Washington Migrant Education Program

Service Delivery Plan

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

Washington State Office of Superintendent of Public Instruction
Title I-C Migrant Education Program
Mea Moore, MEP Director
600 Washington Street, SE
Olympia, WA 98504
(360) 725-6000

March 2017
## Washington Service Delivery Plan Committee Membership

<table>
<thead>
<tr>
<th>Name</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Katy Absten</strong></td>
<td>Office of the Superintendent of Public Instruction</td>
</tr>
<tr>
<td><strong>Mary Kirby</strong></td>
<td>Educational Service District 123</td>
</tr>
<tr>
<td><strong>Terrie Beckman</strong></td>
<td>Office of the Superintendent of Public Instruction</td>
</tr>
<tr>
<td><strong>Lupe Ledesma</strong></td>
<td>Educational Service District 123</td>
</tr>
<tr>
<td><strong>Dan Berard</strong></td>
<td>Mt. Vernon School District</td>
</tr>
<tr>
<td><strong>Enrique Lópe</strong></td>
<td>Educational Service District 189</td>
</tr>
<tr>
<td><strong>Mary Boyle</strong></td>
<td>Pateros School District</td>
</tr>
<tr>
<td><strong>Joe Lloyd</strong></td>
<td>Kiona Benton School District</td>
</tr>
<tr>
<td><strong>Susan Durón</strong></td>
<td>META Associates</td>
</tr>
<tr>
<td><strong>Monica Mitchell</strong></td>
<td>ESCORT</td>
</tr>
<tr>
<td><strong>Lexi Catlin</strong></td>
<td>Educational Service District 105</td>
</tr>
<tr>
<td><strong>Mea Moore</strong></td>
<td>Office of the Superintendent of Public Instruction</td>
</tr>
<tr>
<td><strong>Lee Campos</strong></td>
<td>Migrant Student Data, Recruitment and Support</td>
</tr>
<tr>
<td><strong>Claudia Olmstead</strong></td>
<td>Prosser School District</td>
</tr>
<tr>
<td><strong>Anne Gallagher</strong></td>
<td>Office of the Superintendent of Public Instruction</td>
</tr>
<tr>
<td><strong>Ric Pilgrim</strong></td>
<td>Educational Service District 105</td>
</tr>
<tr>
<td><strong>Barbara Gilbert</strong></td>
<td>Highland School District</td>
</tr>
<tr>
<td><strong>Elizabeth Ramos</strong></td>
<td>Migrant Student Data, Recruitment and Support</td>
</tr>
<tr>
<td><strong>Mary Ellen Huggins</strong></td>
<td>Educational Service District 189</td>
</tr>
<tr>
<td><strong>Sylvia Reyna</strong></td>
<td>Office of the Superintendent of Public Instruction</td>
</tr>
<tr>
<td><strong>Diane Hull</strong></td>
<td>Bridgeport School District</td>
</tr>
<tr>
<td><strong>Cynthia Valdez</strong></td>
<td>Wenatchee School District</td>
</tr>
<tr>
<td><strong>Aira Jackson</strong></td>
<td>Office of the Superintendent of Public Instruction</td>
</tr>
<tr>
<td><strong>Andrea Vázquez</strong></td>
<td>META Associates</td>
</tr>
<tr>
<td><strong>Marty Jacobson</strong></td>
<td>META Associates</td>
</tr>
</tbody>
</table>
# Table of Contents

**Introduction** ................................................................................................................................... 1  
Legislative Mandate ........................................................................................................................ 1  
Developers of the Washington MEP SDP .................................................................................. 2  
Description of the Washington State Migrant Education Program ............................................ 3  
SDP Process ................................................................................................................................ 5  
Organization of the SDP Report ................................................................................................. 6  

**Needs Identified through the Statewide Comprehensive Needs Assessment Process** ........... 8  
Needs Assessment Framework for SDP Process ........................................................................ 8  

**State Performance Targets and Priority for Services** .......................................................... 10  
State Performance Targets for All Students, Including Migrant Students............................. 10  
Priority for Services .................................................................................................................. 10  

**Statewide Service Delivery Strategies and Measurable Program Outcomes** .................... 13  
ELA Strategies and MPOs ............................................................................................................ 13  
Mathematics Strategies and MPOs .............................................................................................. 14  
School Readiness Strategies and MPOs ..................................................................................... 15  
High School Graduation Strategies and MPOs ........................................................................ 16  

**Monitoring and Technical Assistance Plan** ....................................................................... 17  
State Monitoring Process ........................................................................................................... 17  
Technical Assistance Process ..................................................................................................... 17  

**Professional Development Plan** .......................................................................................... 20  
Instructional Focus ...................................................................................................................... 20  
Administration of MEP Responsibilities .................................................................................... 20  
Professional Development Framework ...................................................................................... 22  

**Parent Involvement Plan** ...................................................................................................... 23  
Statewide Parent Involvement .................................................................................................... 23  
Parent Involvement Framework .................................................................................................. 24  

**Identification and Recruitment Plan** .................................................................................... 25  

**Evaluation Plan** .................................................................................................................... 27  
Plan for Statewide Implementation Evaluation and MPO Results .......................................... 27  
Student Assessment and Progress Monitoring Plan .................................................................. 28  
Washington’s MEP Data Collection and Reporting System .................................................... 33  

**Summary and Next Steps** ....................................................................................................... 34
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMAO</td>
<td>Annual Measurable Achievement Objectives</td>
</tr>
<tr>
<td>AVID</td>
<td>Advancement Via Individual Determination</td>
</tr>
<tr>
<td>CHA</td>
<td>Commission on Hispanic Affairs</td>
</tr>
<tr>
<td>CIG</td>
<td>Consortium Incentive Grant</td>
</tr>
<tr>
<td>CNA</td>
<td>Comprehensive Needs Assessment</td>
</tr>
<tr>
<td>CPR</td>
<td>Consolidated Program Review</td>
</tr>
<tr>
<td>CSPR</td>
<td>Consolidated State Performance Report</td>
</tr>
<tr>
<td>CTE</td>
<td>Career and Technical Education</td>
</tr>
<tr>
<td>COE</td>
<td>Certificate of Eligibility</td>
</tr>
<tr>
<td>ECEAP</td>
<td>Early Childhood Education and Assistance Program</td>
</tr>
<tr>
<td>ESEA</td>
<td>Elementary and Secondary Education Act</td>
</tr>
<tr>
<td>ELA</td>
<td>English Language Arts</td>
</tr>
<tr>
<td>ELD</td>
<td>English Language Development</td>
</tr>
<tr>
<td>ELL/EL</td>
<td>English Language Learner or English Learner</td>
</tr>
<tr>
<td>EOC</td>
<td>End-of-Course Exams</td>
</tr>
<tr>
<td>ESD</td>
<td>Educational Service District</td>
</tr>
<tr>
<td>ESSA</td>
<td>Every Student Succeeds Act</td>
</tr>
<tr>
<td>FSI</td>
<td>Fidelity of Strategy Implementation</td>
</tr>
<tr>
<td>GLAD</td>
<td>Guided Language Acquisition Design</td>
</tr>
<tr>
<td>HS</td>
<td>High School</td>
</tr>
<tr>
<td>HSPE</td>
<td>High School Proficiency Exam</td>
</tr>
<tr>
<td>ID&amp;R</td>
<td>Identification and Recruitment</td>
</tr>
<tr>
<td>LAP</td>
<td>Learning Assistance Program</td>
</tr>
<tr>
<td>LEP</td>
<td>Limited English Proficient</td>
</tr>
<tr>
<td>LOA</td>
<td>Local Operating Agency</td>
</tr>
<tr>
<td>MDE</td>
<td>Minimum Data Elements</td>
</tr>
<tr>
<td>MEP</td>
<td>Migrant Education Program</td>
</tr>
<tr>
<td>MPO</td>
<td>Measurable Program Outcomes</td>
</tr>
<tr>
<td>MSDRS</td>
<td>Migrant Student Data, Recruitment and Support</td>
</tr>
<tr>
<td>MSIS</td>
<td>Migrant Student Information System</td>
</tr>
<tr>
<td>MSIX</td>
<td>Migrant Student Information Exchange</td>
</tr>
<tr>
<td>NAC</td>
<td>Needs Assessment Committee</td>
</tr>
<tr>
<td>NCLB</td>
<td>No Child Left Behind Act of 2001</td>
</tr>
<tr>
<td>OME</td>
<td>Office of Migrant Education (of the U.S. Department of Education)</td>
</tr>
<tr>
<td>OSPI</td>
<td>Office of Superintendent of Public Instruction</td>
</tr>
<tr>
<td>OSY</td>
<td>Out-of-School Youth</td>
</tr>
<tr>
<td>PAC</td>
<td>Parent Advisory Council</td>
</tr>
<tr>
<td>PD</td>
<td>Professional Development</td>
</tr>
<tr>
<td>PFS</td>
<td>Priority for Services</td>
</tr>
<tr>
<td>PK</td>
<td>Pre-Kindergarten</td>
</tr>
<tr>
<td>QAD</td>
<td>Qualifying Arrival Date</td>
</tr>
<tr>
<td>SAC</td>
<td>State Advisory Council</td>
</tr>
<tr>
<td>SBA</td>
<td>Smarter Balanced Assessment</td>
</tr>
<tr>
<td>SDP</td>
<td>Service Delivery Plan</td>
</tr>
<tr>
<td>SIOP</td>
<td>Sheltered Instruction Observation Protocol</td>
</tr>
<tr>
<td>SEA</td>
<td>State Education Agency</td>
</tr>
<tr>
<td>SSEO</td>
<td>Strengthening Student Educational Outcomes</td>
</tr>
<tr>
<td>TA</td>
<td>Technical Assistance</td>
</tr>
<tr>
<td>WaKIDS</td>
<td>Washington Kindergarten Inventory of Developing Skills</td>
</tr>
<tr>
<td>WELPA</td>
<td>Washington English Language Proficiency Assessment</td>
</tr>
</tbody>
</table>
Introduction

Legislative Mandate

The Migrant Education Program (MEP) is authorized under Title I, Part C of the Elementary and Secondary Education Act (ESEA) of 1965, reauthorized in 2015 as the Every Student Succeeds Act (ESSA). Note that existing regulations established under the No Child Left Behind Act (NCLB) were used for the completion of the Service Delivery Plan (SDP) process as regulations for ESSA had not been established at the time of this report. The purpose of the MEP is to meet the unique educational needs of migratory children and their families to ensure that migrant students reach challenging academic standards and graduate high school. Specifically, the goal of state MEPs is to design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors inhibiting migratory children from doing well in school and making the transition to postsecondary education or employment \(\text{[Title I, Part C, Sec. 1301(5)]}\).

In order to identify and address these unique educational needs, State Education Agencies (SEAs) that receive Title I, Part C funds must develop a statewide SDP based on a recent Comprehensive Needs Assessment (CNA). Specifically, the SDP addresses the following (pursuant to \text{Title I, Part C, Sec. 1306 and 34 CFR 200.83}):

- Provides for the integration of services with other ESEA programs;
- Ensures that the state and its local operating agencies identify and address the special educational needs of migratory children;
- Reflects collaboration with migrant parents;
- Provides migratory children with opportunities to meet the same challenging state academic content standards and challenging state student academic achievement standards that all children are expected to meet;
- Specifies measurable program goals and outcomes;
- Encompasses the full range of services that are available for migratory children from appropriate local, state, and federal educational programs; and
- Reflects joint planning among local, state, and federal programs.

Section 200.83(b) of the regulations requires the SEA to develop its comprehensive state SDP in consultation with the state migrant education parent advisory council (PAC), with the parents of migrant children in a format and language that the parents understand. Committee members shared meeting results with the State Migrant Education Advisory Committee (SAC) (of which
the majority are migrant parents or students) and provided the SDP committee with feedback from parents.

Developers of the Washington MEP SDP

The state MEP director convened a team of key stakeholders, including representatives from the Office of Superintendent of Public Instruction (OSPI) in content areas of English language arts and mathematics; state MEP staff who coordinate data collection, staff development, educational programming, and parent engagement; and school district and Educational Service District (ESD) personnel who provide direct services to migrant students, preschoolers, and out-of-school youth (OSY). (Refer to the beginning of this report for a list of SDP Committee Members). Exhibit 1 summarizes the three meetings held on site in different locations in the state to work through SDP development collaboratively.

Exhibit 1: Schedule of SDP Committee Meetings

<table>
<thead>
<tr>
<th>Dates</th>
<th>Objectives</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| 09/22/16   | 1) Understand how the program planning process interacts with the state SDP.  
2) Create strategies for meeting migrant student needs.  
3) Prioritize strategies and identify required and optional strategies.  
4) Review and decide on next steps toward determining the major components of the SDP. | • Reviewed the findings from the CNA process  
• Identified five broad priorities for overarching framework, which included summer Academies, academic support during regular term, credit accrual, family engagement, and graduation/secondary advocacy  
• Established goal area teams to review solution strategies from CNA and draft SDP strategies: English Language Arts (ELA), math, school readiness, graduation |
| 11/03/16   | 1) Review and approve strategies and decisions from the previous meeting.  
2) Align the Washington Measurable Program Outcomes (MPOs) with the strategies and state targets.  
3) Review WA MEP Priority for Service (PFS) definition and make recommendations.  
4) Review and decide on next steps toward determining the major components of the SDP. | • Finalized strategies in goal area teams  
• Reviewed process (program implementation) and outcome (performance) objectives  
• Drafted MPO language for each content area strategy  
• Discussed the current PFS and plans for updating in time for inclusion in the SDP |
### SDP Planning Committee Meetings

<table>
<thead>
<tr>
<th>Dates</th>
<th>Objectives</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/09/17</td>
<td>1) Review and arrive at consensus on strategies and MPOs</td>
<td>• Finalized MPO language in each goal area team</td>
</tr>
<tr>
<td></td>
<td>2) Make decisions about components of the SDP report and table of contents</td>
<td>• Discussed components of the SDP related to monitoring and technical assistance, professional development, parent involvement, ID&amp;R, and PFS</td>
</tr>
<tr>
<td></td>
<td>3) Identify resources needed to implement the strategies in local programs</td>
<td>• Identified resources needed to implement strategies</td>
</tr>
<tr>
<td></td>
<td>4) Identify evaluation activities and tools to measure progress toward meeting MPOs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5) Discuss next steps in developing the SDP report and aligning MEP systems</td>
<td></td>
</tr>
</tbody>
</table>

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

### Description of the Washington State Migrant Education Program

Washington is the third largest MEP in the nation as 160,000 people are employed annually in its agricultural and food industry (U.S. Department of Agriculture, 2012). Washington is the number one U.S. producer of apples, sweet cherries, pears, and concord grapes. Twelve percent of the state’s economy relies on agriculture, with 300 commodities grown on 37,249 farms. The main qualifying activities for migrant-eligible students include the picking and processing of apples, cherries, grapes, pears, strawberries, and blueberries. Fifty-one school districts serve migrant-eligible students throughout the Washington State Migrant Education Program (WA MEP), with Yakima, Kennewick, and Wenatchee being the largest (refer to Exhibit 2). The state’s migrant student profile data from the 2015 CNA indicates that 31,816 children were identified during the 2013-2014 school year. In districts receiving MEP funds, the number of migrant students ranges from 25 to over 1,000. In addition, 4,607 migrant students reside in 116 districts that do not receive MEP funding.

Most of the MEP-eligible population (2013-2014) was elementary-school-aged (37%). However, Washington has a substantial number of youth not in school: 14% are preschoolers (ages birth to five years) and 7% are OSY who tend to be older teens migrating for work without their families. Regarding OSY, low involvement in the program has signaled a need to conduct a comprehensive review of the state’s OSY outreach activities. In 2017-18 a comprehensive
Almost half (46%) of the eligible students move within Washington for qualifying work. Many are present for the opening of school in the fall but by November leave for other locations (22% to California, 14% to Mexico, and the remainder to Oregon, Montana, and Texas among other states). Almost all migrant students are Hispanic (96%), and many are identified as English language learners at school (40% compared to 10% of non-migrant peers). Nine percent of the population is considered PFS which means they have experienced interruption during the regular school year and are not meeting, or at risk of not meeting, challenging state standards. The WA MEP is a year-round program, serving students during the regular school year as well as during the summer session.

The SEA houses the services and resources related to migrant student health programs. In the 2017-18 school year, the results of a comprehensive review of the state’s Migrant Health program will be completed and recommendations will be implemented to provide coordinated health services for migrant students.

Exhibit 2: Project and Non-Project Areas Where Migrants are Identified
SDP Process

The SDP Committee focused on the following components in providing guidance for the WA MEP’s updated SDP:

1. **Performance Targets.** The plan specifies the performance targets that the state has adopted for all migrant children for: 1) reading (ELA); 2) mathematics; 3) high school graduation; 4) the number of school dropouts; 5) school readiness; and 6) other performance targets that the state identifies for migrant children.

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

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

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

5. **Evaluation.** The plan describes how the state will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes.

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

6. **Priority for Services.** A description of how, on a statewide basis, the MEP will give priority to migrant children who: 1) are failing, or most at risk of failing, to meet the state’s challenging academic content and student achievement standards, and 2) whose education has been interrupted during the regular school year.
7. **Parent Involvement.** A description of the MEP’s consultation with parents (or with the state parent advisory council, if the program is of one school year in duration) and whether the consultation occurred in a format and language that the parents understand.

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

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

**Organization of the SDP Report**

The report consists of 10 sections and three appendices, with each one building on the previous section.

**Section 1-Introduction** - This section includes legislative mandates, developers of the SDP, and an overview of the report.

**Section 2-Needs Identified through the Statewide CNA** - This section outlines the statewide process that Washington undertook to explore needs assessment data on migrant students; includes the most pressing concerns, and describes how needs were used in the development of the SDP.

**Section 3-Performance Goals and Targets** - This section specifies the Washington designations for PFS and spells out performance targets and goals set for all students.

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

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

**Section 6-Professional Development Plan for Staff** – This section provides the systematic plan for providing professional development for Washington educators, administrators, recruiters, clerks, liaisons, and other service providers.

**Section 7-Parent Involvement Plan** – This section includes the plan for the state MEP services to parents. It considers the various roles of parents and how the state plans to address parent needs.
Section 8-Identification and Recruitment Plan – This section includes links and descriptions for the processes of locating migrant students and making eligibility decisions.

Section 9-Evaluation Plan – This section contains the state plan for evaluating the implementation of the SDP based on performance targets and measurable program outcomes. Washington’s systems for data collection and reporting are specified along with how Washington will use the evaluation results for making mid-course corrections and improvement.

Section 10-Summary and Next Steps – This section offers evidence-based conclusions and discusses the next steps in applying the results of the SDP to planning services for Washington’s migrant students. This section sets the stage for the implementation and makes recommendations to inform the evaluation of MEP services.

Appendices – The appendices include: (A) SDP meeting agendas and notes, (B) the CNA decisions and planning chart, and (C) the SDP strategic planning chart with Committee decisions.
The Washington MEP followed OME’s recommended Continuous Improvement Cycle (Exhibit 3) for the development of the SDP. The SDP process builds on the findings from the recent CNA (completed in 2015) using the three-phase model of identifying major concerns, analyzing data to validate those concerns and identifying needs, and selecting research- and evidence-based solutions to address those needs. The CNA serves as the foundation for the SDP process, in which key stakeholders convene to review the CNA findings, develop implementation strategies, and develop measurable program outcomes to assess impact on student progress. The state MEP will implement the strategies and data collection efforts through dissemination and training to local MEP staff beginning in 2017-18. The evaluation measures developed in the SDP inform a statewide program evaluation to collect data on the MEP’s fidelity to implementing its intended strategies and the impact of those research-based strategies on student achievement.

Exhibit 3: MEP Continuous Improvement Graphic

Appendix C contains the strategic planning chart of the SDP decisions that were determined by the SDP Committee. This chart was used throughout the process as an organizer. Prior to the first meeting and as a result of the feedback received through the CNA process, the areas of the chart
that were filled in included *Need/concern, Solution Identified in the CNA*, and *Performance Target*. The SDP committee aligned strategies and MPOs with the following concern statements and goal areas.

**English Language Arts (ELA)**

1.1 We are concerned that migrant students (grades K-4) are meeting grade level standards in ELA at a lower rate than non-migrant students.

1.2 We are concerned that migrant students (grades 5-8) are meeting grade level standards in ELA at a lower rate than non-migrant students.

1.3 We are concerned that a high percentage of migrant students are not transitioning out of English Language Learning (ELL) programs.

1.4 We are concerned that migrant parents do not have sufficient access and opportunities to learn about strategies that enable them to contribute to their children’s literacy.

**Mathematics**

2.1 We are concerned that migrant students’ lack of school engagement in math and the frustration expressed about the subject are due to lack of access to mathematics language, discourse, and culturally-relevant context and a lack of community-based instructional strategies.

2.2 We are concerned that migrant students, due to their mobility, do not have consistent access to math instruction that is aligned with the Washington State Learning Standards for Mathematics.

2.3 We are concerned that due to the increased sophistication of content language within the state assessment, migrant students experience annual increases in the achievement gap.

**School Readiness**

3.1 We are concerned that identified preschool migrant students (ages 3-5) are not entering kindergarten with sufficient readiness skills.

3.2 We are concerned that data show a substantial achievement gap in the social/emotional domain, at kindergarten entry.

3.3 We are concerned that migrant parents do not have sufficient access and opportunities to learn about strategies that enable them to contribute to their children’s school readiness.

3.4 We are concerned that data show a substantial achievement gap in math upon children’s entry into kindergarten.

**High School Graduation**

4.1 We are concerned that migrant students are graduating at a lower rate than their non-migrant peers.

4.2 We are concerned that migrant students are failing core courses and are not passing required exit assessments at the same rate as their peers.

4.3 We are concerned that migrant secondary students, due to their mobility, do not understand all of the graduation requirements (which are not the same in all districts).
State Performance Targets and Priority for Services

State Performance Targets for All Students, Including Migrant Students

This section describes the performance targets that the state has adopted for all migrant children for reading, mathematics, and high school graduation.

**English Language Arts and Mathematics:** The proficiency targets available during the update to the SDP were based on the targets set under NCLB. The targets for all students and migrant students are 100% proficiency in ELA and math on the state assessment. Washington reports results for students in grades 3-8 and high school in ELA and mathematics on the Smarter Balanced Assessment (SBA).

**High school graduation:** The Washington State Performance Target for high school graduation is 85%. The state does not have a target dropout rate.

State performance targets and assessments will be updated for migrant students when the state updates targets or assessments for all students. When necessary a sub-committee of the SDP committee—the Evaluation Planning Team—meets to discuss any needed changes and makes revisions to evaluation plans, targets, and reporting procedures.

While these statewide **performance targets** represent the expectations that are held constant for all students in Washington, the SEA recognizes that the MEP is a supplementary program and that limited resources need to be directed at the **unique** educational needs that result from migrant students’ education disruption, lack of continuity of instruction, and other factors related to migrancy and mobility. The specific strategies and outcomes aligned to migrant student needs are described in the next section.

Priority for Services

Because funding may not be sufficient to provide services to meet the needs of all migrant students in Washington, the state targets funding to those students who are a PFS in accordance with Section 1304(d) of ESSA. The following page shows how determinations of PFS are made.
Section 1304(d) PRIORITY FOR SERVICES.—In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who—

(1) are failing, or most at risk of failing, to meet the challenging State academic standards; or
(2) have dropped out of school.

<table>
<thead>
<tr>
<th>Migrant Students Priority for Services Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion #1</strong> — Migratory children who made a qualifying move within the previous 1-year period</td>
</tr>
<tr>
<td>Qualifying Move within Previous 1-Year period defined by the following parameter:</td>
</tr>
<tr>
<td>• A Qualifying Arrival Date (QAD) has been made within the last 365 days <em>(within the last 12 months, including summer)</em>.</td>
</tr>
<tr>
<td>• Certificate of Eligibility (COE)</td>
</tr>
<tr>
<td><strong>AND</strong></td>
</tr>
<tr>
<td><strong>Criterion #2</strong> — Migratory children who are failing, or most at risk of failing, to meet the State’s challenging academic standards or dropped out of school.</td>
</tr>
<tr>
<td>□ Has not met standard on Smarter Balanced or WA-AIM (Washington-Access to Instruction and Measurement) in Grades 3-8 or 11 in either English language arts or math;</td>
</tr>
<tr>
<td>□ Has not demonstrating readiness characteristics of entering Kindergartners as measured by WaKIDS.</td>
</tr>
<tr>
<td>• State student database system indicates the student is no longer enrolled in WA state school.</td>
</tr>
<tr>
<td>• State or federal (MSIX) database system does not indicate student transferred out-of-state.</td>
</tr>
<tr>
<td>• State or federal (MSIX) database system does not indicate the student received a high school diploma or equivalent.</td>
</tr>
<tr>
<td><strong>OR</strong></td>
</tr>
<tr>
<td>□ Has been identified as drop-out (not yet graduated).</td>
</tr>
<tr>
<td>• English language proficiency score.</td>
</tr>
<tr>
<td><strong>USE OF PROXY RISK FACTORS when State assessment data is not available to determine whether migratory students are failing, or most at risk of failing, to meet the State’s challenging State academic content standards and challenging State student academic achievement standards.</strong></td>
</tr>
</tbody>
</table>

**Proxy Risk Factors to Criteria #2**

<p>| □ 2–a) Student has not yet met Washington’s English language proficiency level on state assessment. | • English language proficiency score. |
| □ 2–b) Retained – student is enrolled in same grade level from one school year to the next. | • Grade level retained. |
| • 2–c) Grade Age Compatible (Over Age for Grade)-age does not match acceptable range for grade level placement within 2 years. | • Age and grade level placement. |
| • 2–d) Credit Deficiency (for secondary-age students only) - student has not earned sufficient credits per his/her school’s graduation requirements and grade level. | • Number of credits deficient and area of deficiency |
| • 2–e) Attendance – Student attendance is less than 90% of days enrolled | • Number of days attended divided by number of days enrolled |
| • 2–f) Special Education | • Identified with IDEA flag |
| • 2–g) Homeless | • Identified with homeless flag in state database |</p>
<table>
<thead>
<tr>
<th>Migrant Students Priority for Services Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 2-h) Minimal Enrollment Days -</td>
</tr>
<tr>
<td>- Total days enrolled in a WA State school is fewer than 90</td>
</tr>
</tbody>
</table>
The SDP committee recommended the following strategies for statewide implementation over the next three to five years to address migrant student needs and raise student achievement in the areas of ELA, mathematics, early childhood education, and graduation. Also included in the tables are the corresponding MPOs recommended for evaluating the effectiveness of the strategies. These data will be used throughout the Continuous Improvement Cycle and as a data source in the next CNA. The resources described are the educational materials, support services, supplies, personnel, and collaborators needed to implement the strategy.

## ELA Strategies and MPOs

<table>
<thead>
<tr>
<th>Strategy</th>
<th>MPO</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. Provide regular term academic support designed to help migrant students in grades K-12 meet or exceed WA State K-12 Learning Standards in ELA and ELP Standards using: a) research-based, evidence-based, or best practices and resources; b) services aligned to individual needs; and c) targeted interventions and strategies through small group, after school, and/or before school supplemental instruction.</td>
<td>1A. By the end of the 2017-18 school year, 50% of migrant students in grades K-8 who received regular term supplemental reading instruction will show a gain of at least one point or one level on pre/post district reading/ELA assessments.</td>
<td>• After school staff&lt;br&gt;• Professional development for paraprofessionals and teachers&lt;br&gt;• Menu of best practices (ELA)&lt;br&gt;• Technology support&lt;br&gt;• Hardware and software</td>
</tr>
<tr>
<td>1.2. Provide summer term academic support designed to help migrant students in grades K-12 meet or exceed WA State K-12 Learning Standards in ELA and ELP Standards using research-based, evidence-based or best practices, resources, and services aligned to individual needs.</td>
<td>1B. Upon completion of the 2018 summer program, 75% of migrant students in grades K-8 who received summer reading instruction will maintain or increase their score by 2% on pre/post district reading/ELA assessments.</td>
<td>• Transportation&lt;br&gt;• Snacks/foods&lt;br&gt;• Curriculum and supplies&lt;br&gt;• Secretary/clerical support&lt;br&gt;• Professional development for paraprofessionals and teachers&lt;br&gt;• Menu of best practices (ELA)&lt;br&gt;• Technology support&lt;br&gt;• Hardware and software</td>
</tr>
<tr>
<td>1.3. Use the OSPI ELA Suite (Menu of Best Practices, Early Literacy Pathways, Literacy Plan Summer 2017) and additional family resources highlighted by OSPI and their regional and national partners (e.g., Preschool Initiative Consortium Incentive Grant) to provide family literacy services (reading, writing, speaking, listening in L1 or L2) that includes opportunities for families to learn strategies to support learning in the home (e.g., PAC, Teacher Conferences, Family Literacy Night).</td>
<td>1C. By the end of the 2017-18 program period, 75% of migrant families who participated in MEP family literacy services will report being better prepared to engage in activities for supporting reading in the home, as measured by a rating of 3 or 4 (out of 4) on the Parent Training Evaluation.</td>
<td>• Supplies&lt;br&gt;• Translators/interpreters&lt;br&gt;• Food/snacks&lt;br&gt;• Technology support&lt;br&gt;• Staff</td>
</tr>
</tbody>
</table>
# Mathematics Strategies and MPOs

<table>
<thead>
<tr>
<th>Strategy</th>
<th>MPO</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **2.1.** Provide regular term academic support designed to help migrant students in grades K-12 meet or exceed WA State K-12 Learning Standards in Mathematics through strategies such as: a) academic discourse for research-based mathematics instruction and language acquisition; b) growth mindset learning and strategies; and c) targeted interventions through small group, after school, and/or before school supplemental instruction. | **2A.** By the end of the 2017-18 school year, 50% of migrant students in grades K-8 who received regular term supplemental math instruction will show a gain of at least one point or one level on pre/post district math assessments. | • After school staff  
• Professional development for paraprofessionals and teachers  
• Menu of best practices (math)  
• Technology support  
• Hardware and software  
• Mathematically Productive Instructional Routine Briefs  
• Growth Mindset Resources  
• Math Early Numeracy Pathway Manipulatives |
| **2.2.** Provide summer term academic support designed to help migrant students in grades K-12 meet or exceed WA State K-12 Learning Standards in Mathematics that incorporate: a) research-based mathematics instruction; b) growth mindset learning and strategies; c) math content using evidence-based best practices, resources, and services aligned to individual needs; and/or d) best practices in language acquisition strategies that promote student academic discourse. | **2B.** Upon completion of the 2018 summer program, 75% of migrant students in grades K-8 who received summer math instruction will maintain or increase their score by 2% on pre/post district math assessments. | • Transportation  
• Snacks/foods  
• Curriculum and supplies  
• Secretary/clerical support  
• Professional development for paraprofessionals and teachers  
• Menu of best practices (Math)  
• Technology support  
• Hardware and software  
• Mathematically Productive Instructional Routine Briefs |
| **2.3.** Use the OSPI Mathematics Suite (Menu of Best Practices, Early Numeracy Pathways, Growth Mindset) to provide family mathematics services that include: a) opportunities for families to learn about strategies that support student academic discourse and core mathematical concepts; and b) suggested activities for engaging in mathematical discourse at home. | **2C.** By the end of the 2017-18 program period, 75% of migrant families who participated in MEP family math services will report being better prepared to have conversations about math with their children, as measured by a rating of 3 or 4 (out of 4) on the Parent Training Survey. | • Supplies  
• Translators/interpreters  
• Food/snacks  
• Technology support  
• Staff  
• Early Numeracy Brochure (English and Spanish) |
## School Readiness Strategies and MPOs

<table>
<thead>
<tr>
<th>Strategy</th>
<th>MPO</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **3.1.** Ensure early learning classrooms are culturally responsive by providing all teachers of migrant preschool through third grade students and preschool partners (Head Start, ECEAP, and community/faith-based schools) with opportunities for school readiness and cultural awareness training, including how school readiness and culture can influence each other (e.g., Migrant 101 with a focus on early learning). | **3A.** By the end of the 2018-19 program period, 85% of district staff (PK-3) who receive Migrant 101 training with an early learning focus will report on a training survey that they are better prepared to deliver services to migrant preschool-age students. | • Staff training time  
• Training materials  
• Facilitator |
| **3.2.** Provide or partner with programs to provide supplemental, research-based and best practices instructional services (including a focus on social-emotional development) to 3-5-year-old migrant children not in K that are aligned to their needs (e.g., preschool opportunities, home visits with school readiness instruction, trained paraprofessional support in kindergarten classrooms, kindergarten jumpstart). | **3B.** By the end of the 2017-18 school year, 48% of migrant students entering kindergarten who received MEP supplemental preschool instruction will demonstrate skills typical of entering kindergarteners in four or more domains on the WaKIDS. | • Staff time  
• Staff training  
• Specialist time  
• Program materials/supplies  
• Funds to support preschool or home-based services  
• Early Literacy and Early Numeracy Pathways |
| **3.3.** Offer a series of family engagement trainings that are research-based or best practice, culturally-appropriate, and relevant that could include: a) home visits that include a focus on Funds of Knowledge; b) partnering with other early learning programs to combine parent outreach efforts (e.g., Head Start, ECEAP); c) embedded ongoing early learning opportunities for parents to learn what students are learning and ways to support their learning; d) early learning and school readiness strategies; e) providing parents with access to counseling and advocacy programs; and f) providing education about the State 211 Referral Network. | **3C.** By the end of the 2017-18 program period, 75% of families of preschool migrant children who received training in school readiness (e.g., early reading, early math) will report that they are better prepared to support their child’s learning at home, as measured by a rating of 3 or 4 rating (out of 4) on the Parent Training Evaluation. | • Food/snacks  
• Childcare  
• Facilitators  
• Training materials  
• Resources for hands-on activities  
• Materials that create a “draw”  
• Health/dental materials  
• Books  
• Access to classes  
• English  
• Literacy |
## High School Graduation Strategies and MPOs

<table>
<thead>
<tr>
<th>Strategy</th>
<th>MPO</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **4.1.** Provide wrap around support for migrant secondary-age students with multi-tiered systems of support including  
  a) credit retrieval and competency based high school credit options aligned to WA standards;  
  b) dual credit and career technical education (CTE) applied credit options;  
  c) academic support focused on individual needs (with on-going data review); and  
  d) professional learning for all teachers on effective instructional strategies leading to advance in student learning (AVID, GLAD, SIOP, ELA, mathematics, Migrant Ed 101, Integrated Basic Education and Skills Training Program or I-BEST), See Criterion 3 of the Washington State Instructional Framework or District Level Instructional Framework | **4A.** Upon completion of the 2017-18 performance period, 75% of migrant students enrolled in credit-bearing courses will obtain credit toward high school graduation.  
**4B.** By the end of the 2017-18 performance period, the percentage of migrant students in grades 9-12 receiving MEP instructional and/or support services will increase by 2% over the previous performance period. | - Staffing  
- Mobile technology/Internet access  
- Necessary assessment fees  
- Staff time  
- PD time  
- Substitute time  
- Training for district coaches or facilitators |
| **4.2.** Provide migrant student graduation support and advocacy that includes:  
  a) Monitoring and tracking attendance and academic progress leading toward graduation.  
  b) Conducting referrals to services aligned to student’s needs;  
  c) Facilitating appropriate scheduling options for students to gain access to AP, Highly Capable, CTE, and regular academic core course options.  
  d) Facilitating access to services to address social/emotional needs;  
  e) Fostering family/school connections and conducting home visits;  
  f) Conducting parent information sessions to ensure that Migrant students and their parents understand assessment and graduation requirements and students understand their rights to an equitable and rigorous education that prepares them for college and career.  
  g) Promoting access to or developing leadership and mentoring programs. | **4C.** By the end of the 2017-18 performance period, 79% of migrant students in grades 9-12 who received support from Migrant Graduation Specialist (MGS) will be promoted to the next grade level or graduated. | - Staff time  
- Transportation  
- Materials  
- Food/Snacks |
Monitoring and Technical Assistance Plan

State Monitoring Process

Monitoring of local MEPs is the responsibility OSPI and migrant programs are a part of the consolidated monitoring of all federal programs. This includes both compliance monitoring and fiscal monitoring.

The goals of the MEP on-site monitoring visits are to:

- Examine compliance and programmatic issues based on the federal statute and regulations;
- Review how districts are addressing the needs of migrant students through the MEP; and
- Provide technical assistance.

In addition to an annual review of all school districts to determine potential risk factors, the state uses a five-year review cycle to ensure every site is monitored. After a review is completed, a district has 45 days to respond and either fix a compliance issue or put a plan in place to become compliant. In addition to on-site monitoring, the state goes through an annual risk assessment comprised of 11 indicators to identify programs in need of monitoring out of cycle. The 11 indicators are identification of needs, attendance, professional development, identification and recruitment, data and records keeping, services, PACs, and allowable activities. The risk assessment and the Consolidated Program Review (CPR) process are posted on the state website (Consolidated Review Website). The SDP committee recommends ESDs convene annual regional meetings to go over the monitoring checklist. If, during the meetings, questions arise, this offers an opportunity for technical assistance.

Technical Assistance Process

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

Ongoing technical assistance is provided through phone calls, correspondence, meetings/trainings, and on-site visits. Technical assistance may be provided through statewide or regional initiatives or upon request from individual projects for assistance with a) follow-up to
monitoring findings, b) response to specific issues of eligibility or implementation encountered at local sites, and/or c) support of new and ongoing initiatives that are undertaken statewide to improve the MEP (i.e., the rollout of new strategies in the SDP).

Technical assistance also is provided to ensure proper maintenance of student eligibility and services, information that is a critical area for proper operation of a project. Project student data for both eligibility and services is entered into the Migrant Student Information System (MSIS). Data entry personnel receive ongoing training on the MSIS and the Migrant Student Information Exchange (MSIX).

OPSI conducts quarterly webinars to distribute information, training, and resolutions to questions (such as questions about allowable use of funds and eligibility). In addition, Migrant Student Data, Recruitment and Support (MSDRS) publishes weekly newsletter that includes this type of information. See MSDRS Newsletters for the most recent newsletters.

The SDP committee recommended that the state create a FAQ section (either posted on the state website or through MSDR) that includes common questions and resolutions. Exhibit 4 illustrates how the FAQ is intended to help resolve eligibility questions and by extension questions regarding allowable use of funds.
Exhibit 4: Process for Resolution of Eligibility Questions

1. Recruiter encounters a difficult eligibility scenario.

2. Recruiter contacts recruiter supervisor to determine a resolution to the question and checks FAQ on State website.

3. If the question is not resolved, the supervisor contacts the MEP state coordinator for a determination.

4. The MEP state coordinator, in consultation with appropriate resources including OME, if necessary, makes a determination.

5. Resolution to the eligibility question is disseminated on the FAQ on the state website.
Professional Development Plan

Professional development is designed to support instructional and support services that meet the program objectives. Professional development takes many forms including annual meetings and conferences, ongoing professional development opportunities, partnerships with universities, partnerships with community colleges and adult education centers, and monitoring and assistance for Migrant Education Projects.

The Washington MEP provides extensive professional development in a) instructional practices to meet the unique educational challenges experienced by migrant students, and b) administration of general MEP responsibilities. Improving instructional services for migrant children is the intent of the design of the strategies and MPOs, and this foundation requires a process of professional development to ensure educators both understand effective instructional techniques and how these apply to the unique needs of migrant students. Professional development is included as an integral part of the SDP as well as an expectation for local programs to build capacity for staff.

Instructional Focus

As outlined in the strategies of the SDP, local, regional ESD, and national trainings are provided to help teachers learn strategies to improve students’ math and literacy, early learning, and help ensure high school graduation and college and career readiness. For example, teachers may need professional development on culturally-relevant mathematics instruction, academic language discourse for ELA tutoring, or assessing and meeting the needs of diverse learners. Staff development activities include:

- State level meetings in August for Migrant Graduation Specialists and Migrant Student Advocates focus on support and advocacy for graduation;
- Participation in the Preschool Initiative Consortium Incentive Grant (CIG) to identify promising practices in early learning and related resources and to learn from colleagues in other state MEPs; and
- Migrant 101 workshops at the local program level to help general classroom teachers understand the unique needs of migrant students.
- ESD professional learning for mathematics, ELS, and early learning.

Administration of MEP Responsibilities

In addition to the professional development related to instruction, the state provides a series of administrative professional development activities that are designed to improve processes and
procedures within local MEPs. MEP staff build capacity to administer program requirements through activities such as:
• CNA and SDP meetings
• State and Regional trainings in ID&R,
• State and Regional trainings regarding migrant services, conducting migrant PACs and data collection
• Consolidated Grant application training and technical assistance
• ID&R meetings for recruiters and project administrators
• Interstate Coordination and CIG Sessions
• Annual Migrant Education Directors’ Meetings and New Directors’ Orientation
• Coordinated services by ESDs regarding professional development focused on addressing the components of the SDP

### Professional Development Framework

A component of the rollout of various components of the SDP will be the creation of a framework to support new strategies and MPOs. Over the course of the 2017-18 program year, the state will convene a team to examine MPOs and build processes and procedures for implementation. Next steps in this development should include the following.

1. Convene a committee of stakeholders for three meetings to discuss and develop a professional development framework.

2. Outline critical knowledge and strategies that educators of migrant students at various grade levels should have.

3. Create a plan for rolling out the framework to ESDs and expectations for training in districts including math and ELA professional learning.

4. Develop a training survey to address the relevant MPOs.

5. Create a plan for data submission, evaluation, and continuous improvement.
Parent Involvement Plan

Statewide Parent Involvement

Federal guidance defines parent involvement as the participation of parents in regular, two-way, meaningful communication involving student academic learning, student academies, and other school activities. These include ensuring that parents play an integral role in assisting their child’s learning; encouraging parents to be actively involved in their child’s education at school; setting up systems so that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and carrying out of other activities, such as those described in section 1118 of the ESEA. [Section 9101(32), ESEA]

The Washington MEP and migrant parents jointly develop the plan for coordination with the State Migrant Education Advisory Committee (SAC); parent involvement activities to improve student academic achievement and school performance; building parents’ capacity for strong parent involvement; coordinating and integrating parent involvement strategies with other programs; and involving parents in the activities of the schools.

The SAC meets four times a year and members include migrant parents and students (the majority of committee representation), teachers, principals, grants managers, superintendents, school board directors, representatives from community agencies (e.g., the Commission on Hispanic Affairs—CHA), paraprofessional educators/home visitors, records clerks, and secondary school counselors. Parents are nominated to the SAC from the local PACs. Staff representatives are recruited through announcements to school districts and ESDs. Migrant student representatives are recruited through Dare to Dream Academies during which those interested submitting an application are encouraged to do so. The SAC is governed by established bylaws at both the state and local levels.

Parents’ insights into their children’s strengths and challenges play a pivotal role in planning the educational programs in which their children participate. This helps to build their capacity to assist in their children’s learning at home. Through their participation in the planning process, migrant parents are also more likely to become advocates and supporters of the MEP by having knowledge of the program and a more personal stake in its success.

Title I supports parent involvement by enlisting parents to help their children do well in school. In compliance with ESSA, the Washington MEP requires that local sites receiving MEP funds consult with parents in an organized, ongoing, and timely way, in the planning, review, and
improvement of the local MEP. The SEA and LOAs are required to establish and consult with PACs in planning, operating, and evaluating MEPs [ESEA Sec. 1304(c)(3)]. In addition, LOAs are expected to have established bylaws for PACs, an annual event sponsored by the PAC, and regular meetings that include the minutes showing decisions and election of officers.

Each local MEP sponsors parent development, family events for sharing information and resources, and culminating activities such as end-of-year programs highlighting their child’s educational success in which parents are invited to participate and bring their whole family.

The Washington MEP views parents as collaborators with the schools in the education of their children. However, we recognize that because of work schedules and family responsibilities, parents may not always be available to actively partner with schools operating MEPs or serve as a resource as requested. Through the daily interaction that occurs between parents and migrant advocates and family liaisons, there is strong communication and trust, allowing a close working relationship with staff of the local MEP.

Parent Involvement Framework

Because of the importance of the parent involvement efforts and new initiatives outlined in the strategies and MPOs, full implementation of parent involvement activities will begin in 2018-19. These activities will be preceded by the development of a parent involvement framework and rollout of the framework to ESDs and LOAs. The next steps in the development of the parent involvement framework are listed below.

1. Convene a committee of stakeholders to update parent involvement materials to align with the CNA and SDP
2. Outline best practices and strategies for involving migrant parents
3. Create a plan for rolling out changes to ESDs and expectations
4. Develop a parent survey to address the relevant MPO(s)
5. Create a plan for data submission, evaluation, and continuous improvement
Identification and Recruitment Plan

Eligibility for services through the MEP is determined per the Title I, Part C, Education of Migratory Children section of the ESEA, in conjunction with the Non-Regulatory Guidance provided by the United States Department of Education, OME. (Note: Eligibility determinations are made following existing regulations and guidance developed under NCLB. When OME provides updated regulations and guidance, Washington’s ID&R plan will be updated accordingly.)

Children are eligible to receive Washington MEP services if they meet the federal definition of “migratory child” and if the basis for their eligibility is properly recorded on the Washington COE, which is aligned to the national COE. Determining whether a child meets this definition occurs during an interview of the person responsible for the child, or of the youth, in cases where youth move on their own. Certification of eligibility depends on the recruiter’s assessment determination of key eligibility information that is followed by certification by staff authorized by the state that the recruiter’s determination is correct.

Migrant education recruiters are responsible for local ID&R. MEP recruiters find, identify, and confirm their eligibility; and conduct ongoing data checks designed for quality control. The LOA is responsible for maintaining accurate records and performing data entry to the migrant student database. The Washington MEP has an extensive and comprehensive Identification and Recruitment Manual that includes the following information:

- Information about the Washington MEP
- Eligibility criteria
- Information about interviewing migrant families
- Eligibility scenarios/ruleding
- How to complete the Certificate of Eligibility
- Local ID&R responsibility
- MSIS for the Recruiter
- Reference materials

Components of ID&R include eligibility determination, the COE, the migrant student database and record transfer system, the child count, quality control, and collaboration with migrant service providers throughout the state. These components result in migrant student enrollment in the MEP system, ultimately allowing for service provision that targets the educational services needed by individual migrant students while they are in Washington.

The Washington MEP ID&R Manual extensively covers training for ID&R staff, ID&R activities, recruiter roles and responsibilities, quality control plans, regulations and guidance as
issued by the Office of Migrant Education, sample interview scripts, a directory of useful contacts, and information about agriculture in Washington. The complete ID&R Manual including the quality control procedures is maintained by the Office of Migrant Student Data, Recruitment and Support (MSDR) and is available online at: MSDRS Publications - Handbook.

The SDP committee noted that it was important to review the number of students identified annually and look for trends in data that may indicate a need for focusing ID&R toward particular groups or areas of the state.
The evaluation of the Washington MEP will be completed by the state with the assistance of an external evaluator knowledgeable about migrant education, evaluation design, federal reporting requirements and OME guidelines, the state context, and the operation of the Washington MEP. The evaluation will systematically collect information to improve the program and to help the state make decisions about program improvement and success.

The evaluation will report both implementation and outcome data to determine the extent to which the measurable outcomes for the MEP in reading, mathematics, school readiness, and high school graduation have been addressed and met.

Questions answered by implementation data include the examples below:

- What academic support is delivered and how is it provided?
- How is student academic growth monitored?
- To what extent are students engaged in instructional services?
- What parent support opportunities are provided?
- What professional development are staff participating in?
- How are unique needs of migrant students and families assessed?
- To what extent are services provided matched to needs?
- How are the needs of PFS students assessed?
- To what extent are PFS students prioritized in the delivery of services?
- What credit retrieval options are available and used?

Questions answered by outcome data include the examples below.

- To what extent did migrant students achieve performance targets on state assessments?
- What percentage of migrant students demonstrated target gains on local ELA and mathematics assessments?
- What percentage of migrant families participating feel prepared to engage in activities for supporting learning and have conversations about learning in the home?
- What percentage of staff participating in training report being better prepared to delivery services to migrant students?
- What percentage of migrant students entering kindergarten demonstrate skill typical of entering kindergarteners?
• What is the change in the graduation rate annually?
• What is the change in the percentage of secondary students receiving support annually?

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

Data will be collected using surveys, focus groups, structured interviews, and records reviews (including assessment results reported through the state data collection and reporting system). Data analysis procedures will include descriptive statistics based on Washington migrant student demographics, program implementation, and student and program outcomes. Means and frequencies will be calculated. Tests of educational significance will be completed, and trend analyses done.

To comply with federal guidelines, Washington will prepare an annual results evaluation. Through the evaluation, data will be collected annually and reviewed by the state to systematically and methodically improve the program. Further, a written report on the progress made by the Washington MEP toward meeting its MPOs will be prepared annually by the external evaluator. This report will include recommendations for improving services to help ensure that the unique educational needs of migrant students who are served in Washington are being met.

**Student Assessment and Progress Monitoring Plan**

For **program improvement** purposes and in accordance with the **evaluation requirements** provided in 34 CRF 200.83(a)(4), the evaluation data and demographic information described in sections 3 and 4 of this SDP will be collected, compiled, analyzed, and summarized for the Washington MEP. These activities will help the state determine the degree to which the MEP is on target to reach the stated performance targets and effective based on the chosen measurable program outcomes. Data collection will occur through standard data reporting to the migrant-specific data system (MSIS) and an annual program evaluation data collection.

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

<table>
<thead>
<tr>
<th>MPO</th>
<th>What Tool is needed?</th>
<th>Who is Responsible?</th>
<th>When is it Administered?</th>
<th>When is it reported to the SEA or Evaluators?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A</td>
<td>By the end of the 2017-18 school year, 50% of migrant students in grades K-8 who received <strong>regular term supplemental reading instruction</strong> will show a gain of at least one point or one level on pre/post district reading/ELA assessments.</td>
<td>District pre/post ELA/reading assessment</td>
<td>ESD or school district records clerk or designee enters into MSIS</td>
<td>Beginning and end of program services</td>
</tr>
<tr>
<td>1B</td>
<td>Upon completion of the 2018 summer program, 75% of migrant students in grades K-8 who received <strong>summer reading instruction</strong> will maintain or increase their score by 2% on pre/post district reading/ELA assessments.</td>
<td>District pre/post ELA/reading assessment</td>
<td>ESD or school district records clerk or designee enters into MSIS</td>
<td>Beginning and end of program services</td>
</tr>
<tr>
<td>1C</td>
<td>By the end of the 2017-18 program period, 75% of migrant families who participated in MEP family literacy services will report being better prepared to engage in activities for supporting reading in the home, as measured by a rating of 3 or 4 (out of 4) on the Parent Training Evaluation.</td>
<td>Parent survey</td>
<td>ESD or district parent trainers or designees</td>
<td>Following family activity or service</td>
</tr>
<tr>
<td>MPO</td>
<td>What Tool is needed?</td>
<td>Who is Responsible?</td>
<td>When is it Administered?</td>
<td>When is it reported to the SEA or Evaluators?</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------</td>
<td>---------------------</td>
<td>--------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>2A.</td>
<td>District pre/post mathematics assessment</td>
<td>ESD or school district records clerk or designee enters into MSIS</td>
<td>Beginning and end of program services</td>
<td>Reported to MSIS when assessment is completed, reports available at the end of the program period</td>
</tr>
<tr>
<td>2B.</td>
<td>District pre/post mathematics assessment</td>
<td>ESD or school district records clerk or designee enters into MSIS</td>
<td>Beginning and end of program services</td>
<td>Reported to MSIS when assessment is completed, reports available at the end of the program period</td>
</tr>
<tr>
<td>2C.</td>
<td>Parent survey</td>
<td>ESD or district parent trainers or designees</td>
<td>Following family activity or service</td>
<td>Submit summative data to OSPI as part of the annual End-of-Year Report</td>
</tr>
</tbody>
</table>

2A. By the end of the 2017-18 school year, 50% of migrant students in grades K-8 who received regular term supplemental math instruction will show a gain of at least one point or one level on pre/post district math assessments.

2B. Upon completion of the 2018 summer program, 75% of migrant students in grades K-8 who received summer math instruction will maintain or increase their score by 2% on pre/post district math assessments.

2C. By the end of the 2017-18 program period, 75% of migrant families who participated in MEP family math services will report being better prepared to have conversations about math with their children, as measured by a rating of 3 or 4 (out of 4) on the Parent Training Survey.
### 3.0 SCHOOL READINESS

<table>
<thead>
<tr>
<th>MPO</th>
<th>What Tool is needed?</th>
<th>Who is Responsible?</th>
<th>When is it Administered?</th>
<th>When is it reported to the SEA or Evaluators?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Training Survey</td>
<td>ESD or district staff trainer or designee</td>
<td>Following training</td>
<td>Submit summative data to OSPI as part of the annual End-of-Year Report</td>
</tr>
<tr>
<td>3A. By the end of the 2018-19 program period, 85% of district staff (PK-3) who receive Migrant 101 training with an early learning focus will report on a training survey that they are better prepared to deliver services to migrant preschool-age students.</td>
<td>Training Survey</td>
<td>ESD or district staff trainer or designee</td>
<td>Following training</td>
<td>Submit summative data to OSPI as part of the annual End-of-Year Report</td>
</tr>
<tr>
<td>3B. By the end of the 2017-18 school year, 48% of migrant students entering kindergarten who received MEP supplemental preschool instruction will demonstrate skills typical of entering kindergarteners in four or more domains on the WaKIDS.</td>
<td>Entry Assessment</td>
<td>ESD or school district records clerk or designee enters scores</td>
<td>Upon kindergarten entry (Aug. or Sept. annually)</td>
<td>Results available Jan. or Feb. annually</td>
</tr>
<tr>
<td>3C. By the end of the 2017-18 program period, 75% of families of preschool migrant children who received training in school readiness (e.g., early reading, early math) will report that they are better prepared to support their child’s learning at home, as measured by a rating of 3 or 4 rating (out of 4) on the Parent Training Evaluation.</td>
<td>Parent survey</td>
<td>ESD or district parent trainers or designees</td>
<td>Following family activity or service</td>
<td>Submit summative data to OSPI as part of the annual End-of-Year Report</td>
</tr>
</tbody>
</table>
### Demographic Data and Program Compliance Information

Demographic Data and Program Compliance Information will be reported on ID&R efforts, student participation, program coordination activities, staff and parent surveys about program services, professional development, monitoring and technical assistance, and program strengths and areas needing improvement.

Determining progress and making adjustments in the MEP are activities that are focused on increasing migrant student achievement. OSPI will support local MEPs in their efforts to use evaluation results for making mid-course corrections and improving program services through:

<table>
<thead>
<tr>
<th>4.0 HIGH SCHOOL GRADUATION</th>
<th>What Tool is needed?</th>
<th>Who is Responsible?</th>
<th>When is it Administered?</th>
<th>When is it reported to the SEA or Evaluators?</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4A. Upon completion of the 2017-18 performance period, 75% of migrant students enrolled in credit-bearing courses will obtain credit toward high school graduation.</td>
<td>MSIS Report</td>
<td>OSPI CEDARS data sent to MSIS</td>
<td>Ongoing data entry</td>
<td>Reports available November 15 annually</td>
</tr>
<tr>
<td>4B. By the end of the 2017-18 performance period, the percentage of migrant students in grades 9-12 receiving MEP instructional and/or support services will increase by 2% over the previous performance period.</td>
<td>MSIS Report</td>
<td>Records clerk or designee enters into MSIS</td>
<td>Ongoing data entry</td>
<td>Reports available November 15 annually</td>
</tr>
<tr>
<td>4C. By the end of the 2017-18 performance period, 79% of migrant students in grades 9-12 who received support from Migrant Graduation Specialist (MGS) will be promoted to the next grade level or graduated.</td>
<td>MSIS Report</td>
<td>Records clerk or designee enters into MSIS</td>
<td>Ongoing data entry</td>
<td>Reports available November 15 annually</td>
</tr>
</tbody>
</table>
• rating strategy implementation on a FSI rubric;
• distributing materials to support professional development activities among Washington MEP staff during regional meetings and statewide workshops;
• providing opportunities for local MEPs to share ideas and discuss the use of evaluation results for improvement during regional and statewide meetings;
• reviewing program monitoring results and actions for the use of evaluation results for improvement;
• sharing information and providing consultation on increasing the reliability of data collection and reporting, interpreting data, and student progress monitoring for improving instruction; and
• coordinating with the state’s contracted external evaluator to review processes, procedures, and supports provided to local MEPs.

### Washington’s MEP Data Collection and Reporting System

Washington uses the **Migrant Student Information System (MSIS)** to collect minimum data elements (MDEs) for MSIX and for reporting migrant data for the Consolidated State Performance Report (CSPR). The MSIS data collection system also includes demographic data on students, assessment results, health, student transfer documents and reflects assessment and secondary data other states have entered into MSIX on MSIS screens and reports. The data for MSIS is entered by migrant program records clerks at the local or regional level. [MSDRS Website](#)

**Migrant Student Information Exchange (MSIX)** is a web-based portal that links states’ migrant student record databases to facilitate the national exchange of migrant students’ educational information among the states. MSIX produces a single, consolidated record for each migrant child that contains the information from each state in which the child has enrolled. It contains the minimum data elements necessary for the proper enrollment, grade and course placement, and accrual of credits for migrant children. Washington has assigned unique student identifiers to migrant children that are used to identify/link student records. For more information on MSIX, go to [MSIX Website](#).
Summary and Next Steps

The comprehensive process for needs assessment and service delivery planning used by the Washington MEP involved many migrant educators, administrators, parents/community representatives, and specialists with knowledge about the content areas of reading, mathematics, school readiness, promoting high school graduation, and programs and other services for meeting the unique educational needs of migrant students and families. Washington will begin implementation of the new SDP with the 2017-18 sub-allocation application. New MPOs and strategies will be phased in over the 2017-18 and 2018-19 program years.

In the summer and fall of 2017, the Washington MEP will continue its strategic planning and systems alignment process by undertaking the following key activities:

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

SDP Meeting Agendas and Notes
## Agenda

### Washington Migrant Education Program

**Service Delivery Plan (SDP) Meeting #1**  
**Sunnyside, WA – September 22, 2016**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:45</td>
<td>Continental breakfast</td>
</tr>
<tr>
<td>8:45 – 9:10</td>
<td>Welcome, announcements, introductions, meeting objectives, materials/agenda review</td>
</tr>
<tr>
<td>9:10 – 9:30</td>
<td><strong>Whole group activity #1</strong>: Starting with the end in mind: What are the top five direct student services that the MEP provides?</td>
</tr>
<tr>
<td>9:30 – 10:00</td>
<td>Service Delivery Plan (SDP) requirements and suggestions from the Office of Migrant Education (OME) SDP Toolkit</td>
</tr>
<tr>
<td>10:00 – 10:30</td>
<td>Review major concerns, supporting data, and solutions found in the recent Comprehensive Needs Assessment (CNA)</td>
</tr>
<tr>
<td>10:30 – 10:45</td>
<td>Break</td>
</tr>
<tr>
<td>10:45 – 11:30</td>
<td><strong>Small group activity #2</strong>: Review example strategies, align to CNA solutions, and discuss any updates needed. Report out.</td>
</tr>
<tr>
<td>11:30 – 12:30</td>
<td><strong>Small group activity #3</strong>: Based on concerns and solutions identified in the CNA and the current strategies, identify and list strategies the WA MEP will use to address concerns.</td>
</tr>
<tr>
<td>12:30 – 1:30</td>
<td>Luncheon and continue strategy discussion</td>
</tr>
<tr>
<td>1:30 – 2:00</td>
<td><strong>Small group activity #4</strong>: Walkabout to review other groups’ strategies.</td>
</tr>
<tr>
<td>2:00 – 2:30</td>
<td><strong>Small group activity #5</strong>: Identify implementation evaluation questions for the strategies</td>
</tr>
<tr>
<td>2:30 – 2:45</td>
<td>Break</td>
</tr>
<tr>
<td>2:45 – 3:30</td>
<td><strong>Small group activity #6</strong>: Identify outcome evaluation questions in preparation for creating measurable program outcomes (MPOs)</td>
</tr>
<tr>
<td>3:30 – 4:00</td>
<td>Wrap-up, follow-up, next steps, and timelines</td>
</tr>
</tbody>
</table>

### Meeting Objectives

1. Understand how the program planning process interacts with the state SDP  
2. Create strategies for meeting migrant student needs  
3. Prioritize strategies and identify required and optional strategies  
4. Review and decide on next steps toward determining the major components of the SDP
Meeting Notes

Meeting: Service Delivery Plan (SDP) #1
Date: 9/22/16
Location: Sunnyside, WA

MEETING PARTICIPANTS

Dan Berard, Mt. Vernon SD   Lupe Ledesma, OSPI
Mary Boyle, Pateros SD     Joe Lloyd, Kiona Benton SD
Lee Campos, MSDRS          Mea Moore, OSPI
Lexi Catlin, ESD 105      Claudia, Olmstead, Prosser SD
Anne Gallagher, OSPI       Ric Pilgrim, ESD 105
Barbara Gilbert, Highland SD Elizabeth Ramos, MSDRS
Diane Hull, Bridgeport SD  Sylvia Reyna, OSPI
Aira Jackson, OSPI         Cynthia Valdez, Wenatchee SD
Mary Kirby, ESD 123        Terri Zahn, Bridgeport SD
Marty Jacobson, META       Monica Mitchell, ESCORT

MEETING OBJECTIVES

1. Understand how the program planning process interacts with the State SDP.
2. Create strategies for meeting migrant student needs.
3. Prioritize strategies and identify required and optional strategies.
4. Review and decide on next steps toward determining the major components of the SDP.

ACTIVITY #1: STARTING WITH THE END IN MIND

Participants discussed at their tables the following question: What are the top five direct student services you want to evaluate? They were prompted to think about where MEP money is spent, activities they want to learn more about, and projects they want to highlight. In full group, the team shared out their ideas and developed a list of the five top priorities:

1. Summer Academies/ Summer Programs/Kinder JumpStart
2. Migrant Graduation Specialist (MGS) and Migrant Secondary Advocate (MSA) services
3. Family liaison support and family engagement
4. Credit retrieval (PASS and other programs)
5. Academic support in the regular term (during and afterschool)

This list was posted on the wall and referred to at various times throughout the day to keep the team centered on their priorities.
CONTINUOUS IMPROVEMENT CYCLE AND COMPREHENSIVE NEEDS ASSESSMENT (CNA) REVIEW

The facilitators talked through the elements of the continuous improvement cycle to put the SDP in context. They described components of the SDP (required and suggested) and the Washington MEP SDP planning process. Mea noted that SDP implementation is planned for June 2017 (not during the 2017-2018 school year as noted on Slide 13 of PowerPoint). Participants then broke into goal area teams by table to review the major concerns, supporting data, and solutions from the CNA as well as state performance targets.

The teams included:

| English/Language Arts (ELA):      | Mary Boyle, Aira Jackson, Mary Kirby, Sylvia Reyna, Terri Zahn |
| Mathematics:                     | Anne Gallagher, Ric Pilgrim, Cynthia Valdez                   |
| School Readiness:                | Lexi Catlin, Joe Lloyd, Claudia Olmstead                      |
| Graduation:                      | Dan Berard, Barb Gilbert, Diane Hull, Lupe Ledesma            |

Mea Moore and Lee Campos floated between teams.

Each team identified their major needs on flipchart paper.

**Graduation**
Well-prepared teachers who know migrant students’ individualized needs (school engagement)
Wraparound services

**Preschool**
To ensure early learning classrooms are culturally responsive. Provide all teachers of migrant preschool and kindergarten students with school readiness and cultural awareness training, including how school readiness and culture can influence each other.
- Migrant 101 that includes a focus on early learning

**ELA**
Literacy support from teachers/staff who understand strategies and standards for middle school transition, focusing on comprehension and language composite (receptive and expressive language, moving beyond word lists)
Family literacy opportunities
Culturally responsive instruction
Professional learning on migrant students’ unique needs in literacy

**Math**
Access to meaningful student discourse in academic domains
Professional learning
During the discussion, Mea requested that OSY needs/strategies/etc. be taken out of the Graduation goal area charts and made into its own separate category/goal area as the needs of this subpopulation are unique.

**ACTIVITY #2: REVIEW OF SAMPLE STRATEGIES**

In their same goal areas, teams reviewed the existing SDP strategies from the 2014-2015 MEP Evaluation Report (handout) and the table of sample strategies provided to highlight the work of the Consortium Incentive Grants (CIGs) and ideas from promising practices (handout). The teams spent some time deliberating on these example strategies to identify any they might like to incorporate and those aligned with the CNA solutions and their Top 5 list. Members of teams were encouraged to drop in on other goal area discussions to create synergy across content areas that have commonalities, e.g., ELA and early literacy for school readiness. Teams then reconvened and reported out in full group.

**ACTIVITIES #3 AND #4: DEVELOPMENT OF WA MEP DRAFT STRATEGIES**

The group reviewed the current state performance targets (from *No Child Left Behind*):

- ELA: 100% proficient
- Mathematics: 100% proficient
- HS Graduation: 85% graduation rate.

There was brief discussion about how the passage of the *Every Student Succeeds Act* (ESSA) might impact these targets in long run, and recent policy discussions about the issue of supplement versus supplant. These are issues to be aware of as discussions continue, as Washington (which did not get a waiver) wants a consolidated plan approved by spring.

Marty then talked about factors to consider in creating strategies, and provided an example from the *OME Toolkit*. Teams then spent the rest of the morning developing SDP strategies. After lunch, the teams did a walkabout to review other groups’ strategies and offer suggestions/questions to help clarify language. Facilitators then added an activity to discuss each strategy from each content area in full group to do some additional wordsmithing. Draft strategies are included in the accompanying handout.

**ACTIVITIES #5 AND #6: DISCUSSION OF IMPLEMENTATION AND OUTCOME EVALUATION QUESTIONS**

Teams reflected on implementation and outcome evaluation questions (Activity #5 and the Activity #6 respectively). The table on the next page summarizes the notes from these discussions.
<table>
<thead>
<tr>
<th>Strategy Number</th>
<th>Activity 5: Implementation Questions</th>
<th>Activity 6: Results Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **ELA #1** | • How is the academic support being delivered?  
- What academic support are you providing?  
- How did you monitor student growth?  
- What is the length of academic support?  
- Is this an engaging delivery method? | • How many students meet growth goals and return to the regular classroom?  
- What multiple measures, including state assessment for state testing grade 3 and above, demonstrated competency?  
- Are students able to demonstrate literacy competency in any language? |
| | • What academic support are you providing?  
- How did you monitor student growth?  
- What is the length of academic support?  
- Is this an engaging delivery method? | |
| **ELA #2** | • What opportunities were provided?  
- How many opportunities were provided?  
- How many families do you plan to serve?  
- What topics and activities were presented?  
- What is your cycle of inquiry? (plan, do, study, act)  
- What resources were provided for parents? | • What were the results of family involvement?  
- How many families participated?  
- What was parent feedback and how did you use it to improve? |
| **Mathematics** | | |
| **MATH #1** | • What training or experience is needed in order to provide MIR and that enhances student discourse instruction?  
- What resources will be available to trainees for quality implementation of MIR/SD? | • How often are teachers utilizing MIR in the classroom?  
- To what extent are teachers able to access resources?  
- To what extent are students engaged in quality mathematical discourse? |
| **MATH #2** | • What training or experience does the teacher need in order to facilitate a Mathematical Mindset Academy?  
- Who participates in the pilot (students)?  
- What is the duration of the pilot (e.g., 1 week, 2 weeks, etc.)?  
- How can like models be implemented at the district level? (replication) | • Do students who participate in the pilot demonstrate academic growth?  
- Is the pilot of the appropriate duration (ROI)? |
| **School Readiness** | | |
| **PREK #1** | • What is the instrument used to measure readiness?  
- What training do providers have and are they expected to use a specific program?  
- What specialized training do paras have to assist migrant students in their classrooms? | • What are the results of the readiness measure? |
<table>
<thead>
<tr>
<th>Strategy Number</th>
<th>Activity 5: Implementation Questions</th>
<th>Activity 6: Results Questions</th>
</tr>
</thead>
</table>
| PREK #2         | • What training will be used and who will provide it?  
|                 | • Is this a one time training or an ongoing training?  
|                 | • How will teachers rate themselves on rubric of cultural awareness? |
| PREK #3         | • How many engagement opportunities should be provided?  
|                 | • Who would provide the training and what training would they use?  
|                 | • What background knowledge do parents need before receiving training? |
| PREK #4         | • What are some possible programs?  
|                 | • How many trainings and who will provide?  
|                 | • Do parents and teachers need training before conducting parent/child session?  
|                 | • Collaboration tools?  
|                 | • What are the assessment results?  
|                 | • How many credits were retrieved?  
|                 | • How many received services received services? |
| Graduation      | • Does the state have staffing to provide districts with a menu of credit retrieval options and a training network for district personnel?  
|                 | • Does the district have the capacity to shift resources to ensure successful MTS3 are available and accessed by migrant student?  
|                 | • Are districts trained to utilize MDRS Dashboard/transfer documents to review student data?  
|                 | • What job embedded classroom level PD on effective instructional strategies for districts is provided?  
|                 | • Are districts prepared to identify student needs and ensure that those needs are met by trained MGS/MSA?  

**WRAP-UP AND NEXT STEPS**

The team reviewed the meeting objectives to see if they had been reached during the meeting. The parent council for WA MEP (SAC) is meeting on October 1st so META will provide revised strategies for the parents to discuss and give input on at this meeting. The next meeting, November 3rd in Mt. Vernon, will focus on developing measurable program outcomes and looking at the priority for services definition for the state MEP. Team members completed evaluation forms regarding the meeting before leaving.
AGENDA

Washington Migrant Education Program
Service Delivery Plan (SDP) Meeting #2
Mount Vernon, WA – November 3, 2016

8:00 – 8:45  Continental breakfast
8:45 – 9:00  Welcome, announcements, introductions, meeting objectives, materials/agenda review
9:00 – 9:30  Whole group activity #1: Currently, what are the top five educational outcomes of the Washington MEP?
9:30 – 9:45  Review Service Delivery Plan (SDP) requirements and suggestions from the Office of Migrant Education (OME) SDP Toolkit
9:45 – 10:00 Review outcomes from the first meeting and feedback from SAC and other stakeholders on draft strategies.
10:00 – 10:45 Small group activity #2: Review strategies, make changes, and report out.
10:45 – 11:00 Break
11:00 – 11:30 Review guidelines for writing Measurable Program Outcomes (MPOs)
11:30 – 12:00 Whole group activity #3: Work together to draft an MPO for one of the strategies.
12:00 – 1:00  Luncheon and begin MPO discussion following guiding questions
1:00 – 2:00  Small group activity #4: Draft MPOs for each strategy based on guidelines and strategies. Post draft MPOs for review.
2:00 – 2:30  Small group activity #5: Walkabout to review MPOs and make revisions.
2:30 – 2:45  Break
2:45 – 3:00  Whole group activity #6: Discuss MPOs and revisions.
3:00 – 3:45  Review Priority for Services (PFS) criteria and update as necessary. (i.e., Which students meet the definition of 1) interrupted education and 2) at-risk for not meeting state standards.)
3:45 – 4:00  Wrap-up, follow-up, next steps, and timelines

Meeting Objectives
1) **Review and approve** strategies and decisions from the previous meeting  
2) **Align** the Washington MPOs with the strategies and state targets  
3) **Review PFS** definition and **make recommendations**  
4) **Review and decide** on next steps toward determining the major components of the SDP
Meeting Notes

MEETING: Service Delivery Plan (SDP) #2
DATE: 11/3/16
LOCATION: Mount Vernon, Washington

Meeting Participants

Katy Absten, OSPI  Aira Jackson, OSPI
Terrie Beckman, OSPI  Mary Kirby, ESD 123
Dan Berard, Mt. Vernon SD  Lupe Ledesma, OSPI
Mary Boyle, Pateros SD  Joe Lloyd, Kiona Benton SD
Lee Campos, MSDRS  Enrique López, ESD 189
Lexi Catlin, ESD 105  Mea Moore, OSPI
Barbara Gilbert, Highland SD  Sylvia Reyna, OSPI
Mary Ellen Huggins, ESD 189  Cynthia Valdez, Wenatchee SD
Diane Hull, Bridgeport SD  Monica Mitchell, ESCORT
Susan Durón, META

Meeting Objectives

1) Review and approve strategies and decisions from the previous meeting.
2) Align the Washington Measurable Program Outcomes (MPOs) with the strategies and state targets.
3) Review WA Migrant Education Program (MEP) Priority for Service (PFS) definition and make recommendations.
4) Review and decide on next steps toward determining the major components of the SDP.

Activity #1: Top 5 Educational Outcomes for Migrant Students

Participants discussed at their tables the following question in order to start with the big picture in mind: What are the top 5 educational outcomes that you already collect? Each small group considered its particular goal area, outcomes that are measurable, and outcomes that show results of services. The teams included:

<table>
<thead>
<tr>
<th>ELA</th>
<th>Mary Boyle, Lee Campos, Aira Jackson, Mary Kirby, Sylvia Reyna</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>Katy Absten, Mary Ellen Huggins, Lupe Ledesma, Cindy Valdez, Enrique López</td>
</tr>
</tbody>
</table>
After full group discussion, the top five priorities were synthesized to the following:

1) Credit accrual
2) Attendance (disproportionality and discipline)
3) Professional development (Tier 2)
4) Student growth (Academies); readiness for school; and enrollment in post-secondary
5) Broad data mining; local pre/post assessments

Activity #2: Review of Strategies

Facilitators reviewed the elements of the continuous improvement cycle for the MEP, and identified requirements for the SDP. Participants referenced the meeting notes from the September meeting and feedback from migrant parents collected at the SAC meeting. OSPI staff noted that SAC members were in agreement with what the SDP Committee developed in Meeting 1 and added some new ideas and additional language changes.

Goal area teams then deliberated individually on the following questions to refine strategies and reach consensus on final language: 1) What, if any, additional strategies are needed to address student needs and encompass all WA MEP services? and 2) What revisions need to be made to be sure that sites have enough information to implement the strategies?

Teams made changes to the charts posted on the wall. A gallery walk exercise allowed teams to review language from other goal areas and suggest revisions or ask questions. Teams then finalized their strategies.

Activity #3: Full Group Draft of MPOs

Susan reviewed of the guidelines for developing MPOs that are focused, detailed, quantifiable, and define success in meeting a need. She noted that we are most concerned with student, parent, and staff outcomes, and described process (program implementation) and outcome (performance) objectives. Sylvia asked about “summer slide” as an example of where students are not necessarily expected to make gains but the goal is to prevent a drop in grade level preparedness. Susan explained that MPOs are measures that are defined by the standard, skill, or measure of success. The committee then talked through an MPO for ELA Strategy 1.1 together as a model of how to address the components of an MPO: which students will participate; what will happen in the program; what is expected to happen as a result of participation in the MEP; and the timeframe.
Activities #4, #5, and #6: Development of MPOs

Goal area teams worked in their small groups to draft MPO language for each of their strategies. They added that language to the charts posted on the walls so that a gallery walk would allow all teams to add input to each goal area. This was followed by further deliberations within goal areas to address feedback and revise as needed. A member of each team shared highlights of those changes in full group discussion. There was some discussion regarding the School Readiness strategy 3.4 regarding supplemental research-based and best practices instructional services aligned to their needs. The School Readiness team explained that the goal is to increase migrant student school readiness as they enter kindergarten by focusing on preschool services, but it is hard to know who received services and who did not. Mea suggested that TS Gold can be an interim assessment to help look at which domains need to be strengthened; and an interim measure was added to the chart to address this issue. Teams discussed the setting of benchmarks and Susan noted that these may change annually after reviewing the evaluation data results to that will be used to inform those targets.

Review of PFS

The handout found in participant folders contained the correct language for WA MEP’s PFS definition. The current definition will be in effect until the end of the current school year (2016-17) and will be updated under ESSA to include the summer program. OSPI will send out a draft of the new definition for stakeholder input, including SAC review. Mea asked for a group of volunteers to help with the PFS revision; in particular, to look at alignment with proxy measures based on new assessments and MPOs.

The following members will serve on this workgroup: Mary Boyle, Lee Campos, Barb Gilbert, Diane Hull, Aira Jackson, Mary Kirby, Lupe Ledesma, Joe Lloyd, and Sylvia Reyna. The updated definition will be completed in time to include the language in the MEP applications this spring. The language also will be added to this SDP.

Wrap-up and Next Steps

The SDP planning chart will be updated to reflect revisions to strategies and to add MPO draft language (See the attached draft MPO Planning Chart for the decisions that were made by the SDP Committee at meetings #1 and #2). The MPOs will be reviewed for input from migrant parents at the SAC meeting on November 19, 2016. The 3rd and final SDP meeting will be held on February 9, 2017 in Sunnyside, WA.
# Washington Migrant Education Program Service Delivery Plan Meeting #3
## February 9, 2017 – Sunnyside, WA

<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:45</td>
<td>Continental breakfast</td>
</tr>
<tr>
<td>8:45 – 9:00</td>
<td>Welcome, announcements, introductions, meeting objectives, agenda review</td>
</tr>
<tr>
<td>9:00 – 9:15</td>
<td>How the Service Delivery Plan affects local program services, procedures, and processes including program application, provision of services, monitoring, data collection, and reporting</td>
</tr>
<tr>
<td>9:15 – 9:45</td>
<td>Small Group Activity #1: Review outcomes from Meeting #2, adjust strategies and Measurable Program Outcomes (MPOs) as necessary</td>
</tr>
<tr>
<td>9:45 – 10:30</td>
<td>Whole group discussion of changes</td>
</tr>
<tr>
<td>10:30 – 10:45</td>
<td>Break</td>
</tr>
<tr>
<td>10:45 – 12:00</td>
<td>Review draft Table of Contents and make decisions about components</td>
</tr>
<tr>
<td></td>
<td>- State monitoring and technical assistance plan</td>
</tr>
<tr>
<td></td>
<td>- Professional development plan</td>
</tr>
<tr>
<td></td>
<td>- Parent involvement plan</td>
</tr>
<tr>
<td></td>
<td>- Identification and Recruitment plan</td>
</tr>
<tr>
<td></td>
<td>- PFS Criteria</td>
</tr>
<tr>
<td>12:00 – 1:00</td>
<td>Working lunch</td>
</tr>
<tr>
<td></td>
<td>- Continue revisions of key components</td>
</tr>
<tr>
<td>1:00 – 1:45</td>
<td>Discuss resources needed to implement strategies</td>
</tr>
<tr>
<td></td>
<td><strong>Small group activity #2</strong>: Divide into groups to determine resources, technical assistance, and professional development needed to implement the MPOs and strategies</td>
</tr>
<tr>
<td>1:45 – 2:15</td>
<td><strong>Small group activity #3</strong>: Walkabout to review other groups’ lists and make suggestions</td>
</tr>
<tr>
<td>2:15 – 2:30</td>
<td>Break</td>
</tr>
<tr>
<td>2:30 – 3:15</td>
<td><strong>Small group activity #4</strong>: Divide into groups to determine evaluation plan and tools; debrief and discuss</td>
</tr>
<tr>
<td>3:15 – 3:45</td>
<td>Report out on evaluation plans</td>
</tr>
<tr>
<td>3:45 – 4:00</td>
<td>Wrap-up, follow-up, next steps</td>
</tr>
</tbody>
</table>

### Meeting Objectives

- Continue working on the Service Delivery Plan
- Review and adjust Measurable Program Outcomes (MPOs)
- Develop a comprehensive evaluation plan
- Identify and recruit key stakeholders
- Secure resources and technical assistance
- Enhance parent involvement
- Improve professional development
- Ensure state monitoring and technical assistance plan is in place
1) Review and arrive at consensus on strategies and MPOs
2) Make decisions about components of the SDP report and table of contents
3) Identify resources needed to implement the strategies in local programs
4) Identify evaluation activities and tools to measure progress toward meeting MPOs
5) Discuss next steps in developing the SDP report and aligning MEP systems
MEETING: Service Delivery Plan (SDP) #3  
DATE: 02/09/17  
LOCATION: Sunnyside, Washington

Meeting Participants
Dan Berard, Mt. Vernon SD  
Lupe Ledesma, OSPI  
Mary Boyle, Pateros SD  
Joe Lloyd, Kiona Benton SD  
Lee Campos, MSDRS  
Mea Moore, OSPI  
Lexi Catlin, ESD 105  
Ric Pilgrim, ESD 105  
Anne Gallagher, OSPI  
Elizabeth Ramos, MSDRS  
Marty Jacobson, META  
Sylvia Reyna, OSPI  
Mary Kirby, ESD 123  
Andrea Vázquez, META

Meeting Objectives
1) Review and arrive at consensus on strategies and MPOs  
2) Make decisions about components of the SDP report and table of contents  
3) Identify resources needed to implement the strategies in local programs  
4) Identify evaluation activities and tools to measure progress toward meeting MPOs  
5) Discuss next steps in developing the SDP report and aligning MEP systems

Welcome
Mea welcomed the group and thanked everyone for making the commute in the rough weather to be at the meeting. The participants introduced themselves and then Marty welcomed the group and thanked them for their commitment to the program. The objectives, materials and agenda were all reviewed.

Overview of the Service Delivery Plan (SDP)
Marty provided the participants with an overview of the Continuous Improvement Cycle as outlined by the Office of Migrant Education (OME). He provided information about the Service Delivery Plan (SDP) as is outlined in OME’s Toolkit and discussed where Washington is in relation to the various steps:

- Convene the SDP Team (DONE)  
- Review CNA results to prioritize needs and identify key needs areas (DONE)  
- Draft service delivery strategies (DONE)  
- Review state performance targets (DONE)
• Finalize service delivery strategies (Today)
• Draft statewide measurable program outcomes (MPOs) (DONE)
• Finalize MPOs (Today)
• Identify resources and supports (Today)
• Design a systematic evaluation to monitor progress (Today)

Activity #1: Review and Finalize Strategies and Measurable Program Outcomes (MPOs)

Marty facilitated a discussion about MPOs. The MPOs should be aligned with state performance targets. There was some discussion about the percentage for proficiency rates (state targets) for reading and math. It’s currently 100%, but we are unsure how it will be changed. Mea requested that it remain 100% in the SDP until we hear anything further.

Participants worked in small groups to review the strategies and MPOs to ensure that they accurately reflect what the committee wants. The English Language Arts (ELA) group and the Math group worked together to align their strategies and MPOs. The teams included:

<table>
<thead>
<tr>
<th>ELA</th>
<th>Mary Boyle, Mary Kirby, Sylvia Reyna</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>Ric Pilgrim, Anne Gallagher</td>
</tr>
<tr>
<td>School Readiness</td>
<td>Lee Campos, Lexi Catlin, Joe Lloyd</td>
</tr>
<tr>
<td>Graduation</td>
<td>Dan Berard, Lupe Ledesma, Mea Moore</td>
</tr>
</tbody>
</table>

During the full group discussions, some changes were made to MPOs and strategies. (See the updated planning chart for the finalized MPOs.) The major changes included the following:

1. The math and ELA MPOs related to parent involvement were aligned to be similar so that they could be included on a single survey. The committee decided that these Parent Involvement MPOs would be measured beginning in 2018-19 so that the state could use 2017-18 to outline expectations for sites and put processes in place for survey collection and reporting.
2. The graduation group added a process MPO related to the scope of services. The intent is to increase the percentage of secondary migrant students receiving services statewide.
3. Some additions and clarifications were added to strategies and MPOs.

Key Components of the SDP
Andrea facilitated a discussion about the components that must be included in the SDP (performance targets, needs assessment results, service delivery strategies, measurable program outcomes, and evaluation plan) as well as components that may also be included (Priority for Services criteria, information about parent involvement, and Identification & recruitment Plan, monitoring and technical assistance, and a student records plan). Participants reviewed a draft table of contents and then worked in groups to review examples of the following four components:
• Monitoring and Technical Assistance Plan
• Professional Development Plan
• Parent Involvement Plan
• Identification and Recruitment Plan
• Priority for Services

Groups discussed changes and notes were taken and summarized. Changes and additions will be included in the draft SDP.

**Resources Needed to Implement Strategies**
Andrea discussed the resources needed for strategies and MPOs. The participants were asked to work in their goal areas to identify any resources needed to carry out the strategies and meet the MPOs. They were instructed to ensure that the resource be succinct, realistic, and allowable under Title I-C. The resources can be found in the revised SDP Planning Chart.

**Evaluation Plan and Tools**
Participants were given information about the evaluation component for the SDP. There are two types of data: evaluating implementation is looking at your strategy and evaluating results involves collecting the data. When looking at implementation, it’s looking at the quality of the services that are being provided by your program. Some of the tools that are used for evaluation include a Quality of Strategy Implementation, project reports, data reports (to include assessment results), and anecdotal data.

The participants were asked to work in their focus area groups to determine for each MPO, the tools needed (if applicable), who is responsible, when it is administered and when it is reported to the SEA or evaluators. After participants worked in their groups, the participants reported out to the whole group. The results of this activity will be included as part of the evaluation plan.

For MPOs where new data collection, processes, and frameworks need to be developed, the group decided that these would be measured beginning in 2018-19. This is reflected in the text of the MPOs in the updated planning chart.

**Wrap-up and Next Steps**
The SDP planning chart will be updated to reflect revisions to strategies to include all of the decisions that were made by the SDP Committee. The draft of the SDP report will be completed by 3/10/17 and submit to OSPI for feedback. The SDP report will be finalized by 3/31/17 and the Evaluation Planning Team will be meeting on 4/6/17.

In reference to the Systems Alignment, the state will be preparing an evaluation plan that includes input from the SDP Committee with recommendations/models for data collection and tools. The alignment features:

• **Monitoring form** updates (CPR Checklist)
• **Title I-C application** updates (iGrants)
- **Training** districts on the new SDP
- Program **evaluation** (Results & Implementation) – Evaluation will be for the 2017-2018 school year
## Appendix B: CNA Planning Chart

### English Language Arts

<table>
<thead>
<tr>
<th>Concern</th>
<th>Data Source</th>
<th>Need Indicator</th>
<th>Need Statement</th>
<th>Possible Solution</th>
</tr>
</thead>
</table>
| **1.1** We are concerned that migrant students (grades K-4) are meeting grade level standards in ELA at a lower rate than non-migrant students.                                                                 | 2014-15 Smarter Balanced Assessment Results  
Washington Kindergarten Inventory of Developing Skills (WaKIDS) Results | 20% of grade 3 migrant students are prof/adv in ELA compared to 53% non-migrant. 21% of grade 4 migrant students are prof/adv in ELA compared to 56% of non-migrant students. 20.8% of migrant students entering kindergarten demonstrate skills typical of 5-6 year olds compared to 51.6% of all students. | For kindergarten, the percent of migrant students meeting literacy skills on the WaKIDS inventory needs to increase by 79.2%.  
For 3rd grade, the percent of migrant students meeting standards on the state ELA assessment needs to increase by 80%.  
For 4th grade, the percent of migrant students meeting standards on the state ELA assessment needs to increase by 79%. | **1.1a)** Select services to meet migrant student needs from the ELA menu of best practices and align services with Office of the Superintendent of Public Instruction (OSPI) Strengthening Student Educational Outcomes (SSEO) (5946) Learning Assistance Program (LAP) for possible areas of support and advocacy for migrant students.  
**1.1b)** Increase access to targeted professional development for instructional staff/paras/teachers related to academic language discourse.  
**1.1c)** Train parents, who are their children’s first teachers, in providing support for reading in the home. |
| **1.2** We are concerned that migrant students (grades 5-8) are meeting grade level standards in ELA at a lower rate than non-migrant students.                                                                 | 2014-15 Smarter Balanced Assessment Results | 26% of migrant students in grades 5-8 and high school are prof/adv compared to 58% of non-migrant students. | The percentage of migrant students in grades 5-8 meeting standards on the state ELA assessments needs to increase by 74%. | **1.2a)** Use MEP funds for migrant student advocates, records clerks, and graduation specialists who will:  
- Communicate with classroom teachers to identify migrant students  
- Educate classroom teachers about the unique needs and background of migrant students  
- Support and monitor the school performance of at-risk migrant students  
**1.2b)** Implement programs for helping students understand the importance of education and good grades through motivation, online programs, progress monitoring, and appropriate placement. |
| **1.3** We are concerned that a high percentage of migrant students are not transitioning out of English Language Learning (ELL) programs.                                                                                        | WA English Language Proficiency Assessment (WELPA) data  
Staff survey | 83% of migrant students scored below the transitional level on the WELPA. 50% of staff recommended professional development to help instructional staff meet the needs of ELLs. | We need to close the gap between migrant and non-migrant students transitioning on the WELPA assessment by 8% per year (AMAO 2 target). | **1.3a)** Provide migrant students access to data-driven instructional ELA support during the summer break.  
**1.3b)** Provide home learning opportunities and enhancements. |
<table>
<thead>
<tr>
<th>Concern</th>
<th>Data Source</th>
<th>Need Indicator</th>
<th>Need Statement</th>
<th>Possible Solution</th>
</tr>
</thead>
</table>
| 1.4 We are concerned that migrant parents do not have sufficient access and opportunities to learn about strategies that enable them to contribute to their children’s literacy. | Staff survey  
Parent survey | 43% of staff indicated family literacy and language instruction was a top need for migrant parents.  
64% of staff indicated strategies to support education in the home were a top need for migrant parents.  
43% of parents indicated wanting support for helping their child with reading, math, and writing. | Migrant parent participation needs to increase in literacy workshops and activities designed to help parents contribute to the literacy of their children. | 1.4a) In collaboration, OSPI and school districts with the four ESD/MEP partners, develop and deliver literacy workshops for migrant parents tied to school curriculum and expectations.  
1.4b) Develop a flexible meeting model to accommodate migrant parents’ schedules.  
1.4c) Provide opportunities for parents to communicate with teachers. |
| Mathematics | | | | |
| 2.1 We are concerned that migrant students’ lack of school engagement in math and the frustration expressed about the subject are due to lack of access to mathematics language, discourse, and culturally-relevant context and a lack of community-based instructional strategies. | Student survey  
Attendance  
Focus Group Results | Focus groups with federal program directors, migrant secondary advocates, and recruiters report that migrant students lack engagement in math-related subjects.  
20% of migrant students have less than 90% attendance.  
55% of students said they felt math was the subject in which they needed the most help. | Migrant student engagement in math needs to increase.  
The percent of migrant students with 90% or better attendance needs to increase by 20%. | 2.1a) Provide research-based supplemental math instruction focusing on grade level academic language.  
2.1b) Train instructional staff serving migrant students in culturally relevant mathematics instruction (e.g., teacher exchange program).  
2.1c) Provide migrant students with strategies for self-regulatory behaviors. |
| 2.2 We are concerned that migrant students, due to their mobility, do not have consistent access to math instruction that is aligned with the Washington State Learning Standards for Mathematics. | Data Dashboard  
2014-15 Smarter Balanced Assessment Results  
Focus Group Results | 33% of migrant students made a qualifying move within the previous 12 months.  
Focus groups report that migrant students are experiencing delays in appropriate placement due to high mobility. | Migrant students need to be placed in programs, services, and classes aligned to standards and appropriate to the needs of the student in a coordinated and efficient manner. | 2.2a) Provide supplemental instructional services such as tutoring, extended learning time, professional development, consultant teachers, family involvement, and community partnerships aligned to a menu of best practices in math.  
2.2b) Use computer-based programs to track student progress and placement wherever they move. |
| 2.3 We are concerned that due to the increased sophistication of content language within the state assessment, migrant students experience annual | 2014-15 Smarter Balanced Assessment Results | 20% of migrant students in grades 3-8 and high school are prof/adv in math compared to 49% of non-migrant students. | The percentage of migrant students in grades 3-8 and high school meeting standards in math on the state assessment needs to increase by 80% | 2.3a) Provide before and after school supplemental math programs that include coherent, differentiated teaching strategies. |
Concern | Data Source | Need Indicator | Need Statement | Possible Solution
--- | --- | --- | --- | ---
increases in the achievement gap. |  |  |  | 2.3b) Model meaningful mathematical discourse as it impacts migrant students.

### School Readiness

<table>
<thead>
<tr>
<th>Concern</th>
<th>Data Source</th>
<th>Need Indicator</th>
<th>Need Statement</th>
<th>Possible Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 We are concerned that identified preschool migrant students (ages 3-5) are not entering kindergarten with sufficient readiness skills.</td>
<td>WaKIDS</td>
<td>23.5% of migrant preschool children enter kindergarten with typical readiness skills in at least 5 of 6 domains as compared to 59.1% of all other children entering kindergarten.</td>
<td>The percentage of migrant preschool students entering kindergarten with readiness in at least 5 of 6 domains needs to increase by 76.5%.</td>
<td>3.1a) Use Preschool to 3rd grade (P-3) alignment practices with a strong focus on migrant needs. 3.1b) Participate in a MEP Consortium Incentive Grant (CIG) that focuses on the achievement of preschool migrant children. 3.1c) Provide supplemental instructional services to migrant 3-5 year-old children (e.g., Jumpstart, Home Visiting, and Migrant preschool). 3.1d) Initiate and maintain collaborations with public school preschool programs, day care providers, Head Start programs and other agencies serving preschool students.</td>
</tr>
<tr>
<td>3.2 We are concerned that data show a substantial achievement gap in the social/emotional domain at kindergarten entry.</td>
<td>WaKIDS</td>
<td>39.64% of migrant preschool children enter kindergarten with characteristics of entering kindergarteners in social-emotional as compared to 74.3% of all other children entering kindergarten.</td>
<td>The percentage of children entering kindergarten with characteristics of entering kindergarteners in social-emotional needs to increase by 60.36%.</td>
<td>3.2a) Provide preschool and kindergarten professional development (“Ready for K!” for migrant preschool children) with a focus on Social-Emotional development. 3.2b) Provide all teachers of migrant preschool students with cultural awareness training.</td>
</tr>
<tr>
<td>3.3 We are concerned that migrant parents do not have sufficient access and opportunities to learn about strategies that enable them to contribute to their children’s school readiness.</td>
<td>Focus Group Results  Parent Survey</td>
<td>Focus groups with migrant administrators, teachers, migrant parents, and migrant students reveal that opportunities for parent involvement is a concern. 43% of parents indicated wanting support for helping their child with reading, math, and writing.</td>
<td>The number of activities designed to support parents with strategies for contributing to young children’s success in school needs to increase.</td>
<td>3.3a) Provide a comprehensive parent involvement program that includes parent/family outreach, community partnerships, data sharing, and transition planning. 3.3b) Provide parents with access to counseling, advocacy, and training program on the educational system. 3.3c) Provide education and outreach regarding the 211 Network for service resources and referrals.</td>
</tr>
<tr>
<td>Concern</td>
<td>Data Source</td>
<td>Need Indicator</td>
<td>Need Statement</td>
<td>Possible Solution</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3.4 We are concerned that data show a substantial achievement gap in</td>
<td>WaKIDS</td>
<td>19.91% of migrant preschool children enter kindergarten with typical</td>
<td>The percentage of children entering kindergarten with characteristics of entering kindergartners in math needs to increase by 80.09%</td>
<td>3.4) Provide Pre-K and kindergarten professional development for migrant preschool children with a</td>
</tr>
<tr>
<td>math upon children’s entry into kindergarten.</td>
<td></td>
<td>readiness skills in math as compared to 52.9% of all other children entering</td>
<td></td>
<td>focus on math development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>kindergarten</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School Graduation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1 We are concerned that migrant students are graduating at a lower</td>
<td>2014-15</td>
<td>66.9% of eligible cohort migrant students graduate from high school compared to</td>
<td>The percentage of migrant students graduating needs to increase from 66.9% to 100% over the next five years which is an increase of 6.62% per year. The 4 year cohort dropout rate for migrant students needs to decrease by 27.2% over five years or 5.44% per year.</td>
<td>4.1a) Provide opportunities for students and families to consider options and tools after graduation such as interest inventories, college visits, Dare to Dream Academies, and career explorations.</td>
</tr>
<tr>
<td>rate than their non-migrant peers.</td>
<td>Evaluation</td>
<td>77.2% of non-migrant students. The percent of migrant students behind one or</td>
<td></td>
<td>4.1b) Provide career-focused curriculum and training, support from migrant graduation specialists,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>more years increases from 12% in grades 1-5 to 28% in high school. The dropout</td>
<td></td>
<td>regional programs, and content that meets migrant student needs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>rate for migrant students is 27.2% compared to 15.9% of non-migrant students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2 We are concerned that migrant students are failing core courses and</td>
<td>Data</td>
<td>28% of migrant students are not on course to graduate in four years. 37% of</td>
<td>The percentage of migrant students “on course to graduate” needs to increase from 72% to 100% over the next six years which is an increase of 4.67% per year. The percent of migrant high school students meeting standards in ELA needs to increase by 63%. The percent of migrant high school students meeting standards in math needs to increase by 80%.</td>
<td>4.2a) Provide credit accrual opportunities. 4.2b) Provide teachers with professional development on cultural differences, diverse learners, and providing access to needed supplemental programs. 4.2c) Provide after/before school and summer academic support to include credit-bearing course options, tutoring, online classes, and CTE math or science equivalent classes. 4.2d) Provide online “test prep” experience/practice in ELA and Math and other supplemental interventions targeting graduation and assessment requirements.</td>
</tr>
<tr>
<td>are not passing required exit assessments at the same rate as their</td>
<td>Dashboard</td>
<td>high school migrant students met standards in ELA on the SBA compared to 66%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>peers.</td>
<td></td>
<td>of non-migrant students. 20% of high school migrant students met standards in</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>math on the SBA compared to 49% of non-migrant students Staff at the annual</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>migrant conference identified passing state assessments as the highest student</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>need.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concern</td>
<td>Data Source</td>
<td>Need Indicator</td>
<td>Need Statement</td>
<td>Possible Solution</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 4.3 We are concerned that migrant secondary students, due to their mobility, do not understand all of the graduation requirements (which are not the same in all districts). | Student Survey, CSPR Part II | 22% of migrant high school students made a qualifying move within the previous 12 months. 75% of migrant students sampled said they understand some graduation requirements but not all. | Migrant students’ understanding of graduation requirements needs to increase. | 4.3a) Provide migrant students who have failed or are at risk of failing core courses with information about credit accrual opportunities.  
4.3b) Provide activities to assist students and parents in understanding graduation requirements.  
4.3c) Provide migrant students with a staff member who would act as a mentor early (9th grade or earlier). |
Appendix C: SDP Decisions and Planning Chart

Goal Area 1: English Language Arts Achievement

**CONCERNS:**
1.1 We are concerned that migrant students (grades K-4) are meeting grade level standards in ELA at a lower rate than non-migrant students.
1.2 We are concerned that migrant students (grades 5-8) are meeting grade level standards in ELA at a lower rate than non-migrant students.
1.3 We are concerned that a high percentage of migrant students are not transitioning out of English Language Learning (ELL) programs.
1.4 We are concerned that migrant parents do not have sufficient access and opportunities to learn about strategies that enable them to contribute to their children’s literacy.

<table>
<thead>
<tr>
<th>Solution strategy identified in the CNA</th>
<th>Performance Target/AMO</th>
<th>Strategy</th>
<th>MEP Measurable Program Outcome (Objective)</th>
<th>Resources Needed</th>
</tr>
</thead>
</table>
| 1.1a) Select services to meet migrant student needs from the ELA menu of best practices and align services with Office of the Superintendent of Public Instruction (OSPI) Strengthening Student Educational Outcomes (SSEO) (5946) LAP for possible areas of support and advocacy for migrant students. | 100% proficient on the state assessment | 1.1. Provide regular term academic support designed to help migrant students in grades K-12 meet or exceed WA State K-12 Learning Standards in ELA and ELP Standards using: a) research-based, evidence-based, or best practices and resources; b) services aligned to individual needs; and c) targeted interventions and strategies through small group, after school, and/or before school supplemental instruction. | 1A. By the end of the 2017-18 school year, 50% of migrant students in grades K-8 who received regular term supplemental reading instruction will show a gain of at least one point or one level on pre/post district reading/ELA assessments. | • After school staff  
• Professional development for paraprofessionals and teachers  
• Menu of best practices (ELA)  
• Technology support  
• Hardware and Software |
| 1.1b) Increase access to targeted professional development for instructional staff/paras/teachers related to academic language discourse. | | | | |
| 1.1c) Train parents, who are their children’s first teachers, in providing support for reading in the home. | | | | |
| 1.2a) Use MEP funds for migrant student advocates, records clerks, and graduation specialists who will:  
- Communicate with classroom teachers to identify migrant students  
- Educate classroom teachers about the unique needs and background of migrant students  
- Support and monitor the school performance of at-risk migrant students | | | | |
| 1.2b) Implement programs for helping students understand the importance of education and good grades through motivation, online programs, progress monitoring, and appropriate placement. | | | | |
| 1.3a) Provide migrant students access to data-driven instructional ELA support during the summer break. | | | | |
| 1.3b) Provide home learning opportunities and enhancements. | | | | |
### Goal Area 2: Mathematics Achievement

**NEED/CONCERN:** 2.1 We are concerned that migrant students’ lack of school engagement in math and the frustration expressed about the subject are due to lack of access to mathematics language, discourse, and culturally-relevant context and a lack of community-based instructional strategies. 2.2 We are concerned that migrant students, due to their mobility, do not have consistent access to math instruction that is aligned with the Washington State Learning Standards for Mathematics. 2.3 We are concerned that due to the increased sophistication of content language within the state assessment, migrant students experience annual increases in the achievement gap.

<table>
<thead>
<tr>
<th>Solution identified in the CNA</th>
<th>Performance Target (Goal)</th>
<th>Strategy</th>
<th>MEP Measurable Program Outcome (Objective)</th>
<th>Resources Needed (TA, PD)</th>
</tr>
</thead>
</table>
| 2.1a) Provide research-based supplemental math instruction focusing on grade level academic language. | 100% proficient on the state assessment | 2.1. Provide regular term academic support designed to help migrant students in grades K-12 meet or exceed WA State K-12 Learning Standards in Mathematics through strategies such as: a) academic discourse for research-based mathematics instruction and language acquisition; b) growth mindset learning and strategies; and c) targeted interventions through small group, after school, and/or before school supplemental instruction. | 2A. By the end of the 2017-18 school year, 50% of migrant students in grades K-8 who received regular term supplemental math instruction will show a gain of at least one point or one level on pre/post district math assessments. | • After school staff  
• Professional development for paraprofessionals and teachers  
• Menu of best practices (math)  
• Technology support  
• Hardware and software  
• Mathematically Productive Instructional Routine Briefs  
• Growth Mindset Resources  
• Math Early Numeracy Pathway Manipulatives |
<p>| 2.1b) Train instructional staff serving migrant students in culturally relevant mathematics instruction (e.g., teacher exchange program). | | | | |
| 2.1c) Provide migrant students with strategies for self-regulatory behaviors. | | | | |
| 2.2a) Provide supplemental instructional services such as tutoring, extended learning time, professional development, consultant teachers, family involvement, and community partnerships aligned to a menu of best practices in math. | | | | |</p>
<table>
<thead>
<tr>
<th>Solution identified in the CNA</th>
<th>Performance Target (Goal)</th>
<th>Strategy</th>
<th>MEP Measurable Program Outcome (Objective)</th>
<th>Resources Needed (TA, PD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2b) Use computer-based programs to track student progress and placement wherever they move. 2.3a) Provide before and after school supplemental math programs that include coherent, differentiated teaching strategies. 2.3b) Model meaningful mathematical discourse as it impacts migrant students</td>
<td>2.2. Provide summer term academic support designed to help migrant students in grades K-12 meet or exceed WA State K-12 Learning Standards in Mathematics that incorporate: a) research-based mathematics instruction; b) growth mindset learning and strategies; c) math content using evidence-based best practices, resources, and services aligned to individual needs; and/or d) best practices in language acquisition strategies that promote student academic discourse.</td>
<td>2B. Upon completion of the 2018 summer program, 75% of migrant students in grades K-8 who received summer math instruction will maintain or increase their score by 2% on pre/post district math assessments.</td>
<td>• Transportation  • Snacks/foods  • Curriculum and supplies  • Secretary/clerical support  • Professional development for paraprofessionals and teachers  • Menu of best practices (ELA)  • Technology support  • Hardware and software  • Mathematically productive instructional routine briefs</td>
<td></td>
</tr>
<tr>
<td>2.3. Use the OSPI Mathematics Suite (Menu of Best Practices, Early Numeracy Pathways, Growth Mindset) to provide family mathematics services that include: a) opportunities for families to learn about strategies that support student academic discourse and core mathematical concepts; and b) suggested activities for engaging in mathematical discourse at home.</td>
<td>2.3. Use the OSPI Mathematics Suite (Menu of Best Practices, Early Numeracy Pathways, Growth Mindset) to provide family mathematics services that include: a) opportunities for families to learn about strategies that support student academic discourse and core mathematical concepts; and b) suggested activities for engaging in mathematical discourse at home.</td>
<td>2C. By the end of the 2017-18 program period, 75% of migrant families who participated in MEP family math services will report being better prepared to have conversations about math with their children, as measured by a rating of 3 or 4 (out of 4) on the Parent Training Survey.</td>
<td>• Supplies  • Translators/interpreters  • Food/snacks  • Technology support  • Staff  • Early Numeracy Brochure (English and Spanish)</td>
<td></td>
</tr>
</tbody>
</table>
### Goal Area 3: School Readiness

**NEED/CONCERN:** 3.1 We are concerned that identified preschool migrant students (ages 3-5) are not entering kindergarten with sufficient readiness skills.

3.2 We are concerned that data show a substantial achievement gap in the social/emotional domain, at kindergarten entry.

3.3 We are concerned that migrant parents do not have sufficient access and opportunities to learn about strategies that enable them to contribute to their children’s school readiness.

3.4 We are concerned that data show a substantial achievement gap in math upon children’s entry into kindergarten.

<table>
<thead>
<tr>
<th>Solution identified in the CNA</th>
<th>Performance Target (Goal)</th>
<th>Strategy</th>
<th>MEP Measurable Program Outcome (Objective)</th>
<th>Resources Needed (TA, PD)</th>
</tr>
</thead>
</table>
| 3.1a) Use Preschool to 3rd grade (P-3) alignment practices with a strong focus on migrant needs. | N/A | 3.1. Ensure early learning classrooms are culturally responsive by providing all teachers of migrant preschool through third grade students and preschool partners (Head Start, ECEAP, and community/faith-based schools) with opportunities for school readiness and cultural awareness training, including how school readiness and culture can influence each other (e.g., Migrant 101 with a focus on early learning). | 3A. By the end of the 2018-19 program period, 85% of district staff (PK-3) who receive Migrant 101 training with an early learning focus will report on a training survey that they are better prepared to deliver services to migrant preschool-age students. | • Staff training time  
• Training materials  
• Facilitator |
| 3.1b) Participate in a MEP Consortium Incentive Grant (CIG) that focuses on the achievement of preschool migrant children. | | | | |
| 3.1c) Provide supplemental instructional services to migrant 3-5 year-old children (e.g., Jumpstart, Home Visiting, and Migrant preschool). | | | | |
| 3.1d) Initiate and maintain collaborations with public school preschool programs, day care providers, Head Start programs and other agencies serving preschool students. | | | | |
| 3.2a) Provide preschool and kindergarten professional development (“Ready for K!” for migrant preschool children) with a focus on Social-Emotional development. | | | | |
| 3.2. Provide or partner with programs to provide supplemental, research-based and best practices instructional services (including a focus on social-emotional development) to 3-5-year-old migrant children that are aligned to their needs (e.g., preschool opportunities, home visits with school readiness instruction, trained paraprofessional support in kindergarten classrooms, kindergarten jumpstart). | | 3B. By the end of the 2017-18 school year, 48% of migrant students entering kindergarten who received MEP supplemental instruction will demonstrate skills typical of entering kindergarteners in four or more domains on the WaKIDS. | | • Staff time  
• Staff training  
• Specialist time  
• Program materials/supplies  
• Funds to support preschool or home-based services |
<table>
<thead>
<tr>
<th>Solution identified in the CNA</th>
<th>Performance Target (Goal)</th>
<th>Strategy</th>
<th>MEP Measurable Program Outcome (Objective)</th>
<th>Resources Needed (TA, PD)</th>
</tr>
</thead>
</table>
| 3.2b) Provide all teachers of migrant preschool students with cultural awareness training. | 3.3. Offer a series of family engagement trainings that are research-based or best practice, culturally-appropriate, and relevant that could include: a) home visits that include a focus on Funds of Knowledge; b) partnering with other early learning programs to combine parent outreach efforts (e.g., Head Start, ECEAP); c) embedded ongoing early learning opportunities for parents to learn what students are learning and ways to support their learning; d) early learning and school readiness strategies; e) providing parents with access to counseling and advocacy programs; and f) providing education about the State 211 Referral Network. | 3C. By the end of the 2017-18 program period, 75% of families of preschool migrant children who received training in school readiness (e.g., early reading, early math) will report that they are better prepared to support their child’s learning at home, as measured by a rating of 3 or 4 rating (out of 4) on the Parent Training Evaluation. | • Food/snacks  
• Childcare  
• Facilitators  
• Training materials  
• Resources for hands-on activities  
• Materials that create a “draw”  
• Health/dental materials  
• Books  
• Access to classes  
• English  
• Literacy |
| 3.3a) Provide a comprehensive parent involvement program that includes parent/family outreach, community partnerships, data sharing, and transition planning. | | | |
| 3.3b) Provide parents with access to counseling, advocacy, and training program on the educational system. | | | |
| 3.3c) Provide education and outreach regarding the 211 Network for service resources and referrals. | | | |
| 3.4) Provide Pre-K and kindergarten professional development with a focus on math development. | | | |
**Goal Area 4: High School Graduation**

**NEED/CONCERN:** 4.1 We are concerned that migrant students are graduating at a lower rate than their non-migrant peers.
4.2 We are concerned that migrant students are failing core courses and are not passing required exit assessments at the same rate as their peers.
4.3 We are concerned that migrant secondary students, due to their mobility, do not understand all of the graduation requirements (which are not the same in all districts).

<table>
<thead>
<tr>
<th>Solution identified in the CNA</th>
<th>Performance Target (Goal)</th>
<th>Strategy</th>
<th>MEP Measurable Program Outcome (Objective)</th>
<th>Resources Needed (TA, PD)</th>
</tr>
</thead>
</table>
| 4.1a) Provide opportunities for students and families to consider options and tools after graduation such as interest inventories, college visits, Dare to Dream Academies, and career explorations. | Graduation rate target: 85% | 4.1. Provide wrap around support for migrant secondary-age students with multi-tiered systems of support including a) credit retrieval and competency based high school credit options aligned to WA standards; b) dual credit and career technical education (CTE) applied credit options; c) academic support focused on individual needs (with on-going data review); and d) professional learning for all teachers on effective instructional strategies leading to advance in student learning (AVID, GLAD, SIOP, ELA, mathematics, Migrant Ed 101, Integrated Basic Education and Skills Training Program or I-BEST). See Criterion 3 of the Washington State Instructional Framework or District Level Instructional Framework. | 4A. Upon completion of the 2017-18 performance period, 75% of migrant students enrolled in credit-bearing courses will obtain credit toward high school graduation. 4B. By the end of the 2017-18 performance period, the percentage of migrant students in grades 9-12 receiving MEP instructional and/or support services will increase by 2% over the previous performance period. | • Staffing  
• Mobile technology/Intern et access  
• Necessary assessment fees  
• Staff time  
• PD time  
• Substitute time  
• Training for district coaches or facilitators |
<p>| 4.1b) Provide career-focused curriculum and training, support from migrant graduation specialists, regional programs, and content that meets migrant student needs. | | | | |
| 4.2a) Provide credit accrual opportunities. | | | | |
| 4.2b) Provide teachers with professional development on cultural differences, diverse learners, and providing access to needed supplemental programs. | | | | |
| 4.2c) Provide after/before school and summer academic support to include supplemental credit-bearing courses, tutoring, online classes, and CTE math or science equivalent courses. | | | | |
| 4.2d) Provide online “test prep” experience/practice in ELA and Math and other supplemental interventions targeting graduation and assessment requirements. | | | | |</p>
<table>
<thead>
<tr>
<th>Solution identified in the CNA</th>
<th>Performance Target (Goal)</th>
<th>Strategy</th>
<th>MEP Measurable Program Outcome (Objective)</th>
<th>Resources Needed (TA, PD)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.3a)</strong> Provide migrant students who have failed or are at risk of failing core courses with information about credit accrual opportunities.</td>
<td><strong>4.3b)</strong> Provide activities to assist students and parents in understanding graduation requirements.</td>
<td>4.2. Provide migrant student graduation support and advocacy that includes a) Monitoring and tracking attendance and academic progress leading toward graduation. b) Conducting referrals to services aligned to student’s needs; c) Facilitating appropriate scheduling options for students to gain access to AP, Highly Capable, CTE, and regular academic core course options. d) Facilitating access to services to address social/emotional needs; e) Fostering family/school connections and conducting home visits; f) Conducting parent information sessions to ensure that Migrant students and their parents understand assessment and graduation requirements and students understand their rights to an equitable and rigorous education that prepares them for college and career. g) Promoting access to or developing leadership and mentoring programs.</td>
<td>4C. By the end of the 2017-18 performance period, there will be a 2% increase in the number of migrant students in grades 9-12 who received support from Migrant Graduation Specialists (MGSs) who are promoted to the next grade level or graduate. (2015-16 baseline is 79%).</td>
<td>• Staff time • Transportation • Materials • Food/Snacks • Staffing</td>
</tr>
</tbody>
</table>