and families as well as contains links to programs and resources for parents.

Parent and Family Engagement

The purpose of Parent and Family Engagement under Title I, Part A is to provide support to schools, family, and the community in the development of partnerships and building relationships. Parent and Family Engagement focuses on increasing active participation, communication, and collaboration between all stakeholders, reaching beyond barriers of culture, language, disabilities, and poverty to improve education and other important outcomes for children, youth and adults.

In addition to participating in their child's education, Title I envisions parent participation in each of the three levels of decision making: state, district, and school.

- The Parental Involvement: Title I, Part A Non-Regulatory Guidance is provided to assist SEAs (state education agencies), LEAs (local education agencies), and schools in administering the parental involvement provisions of Title I, Part A of the ESEA (Elementary and Secondary Education Act).
- Parent and Family Engagement Quick Brief is an overview of ESSA (Every Student Succeeds At) changes to parent and family engagement Public Law 114-95 Section 1116
- Parent and Family Engagement Provisions in Every Student Succeeds Act. This brief seeks to provide a full overview of the ESSA's requirements, and opportunities, for parent, family and community engagement.
- ESSA Takeaway-Changes to Section 1116 is a side by side comparison with NCLB (No Child Left Behind) Public Law 107-110 Section 1118/ESSA Public Law 114-95 Section 1116

Templates

Schools and parents may use the Parent-Student-Teacher Compact template or the School-Parent-Traditional Compact template as a framework for the information to be included in their School-Parent Compact.

Districts may use the Parent and Family Engagement Best Practices Rubric and Assessment to evaluate the effectiveness of the activities implemented at the school level.

Additional Information

- Family Guides for Student Success
- A Dual Capacity-Building for Family-School Partnerships
- Family and Community Engagement U. S. Department of Education
- National Standards for Family- School Partnerships
- National Parent Information Research Center (PIRC)
- Resources for Parents and Families
- Resources for Schools and Educators
- Resources for Communities
- ESSA Parents Right to Know
- Sample Parents Right to Know Notification

Exchange of Student Records

Statewide MEP Data Collection and Reporting Systems

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

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 ED contract, the Migrant Student Information Exchange (MSIX) system 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 (MIS2000 in Mississippi) to manage their migrant data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migratory children nationwide.

MDE and staff involved in school enrollment, grade and course placement, accrual of high school credits, and participation in the MEP have direct access to the MSIX system. 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 MMESC staff to update school or program records. Once all the applicable information is collected, it should be transmitted to MIS2000 and through daily uploads to MSIX within 10 days of enrollment and within 30 days after the end of a school or program term. It is the responsibility of the MEP data specialist to update the child's MSIX record within four days of a MSIX request for data based on a child's interstate move. For

students not yet in high school, the Consolidated Record 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 Mississippi, whether through the MEP or a non-project LEA, are entered into the course history section of MIS2000 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

Mississippi's plan for communication about the SDP with local MEPs is unique in the sense that all services offered to migratory students and parents are offered by one sub-grantee – the MMESC. MMESC staff were integral members of the both the CNA and SDP process; therefore, have been involved with all aspects of the Continuous Improvement Cycle. MMESC staff have the responsibility of ensuring communication about the SDP with administrators, instructors, recruiters and clerks, other MEP staff, as well as migratory parents.

The Mississippi MEP will provide training to "roll-out" the new SDP to MEP staff, parents, and the community. Full implementation of the SDP will begin in the fall of 2019 to follow the work that has been done to align Mississippi MEP systems (i.e., the Mississippi 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 MDE, 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 MDE Website.

Beginning in 2019 with implementation of the new SDP, technical assistance and resource sharing will be intensified around the professional development activities outlined in the next section. These activities will be necessary to ensure that all Mississippi MEP staff and other personnel working with migratory students and families (as well as migratory parents themselves) are aware of, and fully implementing, the new Mississippi State SDP.

Collaboration in the MEP takes many forms that include both inter/intrastate collaboration. It is required that local sites 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 credit accrual.

Professional Development and Technical Assistance

Opportunities for technical assistance typically occur through State-initiated follow-up resulting from compliance monitoring, through contact initiated by schools working with migratory students, in response to a local needs or a need for clarification of MEP requirements, or when a new initiative is undertaken such as is the case with the new SDP. Mississippi and MMESC sponsors activities that allow the State to share information and provide technical assistance. Some examples include the following.

- State-sponsored meetings around a specific theme or innovation.
- Ongoing technical assistance and program compliance monitoring visits from State MEP staff as well as desk monitoring.
- Webinars for technical assistance.
- ID&R meetings, trainings, and webinars for recruiters and administrators.

The Mississippi State MEP and MMESC offer professional development activities such as ongoing webinars; monthly statewide trainings and meetings for recruiters; local and regional data collection training, as needed; and MEP technical assistance opportunities. Examples of professional development activities in which Mississippi MEP staff have participated are listed below.

- National Migrant Education Conference
- National ID&R Forum
- MiraCORE and GOSOSY CIG Meetings
- MiraCORE Field Test Training
- MIS2000 and MSIX training
- CNA and SDP Committee Meetings
- MEP staff meetings

Professional development to support the new Mississippi MEP SDP will be delivered in the summer of 2019. Training will be followed by technical assistance as needed. Recruiters will receive professional development targeted to their job responsibilities and administrators will receive professional development on accountability related to the new SDP.

The Mississippi MEP ensures that MEP staff and regular school personnel who 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 Geneseo Migrant Center Website houses resources useful in the classroom to understand and teach migratory children and youth, as well as lessons for parents.
- 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.
- Graduation and Outcomes for Success for Out-of-School Youth (GOSOSY) is a CIG funded from 2015-2019 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.
- The Identification and Recruitment Consortium (IRRC) 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.
- The Portable Assisted Study Sequence (PASS) Program consists of self-contained, semi-independent study courses which enable students to earn secondary-level academic credits.

Examples of State PD resources that Mississippi shares among local projects follow.

- The MDE Website provides a portal to information with sections for teachers, parents and family, and communities.
- The State of Mississippi's Office of Professional Development implements research-based professional development to support to teachers and administrators through high quality Professional Development Credit opportunities. This Unit is the Department's vehicle for professional inquiry that institutionalizes best practices in education and standards for educators as well as students.

The SDP Committee discussed PD during SDP Meeting #2 and articulated specific PD challenges, solutions, and necessary collaborations. The SDP Committee indicated that a challenge they foresee for local implementation of the SDP is how to effectively serve a very small number of migratory students in areas that are isolated and have limited or non-existent resources. Additionally, limited staffing and lack of transportation were also mentioned as challenges. The SDP Committee also indicated that there is a need for PD for teachers, to include non-migrant staff, to build an understanding of the migratory lifestyle, instructional strategies for teaching ELs, and hands-on applications of curriculum and resources.

The Mississippi 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 Mississippi 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 a grant to MMESC. The State MEP uses the grantmaking process as a means of ensuring that the MMESC is 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 MMESC application, MDE has established expectations for what the MMESC must address to receive funding. Critical components of the application includes:

- local needs assessment;
- assurance that the MMESC will work to achieve the State MPOs and implement the strategies in the SDP;
- activities to put the strategies into operation, included in a project plan;
- an evaluation and data collection plan;
- descriptions of how funds will be used for administrative activities, ID&R, regular school year activities, preschool, and summer activities; and
- a budget.

The application is evaluated against descriptions of how MMESC will implement the strategies (which are listed in the applications) and the extent to which the described activities align with the SDP and the State's project plan. All requests to modify the grant after it has been awarded require an explanation of the rationale for the change and supporting data that outlines how the proposed change aligns with the SDP.

Documentation of implementation of the SDP and impact to determine program progress are described in the project plan and the evaluation plan. The MMESC must describe the process they use for annually reviewing and evaluating the effectiveness of the use of Title I-C funds in ensuring that migratory children and youth, including preschool migratory children and migratory children who have dropped out of school, have support to effectively participate in school, increasing the achievement and graduation rates of migratory children, and revising the activities to be provided as necessary based on the results of the evaluation.

State Monitoring Process and Timelines

In addition to monitoring for compliance with Federal and State requirements, the MMESC is accountable for achieving the MPOs and must implement the strategies identified in the SDP. The sub-granting process and the elements of the project application, in particular, 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 MDE MEP. Monitoring is conducted to determine whether the funded programs are in compliance with Federal and State requirements.

The SDP Committee discussed strategies for discussion and dissemination of the SDP to local grantees to ensure that they are aware of the statewide strategies and MPOs and to help them consider how best they can implement them. The SDP Committee first discussed what plan should be in place for helping programs improve services if they do not meet MPOs. The committee indicated that this could be addressed through monitoring as well as exploring the use of external consultants to provide assistance. Lastly, the Committee suggested that MDE provide technical assistance with guidance about program implementation.

Looking Forward

Mississippi began the process of a CNA in 2018 and used the results of that CNA as the basis for this SDP. The systematic service delivery planning process used by the Mississippi MEP involved many migrant educators, administrators, parents and community members, and MDOE educational specialists who are knowledgeable about migratory students, programs, and services.

MDE will prepare for full implementation of the new SDP during the 2019-20 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 2019-20.

- 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.

- Revisiting the Mississippi MEP monitoring tool to align them with the MPOs and other facets of the new SDP.

- Revising the SDP on an ongoing 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 the U.S. Department of Education, Office of Migrant Education.

As specified in the guidance found in the MEP CNA Toolkit, the Mississippi 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 revise the SDP accordingly as part of the Continuous Improvement Cycle.

Appendix A: Mississippi MEP Service Delivery Plan (SDP) Planning Chart

GOAL 1: Reading/Math

State Performance Goal: In 2019-20, 45.1% of students will score proficient in English language arts (ELA), and 44.1% will score proficient in mathematics on the Mississippi Academic Assessment Program (MAAP) ELA and Mathematics Assessments.

Concerns Identified in the 2017-18 CNA:

1-1 We are concerned that migratory students in grades 3-6 are achieving at lower proficiency rates in reading compared to non-migratory students.
1-2 We are concerned that migratory students in grades 4-6 are achieving at lower proficiency rates in math compared to non-migratory students.
1-3 We are concerned that migratory parents indicated their children need reading instruction.
1-4 We are concerned that migratory parents indicated their children need math instruction.

Prioritized Solution Strategies Identified in the CNA	Service Delivery Strategies	Measurable Program Outcomes (MPOs)	Resources Needed
1.1a) Provide academic language and literacy instruction to support classroom success (e.g., after school tutoring, summer school). 1.1b) Coordinate/collaborate with other programs to support reading services. 1.1c) Provide mobile devices when direct instruction is not available or provide access to online educational programs. 1.1d) Provide transportation to and from supplemental education activities and/or facilities (i.e., libraries/parent nights). 1.1e) Facilitate informational/coordination meeting. 1.2a) Provide supplemental math instruction to support or enhance classroom success. 1.2b) Provide problem solving and critical thinking strategies to students. 1.2c) Provide transportation to and from supplemental education activities and/or facilities (i.e., libraries/parent nights). 1.2d) Provide supplemental math instruction through mobile devices as well as access to facilities where the Internet is readily available (i.e., libraries, after school programs). 1.3a) Ensure migratory parents are informed about the supplemental reading instructional services that are provided	1-1) Coordinate/provide language/ literacy and/or math instruction to support classroom success (e.g., after school tutoring, summer school). 1-2) Provide outreach instructional services in reading and/or math to migratory students in grades K-8 not served in a site-based program. 1-3) Provide training for parents to model instructional reading and/or math strategies (e.g., home-based and center-based). 1-4) Provide parents with information about the supplemental reading and math instructional services that are provided to their children and the effect these	1a) By the end of the 2019-20 program year, 60% of migratory students in grades K-8 served in center-based migrant-funded programs will demonstrate a 5% gain on a local reading assessment. 1b) By the end of the 2019-20 program year, 60% of migratory students in grades K-8 served in center-based migrant-funded programs will demonstrate a 5% gain on a local math assessment. 1c) By the end of the 2019-20 program year, migratory students not attending a center-based migrant program will be supported with reading, literacy, and/or math instruction as measured by a mean rating of 4.0 or higher for Strategy 1.2 on the FSI. 1d) By the end of the 2019-20 program year, 80% of migratory parents responding to a survey will report that the reading and math instructional	• Books and materials • Curriculum • Meals for working meetings (parents) • Meeting space • Mobile devices • PD • Service providers • Supplies and snacks for after school/summer programs • Translation/interpretation • Transportation

Prioritized Solution Strategies Identified in the CNA	Service Delivery Strategies	Measurable Program Outcomes (MPOs)	Resources Needed
to their children and the effect these services have on their child's reading proficiency. 1.3b) Provide additional reading resources based on students' reading levels. 1.4a) Ensure migratory parents are informed about the supplemental math instructional services that are provided to their children and the effect these services have on their child's math proficiency. 1.4b) Provide additional math resources based on students' levels (e.g., flash cards, games).	services have on their child's reading/math proficiency.	strategies modeled by the MEP improved their skills for supporting their children's reading and math skills.	

GOAL 2: School Readiness

State Performance Goal: There is no State performance target for School Readiness.

Concerns Identified in the 2017-18 CNA:

2-1 We are concerned that migratory preschool students are not performing at the same level as their non-migratory peers at the beginning of kindergarten.

2-2 We are concerned that migratory parents need additional support to prepare their children for kindergarten and need increased awareness of school readiness expectations and skills.

2-3 We are concerned that migratory preschool-aged children have limited access to culturally supportive preschool services.

2-4 We are concerned that migratory parents lack awareness of community resources available or how to access or benefit from them.

Prioritized Solution Strategies Identified in the CNA	Service Delivery Strategies	Measurable Program Outcomes (MPOs)	Resources Needed
2.1a) Provide summer services for P5 students about to enter kindergarten (e.g., JumpStart, summer programs, home visits). 2.1b) Provide home-based Pre-K educational services during the summer and regular school year. 2.1c) Provide students entering kindergarten (and their families) a "tour" of the school and an opportunity to meet the teacher to facilitate the transition into school. 2.2a) Provide parent workshops to support parents in preparing Pre-K students for kindergarten and understanding the importance of early education. 2.2b) Conduct home-visits to model educational activities that empower parents. 2.3a) Collaborate/coordinate with school staff to assist parents with Pre-K enrollment. 2.3b) Provide presentations to schools about the MEP, cultural diversity, etc. 2.4a) Develop regional resource guides in native languages for every county and explain information to parents. 2.4b) Provide parent workshop to inform parents of resources (include dissemination via technology, i.e., YouTube videos). 2.4c) Provide resources to parents to help them be familiar with school materials.	2-1) Provide instructional services to preschool-aged migratory children during the summer and regular year (e.g., home-based, center-based). 2-2) Model effective activities for parents to use in the home with their preschool-aged children to foster developmental growth and promote school readiness. 2-3) Assist parents with preschool enrollment and locating services available for children ages 3-5.	2a) By the end of the 2019-20 program year, 50% of migratory children ages 3-5 (not in kindergarten) will receive MEP-funded supplemental home-based instructional services. 2b) By the end of the 2019-20 program year, 80% of migratory parents responding to a survey will report that the school readiness activities modeled by the MEP increased their skills for supporting their children's school readiness skills.	• Books and materials • Curriculum • Materials and supplies • MDE Parent Success Guide • Mobile devices • PD • Service providers • Snacks/meals for working meetings (parents) • Supplies • Translation/interpretation • Transportation

GOAL 3: High School Graduation and Services to OSY

State Performance Goal: In 2019-20, 84.8% of students will graduate from high school.

Concerns Identified in the 2017-18 CNA:

3-1 We are concerned that fewer high school migratory students are scoring proficient on ELA State assessments compared to non-migratory students.

3-2 We are concerned that migratory high school students are not graduating or are not accruing credits in core content classes (or total # of credits) at the same rate as their non-migratory peers or are unaware of the graduation requirements.

3-3 We are concerned that parents of migratory students are not familiar with high school graduation requirements and/or do not know how to motivate their children to break the cycle of "dropping out."

3-4 We are concerned that OSY are not receiving continuous support services because of the unavailability of services, as well as OSY's schedules.

Prioritized Solution Strategies Identified in the CNA	Service Delivery Strategies	Measurable Program Outcomes (MPOs)	Resources Needed
3.1a) Provide targeted intervention/remediation on deficit areas based on ISR (while reinforcing areas of strength). 3.1b) Provide content area teachers with training on best practices to support migratory/EL students (coordinate/collaborate). 3.1c) Provide access to reading/audio materials outside of school and in the home environment that focus on increasing and advancing. 3.1d) Provide specific classes (i.e., supplemental class) to migratory students using simplified language). 3.2a) Provide opportunities for credit accrual/credit recovery (e.g., PASS, Compass Learning, Plato). 3.2b) Host annual credit accrual activities (i.e., family nights/groups, one-one one). 3.2c) Provide students with a packet outlining information on graduation requirements (upon enrollment and in multiple languages; PA Diploma Project). 3.3a) Conduct bi-annual reviews of accrual of high school credits toward graduation and provide a report to parents. 3.3b) Provide sessions/information at parent meetings to share information about high school graduation requirements (e.g., former migratory worker). 3.3c) Schedule/meet with counselors to discuss graduation requirements (in their native language). 3.4a) Provide instructional and support services to OSY (e.g., GOSOSY). 3.4b) Provide information and enrollment assistance for GED programs and exams. 3.4c) Provide additional staffing to address OSY needs.	3-1) Coordinate/provide year-round instructional and support services to secondary migratory students and OSY. 3-2) Coordinate with school graduation coaches, counselors, etc. to ensure migratory students receive available services for graduation, options for college and career readiness. 3-3) Conduct home visits to provide information to secondary migratory students about educational opportunities, graduation, options for college and career readiness. 3-4) Provide parents with information about high school graduation requirements, options for college and career readiness, and/or strategies to help their child stay motivated in school (e.g., through home visits/parent mtgs).	3a) By the end of the 2019-20 program year, 90% of secondary migratory students and OSY will receive MEP instructional and/or support services. 3b) By the end of the 2019-20 program year, 80% of migratory parents responding to a survey will report that they improved their knowledge about high school graduation requirements, options for college and career readiness, and/or strategies to help their child stay motivated in school.	• Books and materials • Curriculum • Meals for working meetings (parents) • Meeting space • Mobile devices • PD • Service providers • Supplies and snacks for after school/ summer programs • Translation / interpretation • Transportation