



Indiana Department of Education

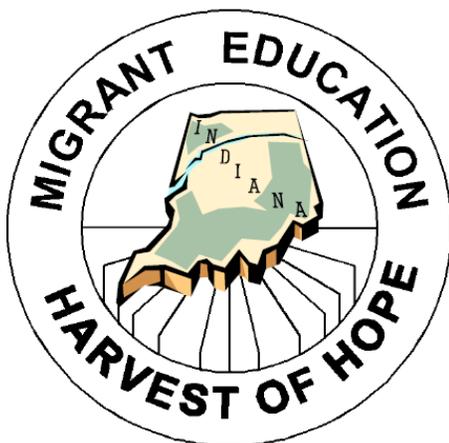
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Indiana Superintendent of Public Instruction

Comprehensive Needs Assessment

-and-

Service Delivery Plan



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Abbreviations

ACCESS	Assessing Comprehension and Communication in English State-to-State
AMO	Annual Measurable Outcome
CNA	Comprehensive Needs Assessment
CSPR	Consolidated State Performance Report
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
ECA	End-of-Course Assessment
ECE	Early Childhood Education
ELA	English Language Arts
E(L)L	English (language) learner
ESEA	Elementary and Secondary Education Act
HEP	High School Equivalency Program
HS	High School
IDOE	Indiana Department of Education
ID&R	Identification and Recruitment
IEP	Individual Education Plan
IN	Indiana
ISTE	International Society for Technology in Education
ISTEP+	Indiana Statewide Testing of Educational Progress Plus
LAS	Language Assessment System
LEA	Local Education Agency
LEP	Limited English Proficiency
LOA	Local Operating Agency
MEP	Migrant Education Program
MIDAS	Migrant Information and Data Access System
MPO	Measurable Program Outcome
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
NCLB	No Child Left Behind
OME	Office of Migrant Education
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PASS	Portable Assisted Study Sequence
PD	Professional Development
PFS	Priority for Services
QAD	Qualifying Arrival Date
SEA	State Education Agency
SDP	Service Delivery Plan
SOSOSY	Strategies, Opportunities, and Services for Out-of-School Youth
STN	Student Test Number
TMC	Teaching and Mentoring Community
W-APT	WIDA-ACCESS Placement Test

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Executive Summary

The Indiana Migrant Education Program (MEP) conducted an update to the comprehensive needs assessment (CNA) and service delivery plan (SDP) during the 2014-15 school year. The reason for the updates was to complete a periodic update of these documents and to reflect changes in the migrant student population that have resulted from increased identification and recruitment efforts. The updates are combined in one report to provide stakeholders with all update information in one place and reduce unnecessary duplication.

Two CNA update meetings were held in November 2014 and January 2015. During these meetings, a committee of experts and MEP instructional and administrative staff discussed recent program developments and goal areas, examined the most recent data available about the migrant student population, and came to conclusions about student needs. Parent input was sought during Parent Advisory Council meetings and using parent surveys.

Two SDP update meetings were held in March and April 2015. During these meetings, the same committee developed strategies and measurable program outcomes (MPOs) to guide MEP implementation beginning in the 2015-16 school year. In addition, the committee reviewed and updated SDP sections related to priority for services (PFS) designations, identification and recruitment, professional development, and parent involvement.

The following are the key findings from the CNA and SDP:

- Federal, state, and local goals and the needs of migrant students were organized within the following four goal areas:
 - Proficiency in English language arts (ELA) and mathematics
 - School readiness
 - Graduation from high school and services for secondary youth
 - Future Ready Learning Environments
- Indiana has seen an increase in the number of students identified because of increased identification and recruitment.
- Most Indiana students reside in other states during the regular term and need intensive coordination efforts to improve continuity of instruction.
- There are gaps in achievement on state assessments between migrant students and non-migrant students requiring supplemental services.
- Migrant-specific performance targets for state assessments were set; however, because the state assessment changed substantially in 2014-15, these targets will need to be revisited following the release of testing data and the release of new targets for all students.
- The 14 new strategies will be implemented beginning in the 2015-16 school year.
- The 14 new MPOs aligned to the strategies will be reported in an implementation and results evaluation report in the fall of 2016.

Purpose and Scope

The primary purpose of the Indiana MEP is to help migrant children and youth overcome challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory life, in order that they might succeed in school. Furthermore, the Indiana MEP must give priority for services to migrant children and youth who are failing, or most at risk of failing to meet the state's content and performance standards, and whose education has been interrupted during the regular school year.

In order to better understand and articulate the specific services that the Indiana MEP should target to migrant children and youth and their families, a comprehensive assessment of needs was completed as part of a thorough review of the entire statewide MEP.

This document describes the needs of migrant children eligible for the Indiana MEP, solutions and strategies to meet those needs and MPOs to measure the extent to which strategies were successful in meeting the needs. The report is presented in two major parts: the CNA and the SDP.

Both parts were completed with input from a committee of stakeholders from Indiana and a consultant with knowledge of the process and procedures for conducting CNA and SDP meetings as well as the Indiana context in which the programs and services would be offered. Stakeholders included IN MEP administrative staff, teachers, recruiters, experts in literacy, math, and technology education, and migrant parents.

This CNA and SDP report provides an overview of the processes and procedures used for coming to conclusions as well as an action plan with recommended strategies and interventions that aim to close the gaps between where Indiana migrant children are now and where the Needs Assessment Committee (NAC) believes they should be in order to meet the same challenging state academic content and performance standards as their non-migrant counterparts.

The SDP describes the services the Indiana MEP will provide on a statewide basis to address the special educational needs of migrant children and youth and their families and will provide the basis for the use of all MEP funds in the state.

Organization of the CNA and SDP Reports

Following this brief introduction, there are five sections to the CNA report.

CNA Process describes the procedures used to make decisions and the rationale for committee selection.

Authorizing Statute and Guidance for Conducting the CNA provides legal underpinnings on which Indiana conducts its CNA activities.

Phase I, Exploring What Is includes discussion about what is known about migrant students and determination of the focus and scope of the needs assessment.

Phase II, Gathering and Analyzing Data builds a comprehensive understanding of the gaps between Indiana migrant students and all other students in the state with a migrant student profile.

Phase III, Making Decisions summarizes needs, solutions, and a research base on which to build the SDP.

The SDP report consists of nine sections followed by appendices, with each one building on the previous section.

Service Delivery Plan Process includes legislative mandates, developers of the CNA, and an overview of the report.

State Performance Targets and AMOs describes how AMOs were set, includes the Indiana designations for PFS, and spells out how performance targets/goals meet the identified needs and priorities set by the state.

Measurable Program Outcomes and Statewide Service Delivery Strategies outlines how the state and its local operating agencies will be responsible for outcomes in the areas of English language arts, mathematics, school readiness, secondary/out-of-school youth (OSY) achievement and graduation, and Future Ready Learning. Also, strategies for meeting objectives and resources available are specified.

Monitoring and Technical Assistance Plan clarifies the role that the state, local operating agencies, and outside experts will play in the technical assistance process.

Professional Development Plan for Staff provides the systematic plan for providing professional development for Indiana educators, administrators, recruiters, clerks, liaisons, and other service providers.

Parent Involvement and Development Plan considers the various roles of parents and how the state plans to address parent needs.

Identification and Recruitment Plan specifies the roles and responsibilities of recruiters, the Indiana plan for quality control in recruitment, and the process for resolving eligibility questions.

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

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

Appendices include supporting documentation for the CNA and SDP as well as the final planning charts summarizing concerns, solutions, strategies, and MPOs.

CNA Process

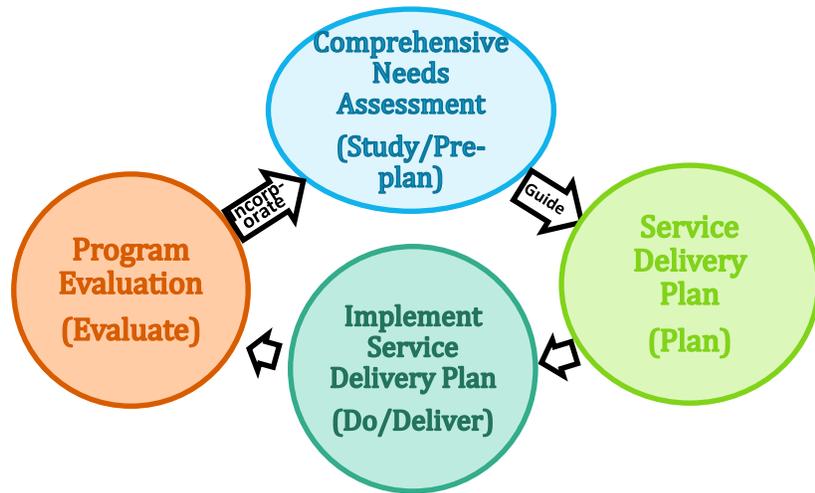
The Comprehensive Needs Assessment Process in Indiana

The original CNA was completed in 2011 using data from 2009-10. The 2014-15 update reexamines all sections and aligns to recommendations from the Office of Migrant Education’s (OME) CNA Toolkit published in 2012. It updates concerns and needs based on changes in the migrant student population as of the 2014-15 school year, and includes changes to program administration, structure, and seasonal agricultural activities. We have considered:

- what has been done in the past to conduct a comprehensive assessment of needs in Indiana as well as the state and local context for assessing and providing comprehensive services to migrant students;
- OME’s recommended procedures for conducting a CNA and guidance on successful strategies to incorporate in the Indiana CNA to move the MEP closer to achieving its state goals as well as those required federally;
- the most recent migrant student achievement data and outcomes as compared with non-migrant students;
- the development and refinement of needs assessment systems and tools for collecting statewide survey data locally; and
- the recommendations made by a broad-based NAC that assisted the state in its CNA decision making.

The Indiana CNA will guide future programming and policy decisions to ensure that the Program’s resources are directed at the most needed and most effective services for migrant children and youth and their families.

The Continuous Improvement Cycle proposed by OME served as a model for the activities conducted through the update to the Indiana CNA. This model illustrates the relationship between the CNA, state plan for the delivery of services through the SDP process, the implementation of services through a defined process for applications for funds and the implementation of programs through local sub-grantees, and the evaluation of services. The exhibit that follows shows the Continuous Improvement Process posited by OME.



The Indiana process included both the assessment of needs and the identification of potential solutions at three levels.

Level #1: *Service Receivers* (i.e., migrant students and parents)

Level #2: *Service Providers and Policymakers* (i.e., state and local MEP staff)

Level #3: *Resources* (i.e., the system that facilitates or impedes efforts of MEP staff)

Data Collection Procedures

Various data collection methods were employed to assess needs and identify solutions. The NAC reviewed data from Indiana, Texas, and Florida because of the high mobility in the state, and information about regular term progress is only available from the states in which students reside during the regular term. Data collection methods included

- surveys conducted with MEP directors, school administrators and staff, recruiters, and migrant parents;
- reviews of state assessment results in reading and mathematics with comparisons made between migrant student achievement results and those of their non-migrant peers for migrant students residing in Indiana, Texas, and Florida;
- reports on achievement and credit accrual toward high school graduation that were generated through the Migrant Information and Data Access System (MIDAS); and
- local records of achievement and participation.

The NAC was involved during the three phases of the CNA process and were instrumental in formulating the recommendations for program improvement contained in this report. This valid CNA process lays the groundwork for designing a needs-based program of services that will address the complex challenges faced by migrant children and youth and their families.

Authorizing Statute and Guidance for Conducting the Comprehensive Needs Assessment

Purpose of the CNA

A Migrant Education Program CNA is required by the OME of the U.S. Department of Education under Section 1306 of the Elementary and Secondary Education Act (ESEA) as reauthorized in 2001 for Title I Part C, Section 1304(1) and 2(2). States must address the special educational needs of migratory children in accordance with a comprehensive state plan that:

- ✓ is integrated with other programs under the ESEA and may be submitted as part of the state consolidated application;
- ✓ provides that migratory children will have an opportunity 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 migrant children from appropriate local, state, and federal educational programs;
- ✓ is the product of joint planning among such local, state, and federal programs, including programs under Part A, early childhood programs, and language instruction programs; and
- ✓ provides for the integration of available MEP services with other federal-, state-, or locally-operated programs.

The state MEP has flexibility in implementing the CNA through its local education agencies (LEAs) or local operating agencies (LOAs), except that funds must be used to meet the identified needs of migrant children that result from their *migratory lifestyle*. The purpose of the CNA is to: 1) focus on ways to permit migrant children with *priority for services* to participate effectively in school; and 2) meet migrant student needs not addressed by services available from other federal or non-federal programs.

Policy guidance issued by OME states that needs assessments must be conducted annually using the best information available. The needs assessment serves as the blueprint for establishing statewide priorities for local procedures and provides a basis for the state to allocate funds to local operating agencies. The CNA should take a systematic approach that progresses through a defined series of phases, involving key stakeholders such as migrant parents and students as appropriate, educators and administrators of programs that serve migrant students, content area experts, and other individuals that are critical to ensuring commitment and follow-up.

The Migrant Education Program Seven Areas of Concern

There are seven common areas of concern that emerged from a CNA initiative undertaken by OME from 2002-2005 in four states. Seven areas emerged from this initiative as being important for all states to consider as they begin to conduct their statewide assessment of needs.

During committee meetings and work groups, the seven themes helped guide Indiana toward specific areas that define populations whose migratory lifestyles result in significant challenges to success in school. Specific concerns challenging the success of migrant students include:

- 1) educational continuity,
- 2) instructional time,
- 3) school engagement,
- 4) English language development,
- 5) education support in the home,
- 6) health, and
- 7) access to services.

These Seven Areas of Concern served as a focus around which the Indiana CNA Committee developed concern statements. These concern statements, in turn, were used by Indiana state MEP staff and other key stakeholders to make recommendations about possible solutions to design appropriate services to meet the unique educational needs of migrant students.

Planning Phase of the Indiana CNA

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

The Preparation Phase of the Indiana CNA involved two major objectives:

1. garner a **sense of commitment** to the needs assessment in all levels of the Indiana Migrant Education Program; and
2. allow decision makers to **follow-up** the findings in an appropriate and timely manner.

The Management Plan defined the structure for the committee, delineated various roles and responsibilities, and scheduled a calendar of meeting dates and timelines for tasks to be completed. The Indiana Needs Assessment Committee was charged with:

- Reviewing existing implementation, student achievement, and outcome **data** on migrant students in Indiana.
- Drafting **concerns, needs statements**, and possible **solutions** to inform the SDP.
- Reviewing the data to determine the elements to include on the final version of the migrant student **profile**.
- Recommending **additional data collection** to determine the scope of student needs.
- Making **recommendations** to the state on needs and profile data to be included in the CNA Report.

- Reviewing summary materials and the **CNA report** to provide **feedback** to the state.

The Project Manager, Rachel Davidson, implemented the final step in management planning, the logistical plan. A schedule of meetings was developed specifying the requirements for each meeting and the meeting goals and anticipated activities. The tasks for each meeting were laid out in an Implementation Guide that was revised after each meeting to incorporate unanticipated activities.

Phase I: Exploring “What Is”

Overview of Phase I: Exploring “What Is”

The purpose of Phase I was to: 1) investigate what already is known about the special educational needs of the target group; 2) determine the focus and scope of the CNA; and 3) gain commitment for all stages of the assessment including the use of the findings for program planning and implementation. The term *special educational needs* describes educationally-related needs that result from a migratory lifestyle that must be met in order for migrant children to participate effectively in school. The CNA process:

- includes both needs identification and the assessment of potential solutions;
- addresses all relevant goals established for migrant children;
- identifies the needs of migrant children at a level useful for program design purposes;
- collects data from appropriate target groups; and
- examines needs data disaggregated by key subgroups.

Again, the primary purpose of the CNA is to guide the overall design of the Indiana Migrant Education Program on a statewide basis as well as to assure that the findings of the CNA will be folded into the Comprehensive State Plan for Service Delivery.

CNA Goal Areas and the Indiana Standards

During the first NAC meeting on November 13, 2014, the Committee addressed the following:

- The CNA update process;
- Data collected through the State MEP Comprehensive Needs Assessment;
- Review and revision of the CNA concern statements and need statements; and
- Identification of data sources for concerns and need statements and any additional data needed.

The committee reviewed the goal areas originally established by the Office of Migrant Education and indicated how the needs of Indiana migrant students fit within these broad categories and consolidated areas of need as practitioners and content area experts found necessary. The Indiana Academic Standards provide a guide to delivering challenging and meaningful content

to students that prepares them for success in life. The standards represent what all children are expected to know and learn to help ensure that migrant students are given the same opportunities as all children to meet the standards.

Aligning with the Indiana Academic Standards, the four goal areas established by the committee follow. These four goal areas carry through from the CNA to the SDP and serve as the organizational structure for establishing concerns, identifying solutions, and measuring progress with MPOs.

Goal 1: Proficiency in ELA and Mathematics

Goal 2: School Readiness

Goal 3: Graduation from High School and Services for Secondary Youth

Goal 4: Future Ready Learning Environments

The Future Ready Learning Environments is a new initiative of the Indiana MEP that weaves through all aspects of state programs. Elements of Future Ready Learning are in all goals as well as being a goal itself. Future Ready Learning is an initiative of the U.S. Department of Education (ED), which recognized that just providing Internet connectivity was insufficient to maximize student learning. ED developed the *Future Ready Pledge* to provide a framework for developing the human capacity, digital materials, and device access for using Internet connectivity wisely and effectively. Elements of the framework included throughout the CNA and SDP include:

- Fostering and leading a culture of digital learning
- Helping schools and families transition to high-speed connectivity
- Empowering educators through professional learning opportunities
- Accelerating progress toward universal access for all students to quality devices
- Providing access to quality digital content
- Offering digital tools to help students graduate from high school
- Mentoring other MEPs and CIGs and helping them transition to digital learning

Upon agreeing to the four goals for improving Indiana migrant student achievement, each goal was explored in relation to the seven areas of concern established by OME. Concerns were aligned with one of the goal areas or one of the seven areas of concern typically experienced by migrant students. The seven recommended areas of concern and the Indiana context for these concerns are described below.

1. *Educational Continuity*—Because migrant students often are forced to move during the regular school year and experience interruptions due to absences, students tend to encounter a lack of educational continuity. Migrant students experience differences in curriculum, articulation of classes, homework policies, and classroom routines. Their course placements reflect inconsistencies. The cumulative impact of educational discontinuity is daunting. Efforts to overcome this pattern are needed to strengthen educational continuity.

2. *Time for Instruction*—Mobility also impacts the amount of time students spend in class and their attendance patterns. Such decreases in the time students spend engaged in learning leads to lower levels of achievement. Identifying methods for ameliorating the impact of family mobility and delays in enrollment procedures is essential.
3. *School Engagement*—Various factors relating to migrancy such as culture and work schedule impact student engagement in school. Students may be unable to engage in after school activities because they have no transportation or may need to work after school. They may encounter cultural misunderstandings and bias because of moving into a community where few share their background.
4. *English Language Development*—English language development is critical for academic success. Since many migrant students have a home language other than English, migrant programs must find avenues to supplement the difficulties faced by migrant students in the process of learning English due to their unique lifestyle, while not supplanting Title III program activities.
5. *Education Support in the Home*—Home environment is often associated with a child's success in school, reflecting exposure to reading materials, a broad vocabulary, and educational games and puzzles. Such resources reflect parent educational background and socio-economic status. While many migrant parents value education for their children, they may not always know how to support their children's learning in a manner consistent with school expectations nor have the means to offer an educationally rich home environment.
6. *Health*—Good health is a basic need that migrant students often do not attain. The compromised dental and nutritional status of migrant children is well documented. They have higher proportions of acute and chronic health problems and there are higher childhood and infant mortality rates than those experienced by their non-migrant peers. They are at greater risk than other children due to pesticide poisoning, farm injuries, heat-related illness, and poverty. They are more likely to be uninsured and have difficulties with health care access. Families often need assistance in addressing health problems that interfere with the student's ability to learn.
7. *Access to Services*—Newcomer status and home languages other than English often decrease access to educational and educationally-related services to which migrant children and their families are entitled. Since they are not viewed as members of the community because of their mobility, services become more difficult to obtain.

Indiana Concern Statements

During the first CNA meeting the NAC developed concern statements in each of the goal areas and categorized needs according to the seven areas of concern. The development of the concern statements included the examples and specific criteria on how to write the statements from the OME CNA Toolkit published in 2012. At each of the subsequent meetings, the NAC refined concerns based on additional data and input. The final concern statements, in order of importance as ranked by the committee, are listed in the following table.

Indiana Concern Statements

Goal Area 1: ELA and Mathematics Proficiency	Concern or Goal Area
1.1) We are concerned that migrant students are achieving proficiency at a lower rate than their peers in the areas of mathematics and literacy.	Educational continuity and instructional time
1.2) We are concerned that migrant students lack educational support in the home, including parent knowledge of the U.S. education system, literacy materials, and math materials.	Educational support in the home and access to services
1.3) We are concerned that migrant students do not receive instruction targeted to meet migrant-specific needs.	School engagement and access to services
Goal Area 2: School Readiness	Concern or Goal Area
2.1) We are concerned that preschool migrant children have not acquired school readiness skills.	Educational continuity and instructional time
2.2) We are concerned that parents of preschool migrant children lack resources to help them support the school readiness of their children.	Educational support in the home and access to services
2.3) We are concerned that MEP staff lack high quality professional development opportunities to support and promote acquisition of school readiness skills.	Educational Continuity
Goal Area 3: HS Graduation & Services for Secondary Age Youth	Concern or Goal Area
3.1) We are concerned that service providers do not have sufficient training, resources, and support to meet the unique needs of 9th – 12th grade students and OSY, which results in fewer services for this group.	Access to services
3.2) We are concerned that students are not accruing credits commensurate with their grade level because of mobility, work obligations, lack of knowledge, and/or engagement.	Educational continuity and school engagement
3.3) We are concerned that migrant students who do not participate in the traditional school day are not receiving vocational training or making progress to receive their high school education.	Instructional time
3.4) We are concerned that high school aged migrant students are not demonstrating proficiency in math and language arts ECAs, especially in the area of reading.	Educational continuity
3.5) We are concerned that parents do not have knowledge of high school graduation requirements and vocational opportunities for secondary-aged youth.	Educational support in the home

Goal Area 4: Future Ready Learning Environments	Concern or Goal Area
4.1) We are concerned that migrant students do not have equitable access to state of the art technology and tools.	Educational continuity Instructional time
4.2) We are concerned that migrant students are not prepared with 21st century skills needed for college or careers in a technology-rich learning and working environment.	Access to services
4.3) We are concerned that migrant students lack support necessary to participate fully in their education.	School engagement
4.4) We are concerned that regular year and summer MEP staff lack the knowledge and skills to deliver instructional strategies based on migrant student needs.	Educational continuity

Phase II: Gathering and Analyzing Data

In the second phase of the CNA process, the key objectives were to build a comprehensive understanding of the gaps between Indiana migrant students and all other students in the state and post solutions based on data. Three broad categories of Indiana migrant student data were targeted: demographic data; achievement data; and stakeholder feedback. Demographic and achievement data were drawn from MIDAS (the state student database), End-of-Project Performance Reports, the Consolidated State Performance Report (CSPR), and the State Report Card. Perception data were collected from migrant staff and parents via surveys. A summary of the data collected is found below in the student profile, and the survey instruments can be found in Appendix C.

Indiana Migrant Student Profile for 2013-14

The migrant student profile includes data are for 2013-14 except where noted. These data represent the best possible effort to describe a “typical” migrant student in Indiana; however, the NAC made particular note that migrant students often have needs and characteristics that do not always match the peer group. Therefore, data should be interpreted in broad strokes and not applied to every migrant student in Indiana. Data sources, tables, charts, and additional analyses from which the profile was drawn are found in Appendix A.

Eligibility

There were 1,777 students identified in 2013-14 (all migrant children and youth birth through 21). During 2012-13, there were 1,087 migrant children and youth identified. The 39% increase in identification is attributed to a particular focus on recruitment efforts:

- Qualified recruitment field specialists that work and live in the region they serve.
- Regional service centers and local school corporation coordination
- Increased focus on establishing community relationships and understanding of the MEP

Mobility

- Most migrant students (87%) move within the U.S., and about 11% move from Mexico.
- The states sending the largest numbers of migrant students are Texas (40%) and Florida (16%), with about 34% of migrant families consider Indiana their home.
- 70% of eligible students had a qualifying arrival date (QAD) during the 2013-14 performance period, and 40% had a QAD during the regular school term.

Priority Students

- 346 migrant students (21%) were identified as having PFS
- The number of students identified at the individual grade levels varied little except for the children ages 3-5 and out-of school youth, for whom there is little information about interrupted schooling and risk factors.

Language Proficiency

- English learner (EL) refers to a student whose home language is a language other than English and is not proficient on an approved state assessment of language proficiency.
- A total of 609 migrant students (37%) were identified as limited in English proficiency.
- By grade level, students in school were more likely to be identified as EL. However, differences in the percentages of limited English proficient (LEP) students are due to the availability of assessment data and do not necessarily reflect the number of students who need English instruction.
- Of the LEP students who were assessed on the LAS Links, 15% scored “Fluent English Proficient” on the Overall Assessment.
- Migrant students had the lowest percentages scoring fluent in the Reading and Writing sections of the LAS Links.

MEP Services

- A total of 1,624 migrant students (91%) received either an instructional or support service during the performance period.
- 1,465 migrant students (82%) received instructional services.
- 1,592 migrant students (90%) received support services
- 670 migrant students (40%) received services during the summer

Secondary School Students and OSY

The number of students who graduated high school in Indiana was seven in 2014. Because Indiana has a highly mobile and small migrant population during the regular year (number of high school students is less than 30), only the number of graduates is necessary to report

according to the guidance provided during the OME Small State Evaluation Webinar on May 28, 2014. There were 104 OSY recruited during 2013-14, and 93% participated in services with a breakout of 69% participating in instructional services.

MEP Projects and Staff

The MEP is a state-operated program which signifies that funds go directly to the State Education Agency. The state then sub-allocates to local operating agencies (LOAs). Indiana funds six regional service providers (see the map), two local program operations, and a statewide coordination grant. Each region is responsible for identifying and serving all migrant students in the counties for that region. There were seven regular year projects and nine year round projects. During the regular year, the MEP employed 44 instructional and support staff, two year-round recruiters, eight records transfer staff, and seven administrators. During the summer term, there were 155 instructional and support staff, three counselors, seven recruiters, 14 records transfer staff, and 22 administrators.



Academic Achievement

On the Indiana Statewide Testing for Educational Progress Plus (ISTEP+) in Reading, the gap in proficiency rates for migrant students compared to non-migrant students was 22%, and in math the gap was 17%. Because most migrant students in Indiana travel to the state during the summer months and return to their home state when agricultural activities are complete, the committee also considered proficiency rates in the top two sending states: Texas and Florida. Proficiency gaps for Texas students were similar to those in Indiana with a gap of 17% between migrant and non-migrant students in both reading and math. In Florida, the gaps were 13% in math and 25% in reading.

Parent and Staff Input Regarding Needs

A total of 46 MEP teachers, recruiters, paraprofessionals, records clerks, and administrators who had direct contact with migrant students responded to a survey about students'

instructional needs, students' support service needs, staff professional development needs, parent involvement needs, and program needs. The needs that most staff (over 50%) identified as the most pressing are identified in each area below.

Instructional needs	Support service needs
<ul style="list-style-type: none"> • supplementary reading • before and after school programs • summer programs 	<ul style="list-style-type: none"> • parent involvement activities • transportation • books, materials, and supplies • interpretation and translation
Program improvements most needed	Professional development topics needed
<ul style="list-style-type: none"> • more professional development • increased communication and coordination 	<ul style="list-style-type: none"> • curriculum and instructional techniques • strategies to support English language learners • ideas for involving migrant parents
Parent involvement topics	Future Ready Schools focus areas needed
<ul style="list-style-type: none"> • English communication skills for parents • ideas for helping with homework • identifying community resources • technology use in the home • information about the U.S. education system 	<ul style="list-style-type: none"> • access to the Internet from home • critical thinking skills in the application of technology • proficiency in technology use, technology use in the home • reading and math lessons with technology integration

Also, staff provided comments about the needs of migrant students and listed any additional needs particular to their program. Common themes from staff comments (represented below) included suggestions relating to increasing student engagement in school, increasing parent involvement, and coordination between summer program and home-base and regular term instruction.

- *Coordinating classwork here with that of other states and talking to systems in other states so that classes transfer and students get credit for those at middle-school and high-school levels. Elementary credits usually aren't an issue.*
- *Students need to have a level of accountability for services provided.*
- *More information at school level and neighborhood level about the Migrant Education program.*
- *Instruction or support in areas of: Why education is important. How and why making better informed life choices can provide success in their future. Developing and maintaining relationships with family, peers, adults, educators. Developing and identifying educational pathways which would lead to informed decisions in obtaining career choices.*
- *The students need encouragement to take advantage of the education offered to them to prepare them for college and adult life.*
- *Afterschool child care*
- *Safe places to meet with friends*
- *Place strong emphasis on parent involvement/education in all areas*
- *From my experience with OSY, I believe we need a meaningful and effective life skills and remediation program for math and language arts.*
- *Basic skills: table manners, manners in general, how to act in different situations*
- *Regular education staff professional development about the MEP and the needs of the migrant student.*

- *So many of the students have no parent at home a lot of the time. An after school program would greatly benefit these students.*
- *Information for the mentors/teachers about activities and events for after school.*
- *Our migrant kids are somewhat lost because they have NO foundational skills.*

A total of 144 parents of migrant children responded to a survey about students’ instructional needs, support service needs, parent involvement needs, and program needs. The needs that most staff (over 50%) identified as the most pressing are identified in each area below.

Instructional needs	Support service needs
<ul style="list-style-type: none"> • reading and mathematics instruction 	<ul style="list-style-type: none"> • books, materials, and supplies • interpretation and translation
Program improvements most needed	Parent involvement topics
<ul style="list-style-type: none"> • information about helping children improve in reading and math 	<ul style="list-style-type: none"> • helping with homework in reading and math • essential English for parents

Parents responded to an open-ended question asking them to list additional needs their children had or provide more specific information about the needs. Parent often described how the services currently offered were helping their children, and when suggestions were provided, they were often to suggestions to expand or improve existing services. Representative comments follow.

- *More help learning English*
- *Information on options after high school, besides college.*
- *I have 3 kids and we just moved from California. Thanks to the migrant program and their mentoring program my kids are adjusting better to their new city and school. I feel that they are doing better in school because they help them with homework too.*
- *My kids have a mentor after school that helps them to keep learning in a different environment and having fun. They are experiencing and learning about the different lifestyles, cultures and many other things. My kids enjoy every time they meet with their mentor. I like this program because it keeps my kids learning, having fun and away from doing bad things.*
- *I work a lot and am not able to spend as much time with my child as I would like, but the program mentor is able to help out and provide experiences I am not able to.*
- *Thanks to the program we have internet at home, and my son doesn't have to go somewhere else to do his homework.*
- *My son works with a mentor and had the opportunity to travel to New York, a unique experience that we could never have paid for.*
- *I have two children in preschool, but here there are not any preschool services.*
- *We are older parents and have a son in elementary school. We never finished elementary school, and we mostly speak an indigenous dialect. We're very interested in the education of our son, but because of the language barrier we have trouble expressing ourselves in Spanish. It helps to have the tutor to help with homework and communicate with the school.*
- *I just arrived from Guatemala and my two children need a lot of help in school to learn the language and also their teeth are very bad.*
- *The mentoring program is very good, but only one of children receives help and the school said that they haven't been approved for the rest of the students.*
- *Conferences with students and teachers more often*
- *More time in the program*
- *Clothing, shoes, and toys*
- *Help so that my daughters can do their homework*
- *I want them to attend the summer school*

- Learning to use a computer, tablet, or iPad.
- My daughter is falling behind in math.
- They need more homework help.
- Tutoring after school in math, reading, and English.

Phase III: Making Decisions

In the third phase of the Comprehensive Needs Assessment process, the key objective was to review data and develop viable conclusions and recommendations that are used as a foundation for the Service Delivery Plan. The NAC met to develop comprehensive recommendations to:

- Ensure that the recommended solutions are feasible and can be effectively implemented;
- Ensure that the recommended solutions have a strong possibility of impacting the current achievement gap and affect the causes of the current achievement gap; and
- Ensure that the solutions are acceptable to all stakeholders involved (e.g., migrant parents, MEP staff, district administrators).

The following section offers the final recommendations for need indicators, solutions, and research-based materials made by the NAC. The complete chart of concerns, indicators, and solutions is found in Appendix B.

The evidence-based solution research and need statements are cited below the solutions for the content areas of reading and mathematics, school readiness, high school graduation/services to out-of-school youth, and Future Ready Learning Environments.

Goal Area 1: Proficiency in ELA and Mathematics

#	Need Indicator	Solution
1.1	Proficiency gaps in reading between migrant and non-migrant students on state assessments: TX: 18% FL: 25% IN: 36% Proficiency gaps in math: TX: 17% FL: 13% IN: 30%	1.1a Provide research-based, instructional services beyond the school day for migrant students and families in the form of tutoring, summer programming, educational resources, technology-based instruction, and self-paced materials. 1.1b Ensure that sufficient support services are available to facilitate the participation of all migrant students.
1.2	55% of parents said parent activities geared toward helping with homework for reading and math would help them support their children's learning 47% of parents said they needed additional books, materials, and supplies for the home 54% of MEP staff recommended providing information about the U.S. education system at parent meetings	1.2 Provide parent activities on the topics of parental involvement, the education system, and educational strategies for reading and math.

#	Need Indicator	Solution
1.3	63% of staff said migrant students need additional reading/literacy help 46% of staff said more math help was needed 46% said they needed additional professional development to target curriculum and instruction to the needs of migrant students	1.3 Provide migrant-specific professional development opportunities to be implemented within the services provided by MEP staff.

Need Statements

- 1.1 Proficiency on state standardized reading assessments needs to increase by 36%.
- 1.2 Proficiency on state standardized mathematics assessments needs to increase by 30%.
- 1.3 Parent access to materials and strategies for supporting education in the home needs to increase.
- 1.4 MEP staff need additional training to target reading and math instruction to the needs of migrant students.

Supporting Research and Promising Practices

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Goal Area 2: School Readiness

#	Need Indicator	Solution
2.1	45% of migrant preschoolers are not proficient on the LAP-3 61% of prekindergarten and kindergarten migrant students are not school ready on the myON placement Lexile assessment	2.1a Provide instructional and support services within site-based or home-based preschool programs, including transportation, technology-based instruction, childcare, tuition, and/or high quality staff. 2.1b Coordinate with programs that have a focus on developmental skills that children need for school in combination with state standards and expectations.
2.2	54% of parents of preschool migrant children indicated a parent activity geared toward preparing 3-5 year olds for school was needed 46% of parents of preschool migrant children indicated needed information about services for 0-4 year old children	2.2 Provide migrant parents with tools, strategies, and involvement activities geared toward early literacy, developmental skills, and health.
2.3	30% of all MEP staff indicated they needed additional professional development about preparing preschool migrant children for school	2.3 Provide research-based, high quality professional development for preschool staff regarding the unique needs of preschool migrant students and strategies that are effective to meet those needs.

Need Statements

- 2.1 Proficiency on early literacy skills as measured by the LAP-3 needs to increase by 45%.
- 2.2 Proficiency on early literacy skills as measured by myON Lexile assessments needs to increase by 61%.
- 2.3 Parents of preschool migrant children need activities and information about preparing their children for school and other services available for this age group.
- 2.4 Migrant staff need additional training about preparing preschool migrant children for school.

Supporting Research and Promising Practices

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Goal Area 3: Graduation and Services for Secondary Youth

#	Need Indicator	Solution
3.1	35% of staff said that GED programs and other programs for OSY are needed	3.1 Provide professional development and training about designing programs and providing instruction geared to the unique needs of migrant children.
3.2	19% of Indiana migrant students did not earn a full year of academic credits in 2012-13 and 2013-14 33% of MEP staff and 26% of migrant parents indicated high school credit accrual programs are needed	3.2a Provide opportunities for credit accrual through evening classes, instruction with flexible scheduling, online classes, and alternative

#	Need Indicator	Solution
		programs. 3.2b Help students set and meet graduation goals through mentors and tutors in a school- or home-based model.
3.3	104 OSY (6% of migrant students) were recruited during 2013-14 and were not attending a public school program 72% of OSY recruited participated in an MEP-funded instructional service	3.3 Provide and help OSY access training and instruction designed to meet their needs.
3.4	78% of migrant students assessed on the English 10 ECA did not pass 68% of migrant students assessed on the Algebra I ECA did not pass TX: 42.8% were not proficient on the high school English exam 28.6% were not proficient on the high school math exam FL: 72% were not proficient on the high school English exam 54% were not proficient on the high school math exam	3.4a Provide tutoring to students who need additional skills to pass Algebra I and English 10 ECAs. 3.4b Provide supplemental, research-based, college and career readiness instruction.
3.5	39% of parents said planning for college and a career was a top priority for their household. 37% of parents said they needed more information about helping their children plan for after high school.	3.5 Provide parents with information, resources, and training to help them support their child(ren) in receiving their HS diploma, HSE, vocational training, and further educational and career goals.

Need Statements

- 3.1 Programs for OSY including high school equivalency instruction, life skills training, and other training that meets their individual educational goals are needed.
- 3.2 The percentage of high school migrant students enrolled for a full academic year in Indiana and earning 10 credits needs to increase by 19%.
- 3.3 The percentage of migrant high school students passing the English 10 end-of-course assessment (ECA) needs to increase by 78%.
- 3.4 The percentage of migrant high school students passing the Algebra I ECA needs to increase by 68%.
- 3.5 Parents of migrant high school students need additional information and activities regarding planning for after high school, including college or career.

Supporting Research and Promising Practices

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Goal Area 4: Future Ready Learning Environments

#	Need Indicator	Solution
4.1	70% of migrant students in Indiana made a qualifying move during the 2013-14 program year 30% of arrival dates occurred during the regular term 23% of withdrawals occurred during the regular term	4.1a Facilitate access to services that meet student needs through innovative technologies. 4.1b Coordinate instructional services with the schools students attend during the regular year to provide continuity of instruction.
4.2	78% of migrant students assessed on the English 10 ECA did not pass 68% of migrant students assessed on the Algebra I ECA did not pass TX: 42.8% were not proficient on the high school English exam 28.6% were not proficient on the high school math exam FL: 72% were not proficient on the high school English exam 54% were not proficient on the high school math exam	4.2a Provide a structured digital learning environment aligned to the ISTE standards with the appropriate technology tools to migrant students. 4.2b Provide supplemental instructional services aligned to a STEM/STEAM framework.
4.3	70% of staff indicated that migrant students needed access to the Internet at home 55% of parents said parent activities geared toward helping with homework for reading and math would help them support their children's learning 47% of parents said they needed additional books, materials, and supplies for the home	4.3 Provide equitable access to support services such as content specific programs, internet access (when applicable), and assessment programs that will enhance the educational process.
4.4	63% of staff said migrant students need additional reading/literacy help 46% of staff said more math help was needed 46% said they needed additional professional development to target curriculum and instruction to the needs of migrant students	4.4 Provide and mandate relevant professional development appropriate to staff members role in regards to instructional strategies, technology curriculum, and cultural background.

Need Statements

- 4.1 Due to high mobility, migrant students need access to services that provide greater continuity of instruction.
- 4.2 The percentage of migrant high school students passing the English 10 ECA needs to increase by 78%.
- 4.3 The percentage of migrant high school students passing the Algebra I ECA needs to increase by 68%.
- 4.4 Migrant students need equitable access to innovative technology solutions and support services to enhance the educational process.
- 4.5 Migrant staff need additional professional development targeted to curriculum for migrant students and the instructional needs of migrant students.

Supporting Research and Promising Practices

- Gouwens, J.A. (2001). *Migrant Education*. Santa Barbara, CA: ABC-CLIO, Inc.
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Service Delivery Plan Process

Legislative Mandate for Service Delivery Planning

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

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

- 1. Performance Targets.** The plan must specify the performance targets that the state has adopted for all migrant children for: reading; mathematics; high school graduation/the number of school dropouts; school readiness (if adopted by the SEA); and any other performance target that the state has identified for migrant children. (34 CFR 200.83(a)(1).)
- 2. Needs Assessment.** The plan must include identification and an assessment of: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle; and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(2).)
- 3. Measurable Program Outcomes.** The plan must include the measurable outcomes that the MEP will produce statewide through specific educational or educationally-related services. (Section 1306(a)(1)(D) of the statute.) Measurable outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the comprehensive needs assessment. The measurable outcomes should also help achieve the state's performance targets.
- 4. Service Delivery.** The plan must describe the SEA's strategies for achieving the performance targets and measurable objectives described above. The state's service delivery strategy must address: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle, and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(3).)
- 5. Evaluation.** The plan must describe how the state will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes. (34 CFR 200.83(a)(4).)

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

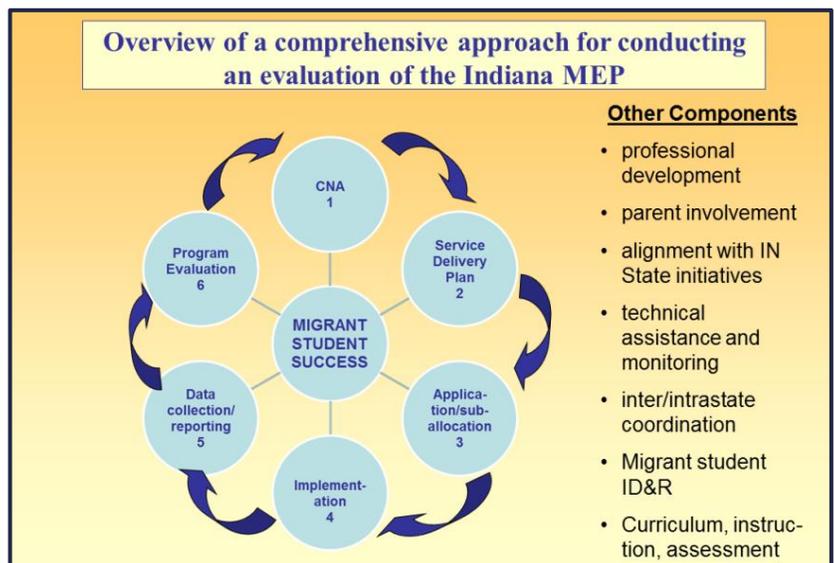
- *Priority for Services.* A description of how, on a statewide basis, the state will give priority to migrant children who: (1) are failing, or most at risk of failing, to meet the state’s challenging academic content and student achievement standards, and 2) whose education has been interrupted during the regular school year.
- *Parent Involvement.* A description of the SEA’s consultation with parents (or with the state parent advisory council, if the program is of one school year in duration) and whether the consultation occurred in a format and language that the parents understand.
- *Identification and Recruitment.* A description of the state’s plan for identification and recruitment activities and its quality control procedures.
- *Student Records.* A description of the state’s plan for requesting and using migrant student records and transferring migrant student records to schools and projects in which migrant students enroll.

In compliance with the guidance provided by the OME, Indiana will update the comprehensive state SDP whenever it: 1) updates the statewide Comprehensive Needs Assessment; 2) changes the performance targets and/or measurable outcomes; 3) substantially changes the services that the MEP will provide statewide; or 4) substantially changes the evaluation design.

Using CNA Results to Inform the Service Delivery Planning Process

A complete listing of the members of the Service Delivery Plan Committee and their affiliations is found at the beginning of this report. For the sake of continuity between the CNA and SDP, the same members were invited to be a part of both committees. These individuals participated in a systematic process that involved representation of stakeholders whose experience in migrant education and knowledge of the needs and resources in the state helped direct the strategies that are presented in this report.

The Indiana MEP used the chart to the right to guide the CNA, SDP, and evaluation planning and implementation process. The process begins with the CNA which informs the development of the SDP and continues on through the application/sub-allocation, implementation, data collection and reporting, and program evaluation.



The Indiana MEP CNA results provided a blueprint for the delivery of services within the state for migrant children and youth. The SDP Committee was the same as the CNA committee and provided a high degree of cohesion for the series of meetings. The activities conducted during the meetings are described below.

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

SDP Meeting #2 1) Review and arrive at consensus on strategies and MPOs, 2) Identify resources needed to address the strategies; 3) Identify evaluation activities and tools to measure progress toward meeting MPOs; and 4) Discuss next steps in developing the SDP report and aligning MEP systems

Appendix B contains the strategic planning chart of SDP decisions that were determined by the Committee. This chart was used throughout the process as an organizer and to capture the decisions of the SDP Committee. Prior to the first meeting and as a result of the decisions made through the CNA process, the areas of the chart that were filled in included *Need/concern*, *Solution Identified in the CNA*, and *Performance Target*.

Aligning the CNA and SDP with State Systems

The primary purpose of the MEP is to improve the “educational opportunities for migratory children to help them succeed in the regular school program, meet the same state academic content and student academic achievement standards that all children are expected to meet, and graduate from high school” (Non-Regulatory Guidance, 2010).

A key aspect of the SDP was to ensure that MEP activities were aligned with IDOE initiatives. The goal areas are aligned with the Indiana Academic Standards and include elements of the Future Ready framework that are supplemental to what is provided to all students. In defining the academic standards that all children are expected to meet, the MEP has relied on several resources. The organizations and websites listed below include Indiana-based organizations and national resources.

- **IDOE Learning Connection Website:** The Learning Connection was developed by the IDOE as part of a federal grant for developing a statewide data system. The Learning Connection serves to support the implementation of IDOE’s strategic initiatives. By providing data, resources, and tools for school improvement, the functionality of Learning Connection can be leveraged across IDOE initiatives aimed at improving student learning. The IDOE-Title I Part C Migrant Education Program has established a Migrant Project Directors’ Community as a means of communicating information on migrant related professional development, program administration, regulations, and technical assistance. <https://learningconnection.doe.in.gov/>

- The **Indiana MEP website**, Learning Connection, contains general information about the Indiana MEP, forms and documents related to service delivery and administration of MEPs, information and forms about the identification and eligibility of migrant students, and interstate coordination guidance. <http://doe.in.gov/achievement/english-learners>
- The **Indiana ESEA Flexibility Waiver** outlines the ways in which IDOE plans to implement provisions of the No Child Left Behind Act under flexibility guidelines from USED. The waiver was approved and all conditions removed in August 2014. The approved waiver includes the expectations for all students—Annual Measurable Outcomes (AMOs)—that the SDP Committee used to set AMOs for migrant students. <http://www.doe.in.gov/esea>
- The Title I, Part C Migrant Education Program is administered by Division of Student Achievement and Growth: English Learning and Migrant Education which also administers Title III. Frequent communication among IDOE program areas promotes efficient service delivery to migrant students in Indiana. Divisions that the MEP regularly interacts with for this purpose include:
 - Title I, Part A
 - Office of Student Assessment;
 - Office of Student Services
 - Office of Curriculum & Instruction
 - Office of Integrated Services (summer school)
 - Office of School and Community Nutrition Programs
 - Office of Special Education
 - Office of School Data Reporting
 - Office of Finance
- Office of Migrant Education provides leadership, technical assistance, and financial support to improve the educational opportunities and academic success of migrant children, youth, agricultural workers and fishers, and their families. The website is found at <http://www2.ed.gov/about/offices/list/oese/ome/index.html>
- The National Association for the Education of Young Children (NAEYC) is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8 <http://www.naeyc.org>

State Performance Targets and AMOs

Migrant-Specific Performance Targets

During 2013-14, academic achievement (reading and mathematics) of students attending public school in Indiana was assessed through the ISTEP+. During 2014-15, the IDOE implemented a new version of the ISTEP+ that included alignment to college and career ready standards. It is expected that due to the increased rigor of the new assessment and the new college and career ready standards that new proficiency targets will need to be set based on the new assessment. However, these targets have yet to be determined. Until new targets for all students are developed the Indiana MEP will work under the current targets set in 2012-13.

The AMO set for all students in Indiana in the Flexibility Waiver and approved by USED states “Each Indiana school, LEA [Local Education Agency], and subgroup within each school must receive an ‘A’ or improve by two letter grades by 2020 in each component of Indiana’s state accountability model and hit the proficiency targets outlined below for each ESEA subgroup for each metric.”

(http://www.doe.in.gov/sites/default/files/eSEA/indiana_amended_clean_copy_waiver_6-30-14.pdf)

Migrant student data is disaggregated in federal reporting, but migrant students are not considered as an ESEA subgroup in this model. Therefore, migrant student achievement as a subgroup is not considered when determining the grade a school receives. However, all migrant students who receive a valid score on the state assessment are considered in the overall subgroup and for any other subgroups that may apply.

In determining migrant-specific AMOs for proficiency in **ELA and Mathematics** are outlined in the exhibit that follows, the SDP committee used the same method of calculation for eliminating achievement gaps by 2020 as are used for all other subgroups (such as LEP and IDEA). The committee did not set specific AMOs for **high school graduation** because of the typically small number of twelfth grade students (less than 30 for the previous three years) enrolled for a full academic term in Indiana.

School readiness is not addressed in the Flexibility Waiver. However, Indiana has developed guidelines and goals for early childhood education in the state in the Birth-Age Five Literacy Framework. The purpose of the Birth-Age Five Literacy Framework is to ensure ALL children have the necessary early literacy skills to thrive in kindergarten - including children with special needs, English learners, and children from culturally diverse backgrounds.

The AMO for overall subgroup is the AMO set for all students in the Indiana ESEA Flexibility Waiver Approved August 2014. Indiana has set ambitious proficiency targets for migrant students. The targets are designed to eliminate the gap between migrant students and non-migrant students by 2020 to achieve the same overall target of 90% proficiency. Indiana set

targets based on the baseline year of the 2012 assessments and will increase proficiency in equal increments to achieve 90% proficiency on the state assessment in ELA and math.

Proficiency Targets for Migrant Students and the Overall Subgroup through 2020

Year	AMO target for overall subgroup*		Target for migrant subgroup**	
	ELA	Math	ELA	Math
2015-16	85%	86%	76%	75%
2016-17	87%	88%	79%	79%
2017-18	88%	89%	83%	82%
2018-19	89%	90%	86%	86%
2019-20	90%	91%	90%	90%

*Source: ESEA Flexibility Waiver

**Proficiency targets set by the SDP committee

Note that migrant students typically present in Indiana during the assessment window are a small subset of the total migrant population. The vast majority of migrant students do not reside in Indiana year round but rather travel to Indiana from out of state during the summer and stay into the fall, following the cycle of crops. Because relatively few migrant students remain in Indiana for the spring testing window, few conclusions about the impact of supplemental services can be drawn from ISTEP+ proficiency rates. However, the state is committed to providing appropriate services to all migrant students and will implement supplemental services during the regular term designed to improve proficiency in reading and mathematics.

While these statewide **performance targets** represent the expectations that are held constant for all students in Indiana, we recognize that the MEP is a supplementary program and that our 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 strategies and MPOs described in the next section are aligned to performance targets for ELA and mathematics, fall within the Birth-Age Five Framework, and are designed to support high school graduation. The achievement targets and strategies are directly related to the needs identified in the Indiana CNA report (see Appendix D for the Program Plan showing the alignment of concerns, performance targets, strategies, and MPOs.)

Priority for Services

As part of the NCLB requirements for Title I, Part C, every state must set its priorities for services; likewise, every MEP in every state is required to maintain a list of eligible migrant students as well as a listing of the students actually receiving migrant services to clarify whether or not a student is designated as PFS.

Determining which migrant students receive priority for services is put into place through the SDP as part of the state activity in which Indiana sets its performance goals, targets, and benchmarks to ensure the appropriate delivery of migrant student services.

State MEP staff, local migrant directors, contractors, and others with expertise in the design, operation, and evaluation of migrant education programs provide technical assistance to MEP staff to help them most efficiently determine the students who are PFS. The Indiana PFS criteria have been distributed to all project staff.

Priority for Services (PFS) is determined according to federal definition and guidance and includes students meeting both of the following criteria.

1. Migratory children who are failing or most at risk of failing to meet the state's challenging state academic content standards; and
2. Whose education has been interrupted during the regular school year.

To meet the first criterion, one of the following must apply:

- Classified as LEP as determined by WIDA-ACCESS Placement Test (W-APT)
- Student did not pass Indiana state assessment from the preceding school year
- Student was retained from the previous school year
- Student's grade placement is not age appropriate
- Student failed at least one section of a state assessment in another state
- Student is behind on accruing credits toward graduation requirements
- Student has current Individual Education Plan (IEP) on file
- Student is below grade level on a locally administered assessment (DIBELS, Acuity, etc.)
- Student has grades indicating below average performance in math, language arts, sciences, or social studies
- Other reason indicated by a teacher that a student is at risk for failing to meet academic content standards

To meet the second criterion, one of the following must apply:

- The student has a QAD between September 1 and May 31
- Student has missed 10 or more days of school due to factors related to the migrant lifestyle
- Student has changed schools in the same school district for reasons related to the child's migrant lifestyle

How PFS Students are Targeted for Services and Reporting

Indiana has determined that the allocation it has is sufficient for providing services to all migrant students in the state, thus the Indiana MEP has set a lofty goal for identifying and serving 100% of migrant students. Nonetheless, PFS students are targeted for services first. In the MEP sub-allocation formula, the state gives weight to programs with relatively high percentages of PFS

students identified. Locally, if there is limited space in any program funded or coordinated with the MEP, PFS students are placed at the top of the list for participation.

In reporting, the MEP disaggregates for PFS students, non-PFS students, and all migrant students as long as the disaggregation is a large enough number on which to base conclusions (typically N>30). The disaggregation is made for state assessments and any MPOs based on individual achievement on assessments or individual participation in a particular service.

Measureable Program outcomes and Statewide Service Delivery Strategies

Goal Areas

Indiana’s MPOs and statewide service delivery strategies in the four areas of English language arts and mathematics, school readiness, graduation and services for secondary youth, and Future Ready Learning Environments were designed to guide the planning, implementation, and evaluation of the migrant education program in the state. The MPOs and strategies leading to proficiency in **ELA and mathematics** are listed below.

Strategies	MPOs
<p>1.1 Provide research-based, instructional services beyond the school day for migrant students and families in the form of tutoring, summer programming, educational resources, technology-based instruction, and self-paced materials through either site-based or home-based instructional programs.</p>	<p>1.1a. By the end of the 2015-16 school year and each year thereafter, 75% of migrant students in grades K-12 receiving instructional services in reading for 30 days during the regular school year will maintain their Lexile level.</p> <p>1.1b. By the end of the 2015-16 program year and each year thereafter, 75% of migrant students participating for three weeks in a summer program will maintain their Lexile level.</p> <p>1.1c. By the end of the 2015-16 program year and each year thereafter, 75% of migrant students in grades K-12 receiving instructional services in math for 30 days during the regular school year or three weeks during a summer program will make target gains** on an Indiana MEP approved assessment.</p> <p>**Target gains will be based on local assessments and set prior to the start of the term. Sites will report targets and the numbers of students assessed and number meeting target gains.</p>

Strategies	MPOs
1.2 Ensure that sufficient support services are available to facilitate the participation of all migrant students by coordinating or providing services as allowable. For example: transportation to/from MEP-funded services, access to childcare, Internet access, access to health and nutrition services.	1.2. By the end of the 2015-16 program year and each year thereafter, 75% of migrant students whose needs are assessed through an IMEP needs assessment will receive support services aligned to their needs.

The strategies and MPOs in **school readiness** are listed below. These MPOs reflect the knowledge that the MEP is a supplementary program that adds value to the other federal, state, local, school, and community resources provided to young migrant children to help them become ready for school.

Strategies	MPOs
2.1 Provide instructional and support services using research- and evidence-based strategies within site-based or home-based early childhood education (ECE) programs.	2.1 By the end of the 2015-16 program year and each year thereafter, 75% of migrant children enrolled in a regular school year or summer program funded by the MEP will demonstrate proficiency in school readiness as determined by a valid and reliable ECE protocol.
2.2 Coordinate with programs that have a focus on developmental skills that children need for school in combination with the Early Childhood Foundations and state expectations.	2.2 By the end of the 2015-16 program year and each year thereafter, 90% of migrant preschool students will receive site or home-based support services.

The strategies and MPOs leading to **high school graduation and providing services to secondary youth** are listed below. These MPOs reflect the knowledge that the MEP is a supplementary program that adds value to the other federal, state, local, school, and community resources provided to migrant students to help them graduate, find appropriate careers and post-secondary education, and provide services for OSY

Strategies	MPOs
3.1 Provide opportunities for credit accrual through evening classes, instruction with flexible scheduling, online classes, and alternative programs.	3.1 By the end of the 2015-16 reporting period and each year thereafter, 70% of migrant students enrolled in a supplemental credit accrual program will earn at least one credit toward graduation.
3.2a Help students set and meet graduation and college and career readiness goals with research-based supplemental instruction in a school-based, home-based, or technology-assisted model. 3.2b Provide and help OSY access training and instruction designed to meet their needs.	3.2 By the end of the 2015-16 reporting period and each year thereafter, 80% of migrant students enrolled in supplemental instructional services will make progress toward learning goals set in their Individual Migrant Education Plan, which may include academic skills, life skills, college and career readiness, alternative programming, or other activities as befitting the needs of secondary students or OSY.

The strategies and MPOs that lead to **Future Ready Learning Environments** are listed below. These MPOs reflect the knowledge that the MEP is a supplementary program that adds value to the other federal, state, local, school, and community resources provided to migrant students in support of academic services, technology support, and other support services.

Strategies	MPOs
<p>4.1a Facilitate access to services that meet student needs through innovative technologies.</p> <p>4.1b Coordinate inter-state instructional services with the schools or programs students attend during the regular year and provide continuity of instruction by ensuring the instructional services provided in Indiana meet regular school year needs.</p>	<p>4.1a By the end of the 2015-16 program year and each year thereafter, 80% of staff will use appropriate technology integration strategies as demonstrated on the Fidelity of Services Provision Rubric.</p> <p>4.1b By the end of the 2015-16 program year and each year thereafter, 80% of K-12 migrant students participating in device-assisted interstate coordination will receive supplemental instructional services aligned to their academic needs during the regular school year.</p>
<p>4.2a Provide a structured digital learning environment aligned to the International Society for Technology in Education (ISTE) standards with the appropriate technology tools to migrant students.</p> <p>4.2b Provide supplemental technology-based instructional services with an instructor who has participated in IMEP approved STEM training.</p> <p>4.2c Provide equitable access to support services such as content-specific programs, internet access (when applicable), and assessment programs that will enhance the educational process.</p>	<p>4.2 By the end of the 2015-16 program year and each year thereafter, 75% of K-12 migrant students participating in ISTE standards-aligned instruction will demonstrate a 5% gain on the digital literacy assessment.</p>
<p>4.3 Facilitate mentorship and leadership training opportunities that promote student agency for secondary migrant students and families.</p>	<p>4.3 By the end of the 2015-16 program year and each year thereafter, 75% of secondary migrant students participating in mentorship and leadership training will successfully complete the training.</p>
<p>4.4 Provide or coordinate with other agencies for parent meetings or activities on the topics of parental involvement, the education system, educational strategies for reading and math, strategies for preparing children for kindergarten, and helping secondary students meet college and career goals.</p>	<p>4.4 By the end of the 2015-16 program year and each year thereafter, MEP staff will contact 90% of parents of migrant children to connect parents with appropriate information, tools, strategies or activities to help parents be involved in their child's education as recorded on the parent contact log.</p>

Strategies	MPOs
4.5 Provide or participate in professional development appropriate to staff members' role on the topics of reading and math instructional strategies, strategy implementation, technology curriculum, credit accrual, vocational and life skills, college and career readiness, graduation planning, or cultural background of migrant students.	4.5 By the end of the 2015-16 program year and each year thereafter, 80% of MEP staff participating in IMEP-approved professional development will demonstrate fidelity to strategies on the Fidelity of Services Provision Rubric.

Resources Needed to Address Strategies

The resources needed for Indiana to ensure that a high quality MEP is implemented are matched to each strategy as seen in the chart found in Appendix E. The resources listed include professional development (including local, state, and national training venues), technical assistance by the IDOE, federal resource centers, collaboration with community-based organizations and other agencies, collaboration with institutions of higher education, collaboration with MEP programs and initiatives in other states, specific curriculum, instructional materials/programs, etc.

State and Local Assessment of Student Academic Progress

The assessments described below will be used to measure progress toward MPOs as appropriate. All migrant students who are present for assessments are expected to meet the same high standards as all other students (with the same exceptions for accommodations normally provided). Some optional assessments are described below and may be used to address applicable MPOs; however, local assessments other than those listed may be used as indicated and approved in the MEP application.

- According to the IDOE website, the **ISTEP+** measures student achievement in English language arts and mathematics in grades 3-8. Additionally, students in grades 4 and 6 are assessed in science and students in grades 5 and 7 are assessed in social studies. ISTEP+ is based on Indiana's Academic Standards and provides a learning check-up designed to make sure students are on track and to signal whether they need extra help. The state is in the process of modifying the ISTEP+ to ensure that it fully aligns with the Indiana Academic Standards.
- The purpose of the **mCLASS** assessments is to provide diagnostic measures for K-2 students in literacy and numeracy. mCLASS: Reading 3D and mCLASS: Math help identify students' foundational skills and provide teachers with instructional suggestions based on student performance on benchmark assessments and regular progress monitoring.
- **myON Lexile Tests:** myON provides results to help educators and administrators make decisions based on real-time data. Three key assessments are embedded to the online reading system that track, measure and forecast student reading growth:

- Placement exam measures initial reading ability
- Optional end-of-book quizzes assist with comprehension, inference skills, and higher-order thinking skills (these are for educator use and not used in reporting)
- Benchmark tests assess reading growth
- The purpose of the **Acuity** assessments is to provide diagnostic measures for grade 3-8 students in English/language arts, mathematics, science, and social studies. Assessment reports provide standards-aligned performance data, which support an educator's ability to inform instruction at the student-, class-, school-, and corporation-level. There are four types of assessments available in the online Acuity assessment system including Predictive, Standard Diagnostic, Curriculum Map-Aligned, and Tailored Diagnostic. Additionally, for students in high school, there is an Acuity assessment for Algebra I.
- **ACCESS for ELLs** (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English language proficiency assessment given to kindergarten through 12th graders who have been identified as ELLs. It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English.
- **W-APT** stands for the WIDA-ACCESS Placement Test. It is an English language proficiency "screeener" test given to incoming students who may be designated as English language learners. It assists educators with programmatic placement decisions such as identification and placement of ELLs. The W-APT is one component of WIDA's comprehensive assessment system.

School corporations receiving MEP funding must annually administer assessments in reading and math. If applying for funding to provide services to preschool or H.S. students, the corporation must also assess the impact of instructional services. For regular term programs where students are present in the spring during the assessment window, ISTEP+ is used to determine progress toward AMOs. Corporations may use **other assessments** when services are provided to students not present during the testing window, but they must align to the curriculum or content standards indicated in the application. These assessment tools are selected by the program and must be complementary (not identical to) to the state required tests. LOAs are responsible for maintaining information about the tests required locally.

Monitoring and Technical Assistance Plan

State Monitoring Process

Monitoring of local MEPs is the responsibility of the IDOE. This includes both the compliance monitoring process as well as the follow-up and ongoing technical assistance that supports project implementation and student achievement.

The state's monitoring plan includes a two-year cycle where each LOA is monitored onsite. Sites that are not receiving an onsite visit in a given year receive a desktop monitoring where the project application, budget, data reporting, compliance, and assessment results are reviewed over the phone. Monitoring outside of the scheduled cycle may be arranged at an agency's request or as needed if an LOA is at risk of a serious or chronic compliance problem or has unresolved issues.

In the spring of the current year, LOAs scheduled to be monitored the following year are notified. All project directors receive training and technical assistance through annual application meetings attended by the program director and/or designated staff. Monitoring staff, including IDOE staff and monitoring contractors, identify dates and solidify the schedule with directors prior to onsite visits. An official notification letter is mailed to the superintendent and federal programs director of each corporation identified for monitoring for the upcoming school year. This letter includes information on how to prepare for the visit. At least two weeks prior to the monitoring visit, the LOA submits the requested documentation which assists the monitoring team by providing background and context.

Monitoring teams, consisting of IDOE staff or designees, conduct the onsite reviews. Although it is the corporation or agency that is monitored, the team visits the schools with applicable programs and interviews building staff. The size of the monitoring team varies depending on the size of the LOA and the number of federal programs monitored.

In some instances, the state may determine that a follow-up monitoring visit is necessary to verify implementation of an LOA's actions resulting from its plan for correction. The MEP On-Site Monitoring Indicators Tool will be updated during the systems alignment process to match the new strategies and MPOs. The table of contents for the tools is found in Appendix F.

Technical Assistance to Local MEP Sites

Technical assistance is available through state-initiated follow-up as a result of compliance monitoring, contact initiated by a local or regional coordinator in response to needs identified by an MEP site, or when a new initiative is undertaken (i.e., implementing aspects of the new SDP).

The IDOE and Education Service Centers sponsor activities to encourage collaboration and sharing among regional and local migrant entities. Some examples include:

- Indiana state website with a link to the state MEP;
- ID&R meetings and trainings for recruiters and project administrators;
- Annual state directors meetings;
- Statewide and regional migrant Parent Advisory Council (PAC) meetings;
- Indiana EL Conference;
- State-sponsored meetings around a specific theme or innovation; and
- Technical assistance and program compliance monitoring visits from the IDOE MEP staff.

Collaboration and resource sharing around the Indiana MEP CNA and SDP have continued to be a priority. Full implementation of the SDP will begin in the fall of 2015 to incorporate the work that was done through the SDP process. Systems alignment of the new SDP with other state systems including the state MEP application, sub-allocation process, MEP monitoring, and the evaluation systems will begin in the summer of 2015 and continue in the fall of 2015 and throughout the 2015-16 school year.

Plans are in place for technical assistance and resource sharing to be intensified around the professional development activities outlined in the next section. These activities will be necessary to ensure that all Indiana MEP staff and other personnel working with migrant students and families (as well as migrant parents) are aware of, and fully implementing, the new SDP.

Professional Development Plan for MEP Staff

National Resources for Professional Development

Professional development is an essential component of the Indiana MEP and 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, support from regional education service centers, partnerships with universities, and monitoring and assistance for MEPs.

Following are examples of national and local resources in professional development that the Indiana MEP will employ for both migrant staff and in some cases for regular school personnel who work with migrant children. The organizations represented below have print materials, presentations, and conferences that are useful for providing more information about the needs of migrant students and best practices for providing services. In addition, many also have resources in English language arts, math, school readiness, parent involvement, identification and recruitment, and graduation from high school. Following the list of national resources is a list of professional development opportunities in Indiana identified by the SDP Committee.

- The **Migrant Services Directory: Organizations and Resources** provides summaries and contact information for major federal programs and national organizations that serve migrant farmworkers and their families. The directory can be used as a tool for increasing coordination among programs and organizations that serve the same client population. See www.ed.gov/about/offices/list/oese/ome/migrantdirectory.pdf
- **What Works Clearinghouse** is a central and trusted source of scientific evidence for what works in education to improve student outcomes. It has reviews of thousands of studies on hundreds of education programs, products, practices, and policies. It maintains accurate information on education research and conducts thorough reviews of the research literature to critically assess the evidence presented.
<http://ies.ed.gov/ncee/wwc/>
- **Future Ready** is a free, new effort to maximize digital learning opportunities and help school districts move quickly toward preparing students for success in college, a career, and citizenship. The effort provides districts with resources and support to ensure that local technology and digital learning plans align with instructional best practices, are implemented by highly trained teachers, and lead to personalized learning experiences for all students, particularly those from traditionally under-served communities.
<http://www.futurereadyschools.org>
- **Strategies, Opportunities, and Services for Out-of-School Youth (SOSOSY)** is a Consortium Incentive Grant funded from 2012-2015 by OME at the U.S. Department of Education (USDE) to build capacity in states with the growing secondary-aged migrant out-of-school youth population. SOSOSY sponsors a dissemination event designed to help participants identify migrant OSY and provide services to meet their unique needs. The website is found at <http://www.osymigrant.org/index.htm>
- The **Association for Migrant Educators of Texas (AMET)** sponsors an annual conference for migrant education professionals in Texas. Because many migrant students are home-based in Texas, the annual AMET conference often includes sessions relevant to receiving state educators. <http://www.ametx.org/>
- The **National Association of State Directors of Migrant Education** offers its annual National Migrant Education Conference held in the spring. Indiana typically sends staff to this event to learn strategies in curriculum and instruction, parent involvement, assessment, identification and recruitment, and program administration. For more information, see www.nasdme.org
- The **National Center for Family Literacy** offers information and materials on migrant family literacy. For more information, see www.ncfl.org
- The **OME** administers grant programs that provide academic and supportive services to eligible migrant students who are uniquely affected by the combined effects of poverty, language and cultural barriers, and the migratory lifestyle to assist them to meet the same challenging academic content and student academic achievement standards that are expected of all children.
- The U.S. Department of Education's **Office of English Language Acquisition** provides a Summit for English language learners with a strand and sessions for migrant

education. For more information, see

<http://www2.ed.gov/about/offices/list/oela/index.html>

- **Colorín Colorado**, a bilingual site for families and educators of English learners, is found at <http://www.colorincolorado.org/>
- **Pew Hispanic Center** is a research organization and “Fact Tank” in Washington, DC, that is supported by the Pew Charitable Trusts, to improve understanding of the U.S. Hispanic population and to chronicle Latinos’ growing impact on the entire nation. The website is found at www.pewhispanic.org
- The **Illinois Migrant Council** helps coordinate services for migrant students who cross state boundaries and works closely with corporations in Indiana that may serve students living and working along the state border. <http://www.illinoismigrant.org/>
- The **Migrant Student Graduation Enhancement Program** at the University of Texas at Austin helps migrant students based in Texas graduate from high school by providing opportunities to earn credit at any time and any place. The website is found at <http://www.utexas.edu/ce/k16/migrant/overview/>
- **ESCORT** is a national resource center located in Oneonta, New York, for improving the educational opportunities for migrant children. The website is found at www.escort.org
- The **High School Equivalency Program (HEP)** is aimed at migrant students aged 16 or above (or who are OSY) to obtain a high school diploma or equivalent, gain employment, or enroll in postsecondary institutions or training. The HEP website is found at: www.ed.gov/programs/hep/index.html
- Sponsored by the *Geneseo Migrant Center*, the books listed in the **Migrant Library** serve as an introduction to migrant farmworker literature, both fiction and non-fiction. These resources may be useful inside the classroom, for research, or to increase understanding of the migrant experience in other areas. For more information, see www.migrantlibrary.org
- The **Handbook for Educators Working with Children of Mexican Origin** can be found at <http://people.uncw.edu/martinezm/Handbook/html/index.htm>
- The **Portable Assisted Study Sequence (PASS)** Program consists of self-contained, semi-independent study courses which enable students to earn secondary-level academic credits <http://www.migrant.net/pass/>

State, Regional, and Local Resources for Professional Development

At the state level, examples of resources that Indiana shares among local migrant education programs include:

- The **IDOE website** offers links to divisions that offer professional development resources for Indiana schools including the Early Childhood Services Bureau, 21st Century Learning Center grantees, Statewide Voluntary Preschool Program, Adult Literacy/GED, career planning, diverse learners, educator quality, Title programs, the Indiana Core, and other state initiatives. www.doe.in.gov

- The **Office of English Learning** and Migrant Education provides links to upcoming events for professional development that include statewide trainings and events sponsored by the education service centers. The schedule of events can be found on the Learning Connection Community: IDOE - Title I Part C Migrant Education Program.
- The **MEP funding process** begins each spring with the introduction of the grant applications. All Migrant Education Project Directors participate via WebEx or in person to hear the information presented by the migrant education coordinator. During the Directors' Workshop, the granting process is described in detail.
- Professional development in **partnerships** with local universities including but not limited to Anderson University, Notre Dame, Butler, and Ball State.
- The **Indiana Teachers of English to Speakers of Other Languages (INTESOL)** Conference provides annual professional development sessions in strategies and current issues to help teachers better provide English instruction to LEP students. <http://www.intesol.org/>
- The **Indiana Association of Education Service Centers (IAESC)** sponsors an annual EL Conference with strategies and best practices for working with students learning English. Information is published annual on the Education Service Center websites.
- **Indiana Early Childhood Conference** is an annual event that brings together an average of 4,000 early childhood professionals. The three-day event provides for presentations from experts on child development, early intervention, school readiness, effective communication between the school/child care center and home, and sound money management strategies for child care centers. <http://secure.iaeyc.org/>
- **Alexandria Community School Corporation** sponsors the annual Tiger Con which offers workshops relevant to migrant educators. <http://alex.k12.in.us/>

Parent Involvement Plan

Parents' Roles

From the federal guidance on parent involvement the term "parental involvement" is defined as the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; 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 the carrying out of other activities, such as those described in section 1118 of the ESEA. [Section 9101(32), ESEA]"

Title I supports parent involvement by enlisting parents to help their children do well in school. In compliance with NCLB, **the Indiana 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 parent involvement provisions of Title I, Part A of the ESEA stress the following: Shared accountability between schools and parents for high student achievement, including expanded School Choice and Supplemental Educational Services for eligible children in low performing schools; local development of parental involvement plans with sufficient flexibility to address local needs; and building parents' capacity for using effective practices to improve their own child's academic achievement.

Parents were involved in the Indiana MEP CNA and the SDP process through parent meetings where parents provided feedback about concerns, strategies, and goals. In addition, parent feedback from CNA and evaluation surveys informed the decisions of the committee. Parent involvement in the planning of the program enables parents to understand the MEP, have informed conversations with MEP and school staff about their children's education, and fully assist in improving the MEP.

Each local MEP sponsors parent development, family events for sharing information and resources, and culminating activities such as end-of-year programs featuring their child's educational success in which parents are invited to participate and bring their whole family. Examples of effective topics and formats for PACs include:

- PAC meetings
- Literacy nights
- Creating educational games
- Parenting education

The Indiana MEP views parents as collaborators with the schools in the education of their children. However, because of work schedules—especially during the summer months—as well as family responsibilities, and other competing priorities, parents may not always be available to actively partner with schools operating MEPs or serve as a resource as requested. However, through the interaction that occurs between parents and migrant advocates, there is strong communication and trust, allowing a close working relationship with staff of the local MEP.

Establishment of Migrant PACs

The state MEP and its sub grantees (LEAs) must establish and consult with PACs in the planning and operation of an MEP at least twice during a regular year program. Summer programs must hold at least one meeting annually. LEAs must establish a PAC with representation of eligible migrant parents, and the state agency must establish a statewide PAC with representation from the LEAs (eligible migrant parents). Two state PAC meetings are held annually in conjunction with regionally established PACs.

Migrant PAC membership consists primarily of migrant parents or the guardians of eligible migrant children and can also include school personnel who represent the interests of migrant parents. Parents who are interested in participating in regional and state PACs may contact their local MEP program for more information. The PAC consists of no fewer than 5 members, if possible. The goals of the Migrant PAC are:

- To provide parents with the knowledge and skills needed to be an effective advocate for their child;
- To provide parents the opportunities to have a voice in the MEP; and
- To provide parents the opportunities to provide support to school programs.

Migrant PACs function to advise the LOA on concerns of migrant parents that relate to the planning, operation, and evaluation of the MEP. In addition, they provide input to assist in establishing effective programs to improve student academic achievement and school performance and provide suggestions and ideas regarding the effectiveness and improvement of the MEP. Indiana's state PAC is comprised of parent representatives from each Migrant funded LOA.

Identification and Recruitment (ID&R) Plan

Eligibility for services through the MEP is determined according to the Title I, Part C, Education of Migratory Children section of the No Child Left Behind Act of 2001, in conjunction with the Non-Regulatory Guidance provided by the United States Department of Education, Office of Migrant Education.

Children are eligible to receive Indiana MEP services if they meet the federal definition of “migratory child” and if the basis for their eligibility is properly recorded on the Indiana Certificate of Eligibility (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 the youth moves on his or her own. Certification of eligibility depends on the recruiter’s assessment of key eligibility information and then certification by the state that the recruiter’s determination is correct.

The goal of identification and recruitment is to ensure that all eligible migrant children and youth have access to appropriate program services that will help them learn and achieve high standards. To help accomplish this important goal, a clear understanding of eligibility requirements and the roles and responsibilities for identification, recruitment, and enrollment are needed. Indiana’s identification and recruitment system is centralized at the SEA level and is collaborative with other migrant service organizations. Indiana implements specific procedures that combine the functions of student record keeping and recruitment under one documentation and record keeping system.

ID&R Field Specialists are responsible for statewide identification, recruitment, and enrollment of migrant students. They conduct eligibility interviews determining student eligibility for MEP services, and find, identify, and enroll migrant students into the state database; verify their eligibility; and conduct ongoing data checks designed for quality control.

Components of identification and recruitment include eligibility determination, the COE, the migrant student data base 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 Indiana.

Training for Identification and Recruitment Staff and District MEP Coordinators

At a minimum training includes the following topics:

- Knowledge of MEP eligibility requirements
- Understanding of the decision-making process used to determine eligibility for the MEP
- Knowledge of local agricultural production and processing activities
- Familiarity with local growers, farmers, processors, etc.
- Proficiency in accurately, completely, and clearly filling out all sections of the COE

- Knowledge of the types of situations that need additional narrative or documentation beyond what is normally recorded on the COE
- Quality Control in Identification & Recruitment
- Interview Skills
- Process for resolving eligibility questions
- Indiana MEP Identification and Recruitment policies and procedures
- Process for resolving eligibility issues
- Knowledge of MEP services by region
- Knowledge of the state database

Additional resources that help with the identification and recruitment of eligible migrant students include:

- **Work Surveys** are distributed to all families upon enrollment of students in all LEAs. The Work Surveys are bilingual surveys designed to identify possible migrant families based on their responses to questions regarding work and travel history. These questionnaires are collected by a migrant education regional staff member, who forwards them to the appropriate ID&R Field Specialist. Work surveys indicating possible migrant activity are followed up with a family interview to determine eligibility.
- **School staff** are valuable resources for identification and recruitment because of their regular interaction with possible migrant students. Particularly, the Migrant Education Project staff, including the Project Director, MEP instructional staff, and family liaisons. These individuals are often the first point of contact for returning students and provide the appropriate referrals to ID&R staff as well as other services.
- **Parents, students, and other migrant families** often provide word-of-mouth referrals to other migrant families who have yet to have their eligibility determined. The word-of-mouth spread of information is particularly useful for migrant education as new families will often look to more experienced families for advice and help.
- **Technology tools** are used to connect and maintain relationships with families as well as provide access to various community and local resources. The Indiana MEP has developed a smart phone app for accomplishing this task and streamlining ID&R and the provision of services.
- **Other community level resources** include migrant farmworker employers, community gatherings/functions, migrant service agencies, community service organizations, and health providers.

Roles and Responsibilities of Recruiters

In addition to the training topics provided above, recruiters should have adequate knowledge of:

- Languages spoken by migrant workers
- The local school system, the services available for migrant children and their families, and the most effective strategies for recruiting within each school
- Local roads and location of migrant labor camps and other migrant housing

- Initial instructional service procedures such as enrolling students in myON and supervising the initial placement test
- Other agencies that may provide services to migrant workers and their families, such as Migrant Health, Workforce Investment Act (WIA), Women, Infants, and Children (WIC), and Teaching and Mentoring Communities (TMC)

Recruiters in Indiana are to adhere to the above requirements and are expected to:

- Locate potentially eligible migrant children
- Obtain information provided by families/guardians regarding eligibility for the MEP through a personal interview.
- Make determinations of eligibility based on Non-Regulatory Guidance, statutes governing the MEP, and guidelines in the ID&R manual and Quality Control Plan
- Accurately and completely document a child's eligibility on a COE (children cannot receive MEP services with a record of eligibility).
- Maintain auditable and current records relating to identification and recruitment.
- Have knowledge of MEP programs and services offered by the district
- Must have initial ID&R training in:
 - Proper eligibility determinations, including guidelines regulating the MEP
 - Effective strategies to recruit migrant children in the area
 - COE—proper documentation and completion
 - Use of the migrant database
- Attend all state ID&R trainings and other training opportunities when offered
- Know Draft Non-Regulatory Guidance, statutes governing the MEP, and guidelines in the Quality Control Plan
- Know state MEP policies and procedures
- Know local district policies and procedures
- Participate in and support quality control procedures for the MEP
- Know and adhere to technology policies and procedures

Quality Control Plan

The Indiana Quality Control Procedure Manual is a useful tool and reference for members of the Indiana MEP staff, administered by the Division of Student Achievement and Growth, Office of English Learning and Migrant Education to assure that the processes used day-to-day meet the federal Title I, Part C program requirements. It also serves as a guide for the Indiana MEP staff to assure that established quality controls are used to facilitate compliance with the rules and regulations that govern the Migrant Education Program.

In addition, this manual is intended to meet the requirements set out in the Title I, Part C Non-Regulatory Guidance document, which specifically states that a quality control system should include at least the following components:

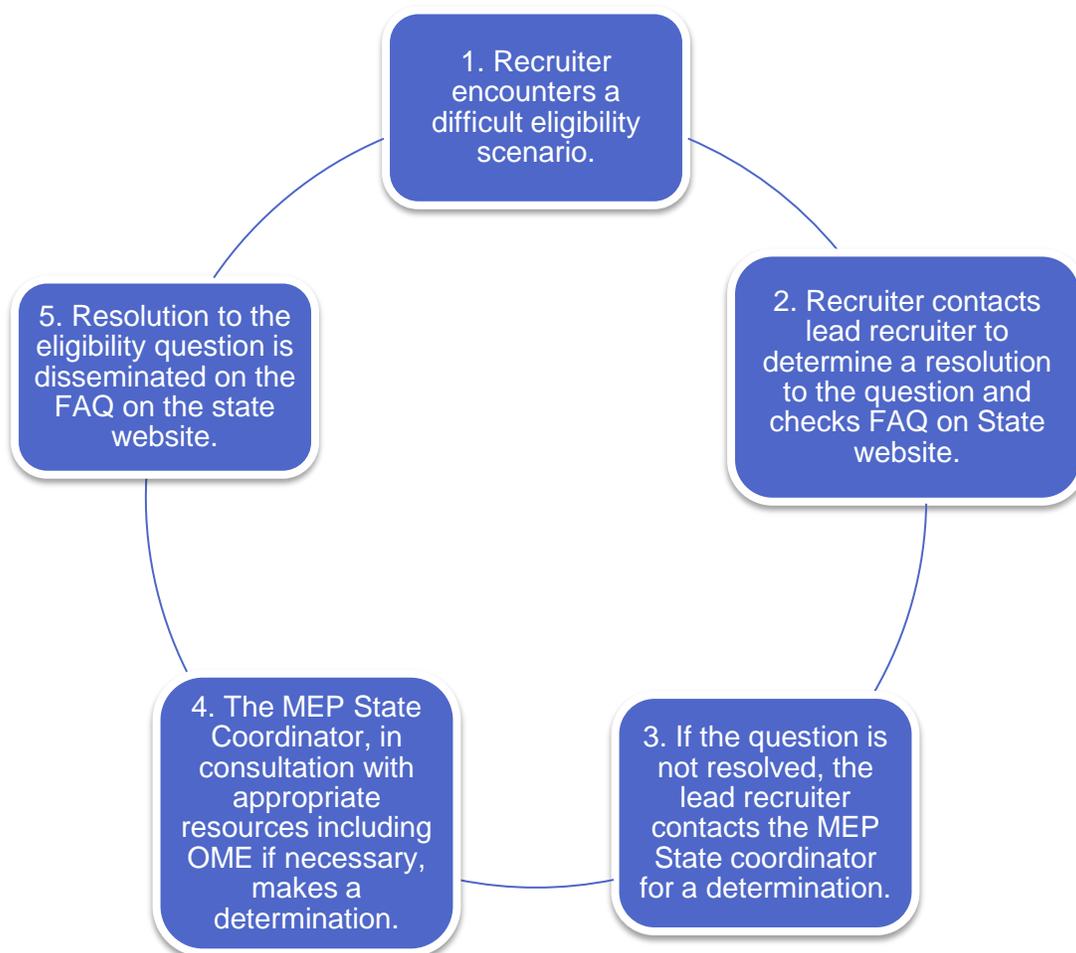
1. Training for recruiters on various aspects of the job;
2. A designated reviewer for each COE to verify that, based on the recorded data, the child is eligible for MEP services;

3. A formal process for resolving eligibility questions raised by recruiters and their supervisors and for transmitting responses to all local operating agencies in written form;
4. A process for the SEA to validate that eligibility determinations were properly made;
5. Apart from steps 2 and 4, a plan for qualified SEA staff to monitor, at least annually, the identification and recruitment practices of individual recruiters;
6. Documentation that supports the SEA's implementation of this quality control system and a record of actions taken to improve the system where periodic reviews and evaluations indicate a need to do so; and
7. A process for implementing corrective action in response to internal audit findings and recommendations.

The complete Quality Control Procedural Manual will be posted on the Learning Connection website, and the table of contents is included in Appendix G.

Resolving Eligibility Questions Flowchart

When MEP staff or ID&R Field Specialists (recruiters) encounter questions related to eligibility of a particular student or family, the state uses the following process for resolving questions and disseminating guidance on the responses.



Evaluation Plan

Plan for Evaluating Project Implementation and MPO Results

The evaluation of the Indiana 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, and the Indiana 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** (or results) data to determine the extent to which the measurable outcomes for the MEP in the four goal areas have been addressed and met. Evaluating results involves collecting data related to the MPOs and comparing actual outcomes to the expected outcomes defined in the MPOs. Evaluating implementation involves monitoring the quality of service delivery and the extent to which planned activities were carried out according to the SDP. This process provides insight about the program elements that are most associated with success or sheds light on how limitations in service delivery may have impacted results.

Questions answered by implementation data include the examples below:

- What percentage of local projects provided research-based and evidence-based instructional services in ELA, mathematics, and early childhood education? What were the research-based and evidence-based practices?
- To what extent did local projects implement strategies as described in their approved MEP applications? What worked and why?
- How many students enrolled in supplemental credit accrual programs? To what extent did courses align with student needs for graduation?
- What percentage of OSY participated in training and instruction aligned to their needs?
- To what extent did sites implement Future Ready Learning initiatives with fidelity to the framework?
- What challenges were encountered during the implementation of MEP strategies? What was done to overcome these challenges?
- What adjustments can be made to the MEP to improve instruction, professional development, and the involvement of migrant parents?
- To what extent were MEP staff better prepared to help migrant students close the achievement gap?
- To what extent did migrant parents report being involved with their children's learning in literacy, mathematics, school readiness, and high school graduation?

Questions answered by outcome data include the examples below.

- To what extent did migrant students demonstrate proficiency on the ISTEP+ in ELA and mathematics?
- To what extent did 3-4 year old preschool migrant children participating in a pre-kindergarten/ early childhood education programs attain proficiency on an assessment of developmental literacy?

- To what extent did secondary migrant students earn sufficient credits to remain on track for graduation?

Data on migrant students and services will be collected by the state from each of its LOAs. Data sources include: migrant parents, migrant secondary students and OSY, recruiters, migrant program administrators, assessment results, school records, and other staff as appropriate.

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 Indiana migrant student demographics, program implementation, and student and program outcomes. Data will be disaggregated by appropriate subgroups (including PFS, non-PFS, and all migrant students) to answer implementation and results evaluation questions and address evaluation requirements as long as the resulting N is greater than 30. Means and frequencies will be calculated. Tests of educational significance will be completed, and trend analyses done.

To comply with federal guidelines, Indiana will prepare an annual implementation and results evaluation. Through the implementation 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 Indiana MEP toward meeting its MPOs will be prepared annually by an external evaluator. This report will include recommendations for improving MEP services to help ensure that the unique educational needs of migrant students who are served in Indiana 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 below and in the State Performance Target section will be collected, compiled, analyzed, and summarized by the Indiana 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 MPOs. This will be done through the End-of-Project reporting process as well as through an annual program evaluation.

The data to be collected to address the results are listed in the tables on the following pages. Following each data element is information on the data element(s) to be collected, the manner in which results will be reported, and the timeline for reporting.

English Language Arts and Mathematics	Data Element(s)	Reporting Form	Timeline
By the end of the 2015-16 program year and each year thereafter...			
1.1a) 75% of migrant students in grades K-12 receiving instructional services in reading for 30 days during the regular school year will maintain their Lexile level.	Individual student Lexile levels	myON Tracking Form and the Regular Term MPO Report	Following Regular Term Programs annually
1.1b) 75% of migrant students participating for three weeks in a summer program will maintain their Lexile level.	Individual student Lexile levels	myON Tracking Form and the Summer Term MPO Report	Following Summer Programs annually
1.1c) 75% of migrant students in grades K-12 receiving instructional services in math for 30 days during the regular school year or three weeks during a summer program will make target gains** on an IMEP approved assessment. **Target gains will be based on local assessments and set prior to the start of the term. Sites will report targets and the numbers of students assessed and number meeting target gains.	- Individual student math scores pre/post - Assessments used - Target gains	Math Assessment Tracking Form and the Regular and Summer Term MPO Reports	Following Regular and Summer Term Programs annually
1.2) 75% of migrant students whose needs are assessed through an Indiana MEP needs assessment will receive support services aligned to their needs.	- Needs identified - Services provided	Needs and Services Tracking Form	Following Summer Programs annually

School Readiness	Data Element(s)	Reporting Form	Timeline
By the end of the 2015-16 program year and each year thereafter...			
2.1) 75% of migrant children enrolled in a regular school year or summer program funded by the MEP will demonstrate proficiency in school readiness as determined by a valid and reliable ECE protocol.	- ECE protocol results - Proficiency target	ECE Tracking Form	Following Regular and Summer Term Programs annually
2.2) 90% of migrant preschool students will receive site or home-based support services.	Support services provided	Needs and Services Tracking Form	Following Regular and Summer Term Programs annually

High School Graduation and Services for Secondary Youth	Data Element(s)	Reporting Form	Timeline
By the end of the 2015-16 reporting period and each year thereafter...			
3.1) 70% of migrant students enrolled in a supplemental credit accrual program will earn at least one credit toward graduation.	- Credit accrual enrollment - Course completion	Credit Accrual Tracking form and Regular and Summer Term MPO Reports	Following Regular and Summer Term Programs annually
3.2) 80% of migrant students enrolled in supplemental instructional services will make progress toward learning goals set in their Individual Migrant Education Plan, which may include academic skills, life skills, college and career readiness, alternative programming, or other activities as befitting the needs of secondary students or OSY.	- Learning goals - Progress toward goals	Individual Migrant Education Plan	Following Regular and Summer Term Programs annually

Future Ready Learning Environments	Data Element(s)	Reporting Form	Timeline
By the end of the 2015-16 program year and each year thereafter...			
4.1a) 80% of staff will use appropriate technology integration strategies as demonstrated on the Fidelity of Services Provision Rubric.	Extent of Strategy Implementation	Fidelity of Services Provision Rubric	Following Summer Programs annually
4.1b) 80% of K-12 migrant students participating in device-assisted interstate coordination will receive supplemental instructional services aligned to their academic needs during the regular school year.	- Needs identified - Services provided	Needs and Services Tracking Form	Following Regular Term Program annually
4.2) 75% of K-12 migrant students participating in ISTE standards-aligned instruction will demonstrate a 5% gain on the digital literacy assessment.	Individual results on Digital Literacy Assessment pre/post	Digital Literacy Assessment Tracking Form	Following Regular and Summer Term Programs annually
4.3) 75% of secondary migrant students participating in mentorship and leadership training will successfully complete the training.	Mentorship completion	Mentorship Tracking Log	Following Summer Programs annually
4.4) MEP staff will contact 90% of parents of migrant children to connect parents with appropriate information, tools, strategies or activities to help parents be involved in their child's education as recorded on the parent contact log.	Parent contacts	Parent Contact Log	Following Summer Programs annually
4.5) 80% of MEP staff participating in IMEP-approved professional development will demonstrate fidelity to strategies on the Fidelity of Services Provision Rubric.	Extent of Strategy Implementation	Fidelity of Services Provision Rubric	Following Summer Programs annually

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

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

- distributing materials to support professional development activities among Indiana 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;

- including language in the local MEP sub-application asking sites to discuss how evaluation results will be utilized for program improvement purposes;
- coordinating with the state's contracted external evaluator to review processes, procedures, and supports provided to local MEPs; and
- sharing information among local MEPs from state and national literacy, mathematics, and ECE conferences and forums that provide materials and resources on the use of data for improvement.

Indiana's MEP Data Collection and Reporting System

Migrant Information and Data Access System (MIDAS): To improve migrant student data management, the IDOE has developed an IDOE-based data management system for the Title I, Part C Migrant Education Program. The goals of this project are to:

- improve migrant student data system compatibility with the IDOE Student Test Number (STN) system for state level data disaggregation (i.e., ISTEP+, graduation rate, etc.);
- improve the reporting functionality within the migrant data system for SEA users;
- expand migrant data system usage to LEAs for record keeping uploads; and
- improve the ability to aggregate and disaggregate state-level migrant student data (i.e., ISTEP+ participation).

All program data resides in a centralized data warehouse, and MEP educators and recruiters have immediate access to all student data using the most current technology. The MIDAS system allows migrant data to be directly connected to the larger IDOE STN data system which houses other demographic data (i.e., special education and limited English proficient status, pupil enrollment) and academic achievement data (i.e., ISTEP+, ACCESS, graduation, etc.).

The system is in a continuous process of development and refinement, and the goal for evaluation will be to eliminate the need for collecting data both in the system and in the MPO Reports. As data elements become available through MIDAS at the state level, the evaluation data collection methods will be modified accordingly.

The implementation of the MIDAS system will also enhance the quantity and quality of demographic and academic achievement data available to the Migrant Student Information Exchange (MSIX). The Title I, Part C Migrant Education Program requires states to have procedures in place to:

- enter program eligibility data for each student;
- maintain a Certificate of Eligibility (COE) for each student;
- transfer educational and health records, beyond those required by state and local agencies to school corporations (within state and intra-state); and
- make migrant student data accessible to the MSIX.

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 will produce 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. Indiana has assigned unique student identifiers to migrant children that will be used to identify/link student records. For more information on MSIX, go to <http://msix.ed.gov>.

Summary and Next Steps

The comprehensive process for needs assessment and service delivery planning used by the Indiana MEP involved many migrant educators, administrators, parents/community representatives, and specialists with knowledge about the content areas of ELA, mathematics, school readiness, promoting secondary/OSY achievement and high school graduation, technology education, and other services for meeting the unique educational needs of migrant students. Indiana will begin implementation of the new SDP once the alignment activities with the 2015-16 sub-allocation application are completed.

In the summer and fall of 2015, the Indiana 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 should consist of the Indiana MEP Director, an SEA staff member with expertise in data collection and reporting, a local MEP coordinator, a parent/community representative, an ID&R specialist, and a consultant knowledgeable about the Indiana 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 measurable program outcomes have been achieved including:
 - Student needs assessment and follow-up for tracking support services and device-assisted instructional services
 - School readiness skills checklist
 - Individual Migrant Education Plan (for tracking secondary and OSY progress toward learning goals)
 - Fidelity of Services Provision Rubric (for tracking use of technology integration strategies, and professional development strategies)
 - Digital Literacy Assessment for tracking learning related to ISTE-aligned technology instruction
 - Parent Contact Log for demonstrating that 90% of parents have been given the opportunity to participate in parent involvement
- Review the sub-grantee application and revise it to align with the new MPOs, strategies, and resources. This activity will help ensure that the application will be ready for distribution to local sites for full implementation beginning in the 2015-16 school year.

- Review existing structures for professional development for migrant administrators, parents, instructors, recruiters, clerks, family liaisons, and other stakeholders to ensure that professional development activities include general information about the new SDP as well as professional development content to carry out the activities of the SDP.
- Revisit the Indiana MEP monitoring tool to include accountability for progress made toward meeting the Indiana MPOs and other aspects of the new SDP.
- Consider existing program evaluation activities and align them with the data collection plan outlined in the SDP. This activity will help ensure that all data needed for the implementation and outcome evaluation is collected each year to include in an annual evaluation report.

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Appendix A: CNA Supporting Data

Exhibit 1
Participation in MEP Services by Grade Level 2013-14

Grade	Number Eligible	Program Year Participants		Summer Participants		Program Year by Service	
		#	%	#	%	Instruction	Support
Birth - 2	119	110	92%	--	--	48%	92%
Ages 3-5	219	212	97%	102	47%	72%	97%
K	108	106	98%	39	36%	89%	98%
1	120	118	98%	49	41%	92%	98%
2	124	116	94%	42	34%	94%	94%
3	109	102	94%	44	40%	90%	94%
4	105	98	93%	46	44%	92%	93%
5	115	106	92%	46	40%	89%	92%
6	105	98	93%	31	30%	93%	93%
7	90	82	91%	40	44%	91%	91%
8	104	93	89%	44	42%	88%	89%
9	115	90	78%	45	39%	79%	79%
10	101	82	81%	39	39%	82%	82%
11	94	76	81%	34	36%	82%	81%
12	45	38	84%	3	7%	82%	84%
OSY	104	97	93%	66	63%	69%	93%
Total	1,777	1,624	91%	670	40%	82%	92%

Source: CSPR 2013-14

Exhibit 2
Mobility during 2013-14

Number Eligible	Moved during the Program Year		QAD during the Regular Term		Withdrawal during the Regular Term	
	#	%	#	%	#	%
1,777	1,248	70%	703	40%	407	23%

Source: CSPR 2013-14 and Program Records

Exhibit 3
ISTEP Proficiency 2013-14 in Mathematics

Grade	Migrant			Non-migrant			Gap
	Assessed	Prof	% Prof	Assessed	Prof	% Prof	
3	43	25	58%	76,697	61,650	80%	22%
4	57	42	74%	76,615	63,119	82%	8%
5	70	52	74%	75,077	66,357	88%	14%
6	62	43	69%	77,068	65,152	85%	16%
7	110	70	64%	80,512	64,253	80%	16%
8	108	61	56%	78,409	63,584	81%	25%
HS	117	84	72%	78,243	65,303	83%	11%
Total	567	377	66%	542,621	449,418	83%	17%

Source: CSPR Part I 2013-14

Exhibit 4
ISTEP Proficiency 2013-14 in Reading

Grade	Migrant			Non-migrant			Gap
	Assessed	Prof	% Prof	Assessed	Prof	% Prof	
3	41	26	63%	76,417	63,491	83%	20%
4	59	40	68%	76,388	65,574	86%	18%
5	68	38	56%	74,895	60,655	81%	25%
6	59	29	49%	76,831	60,003	78%	29%
7	108	63	58%	80,180	61,484	77%	19%
8	105	54	51%	78,104	58,951	75%	24%
HS	112	72	64%	75,624	59,615	79%	15%
Total	552	322	58%	538,439	429,773	80%	22%

Source: CSPR Part I 2013-14

Exhibit 5
Proficiency on the 2012-13 State Assessments in Texas and Florida for Non-migrant and Migrant Students

TX	Math			Reading		
	Non-migrant Percent Proficient	Migrant Percent Proficient	Gap	Non-migrant Percent Proficient	Migrant Percent Proficient	Gap
3	68.1%	58%	-10%	77.7%	71%	-10%
4	67.7%	55%	-13%	71.0%	50%	-13%
5	86.5%	77%	-10%	86.7%	74%	-10%
6	72.8%	57%	-16%	70.9%	48%	-16%
7	70.4%	54%	-16%	76.8%	53%	-16%
8	84.3%	73%	-11%	88.5%	74%	-11%
HS	83.3%	71%	-12%	77.8%	57%	-12%
Total	82.0%	65%	-17%	78.0%	60%	-17%

Source: TX CSPR 2012-13

FL	Math			Reading		
	Non-migrant Percent Proficient	Migrant Percent Proficient	Gap	Non-migrant Percent Proficient	Migrant Percent Proficient	Gap
3	58.1%	47%	-11%	57.2%	28%	-29%
4	61.8%	50%	-12%	60.2%	38%	-22%
5	55.2%	39%	-16%	60.7%	36%	-25%
6	52.9%	39%	-14%	59.0%	36%	-23%
7	56.6%	41%	-16%	57.5%	33%	-25%
8	58.2%	41%	-17%	56.4%	28%	-28%
HS	58.6%	46%	-13%	53.7%	28%	-26%
Total	57.0%	44%	-13%	57.0%	32%	-25%

Source: FL CSPR 2012-13

Exhibit 6
Migrant Students Reading Below Grade Level

Grade	# Assessed	Lexile Cutoff	Number below	% below
KG	18	50	11	61%
1	40	70	34	85%
2	28	140	13	46%
3	30	330	17	57%
4	33	445	15	45%
5	39	565	15	38%
6	16	665	13	81%
7	27	735	16	59%
8	13	805	9	69%
9	10	855	7	70%
10	4	905	2	50%
11	4	940	4	100%
Total	262	--	156	60%

Source: myON Placement Tests

Exhibit 7
Percent of Preschool Migrant Children Not Meeting Proficiency in the Literacy Knowledge and Skills Domain

Age group	# children	Beginning of the Year % Not Meeting Proficiency
4	43	49%
5	13	28%
Total	56	45%

Source: LAP-3 Assessment Results 2012-13 from TMC

**Exhibit 8
Percent of High School Migrant Students Earning a Full Year of Credit**

Year	Number enrolled a full school term	Number Earning 10 credits	Percent Earning 10 credits	Percent Earning Fewer than 10 Credits
2012-13	16	12	75%	25%
2013-14	21	18	86%	14%
Total	37	30	81%	19%

Source: Migrant Regional MPO Reports for 2012-13 and 2013-14

**Exhibit 9
Grade Distribution of PFS Migrant Students**

Age/Grade	Eligible Migrant Children	PFS Students	
	Number	Number	% of Age/Grade
Age 3-5	219	6	3%
K	108	30	28%
1	120	29	24%
2	124	37	30%
3	109	27	25%
4	105	25	24%
5	115	23	20%
6	105	25	24%
7	90	27	30%
8	104	23	22%
9	115	23	20%
10	101	32	32%
11	94	19	20%
12	45	15	33%
Out-of-School	104	5	5%
Total	1,658	346	21%

Source: CSPR 2013-14

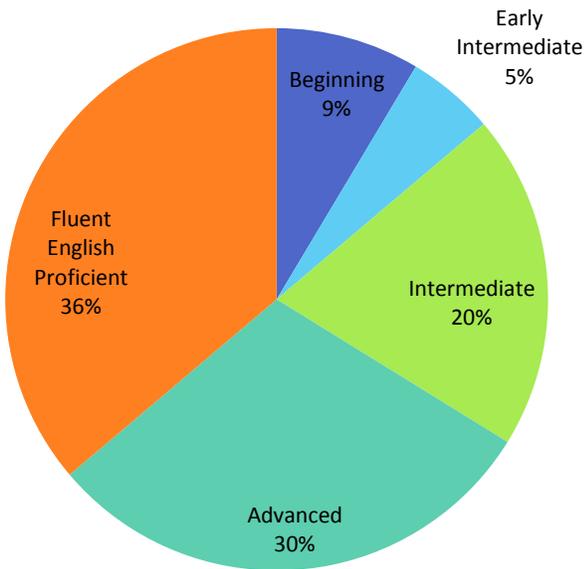
**Exhibit 10
Limited English Proficiency**

Age/Grade	Limited English Proficient	Percent
Age 3 - 5	25	11%
K	54	50%
1	54	45%
2	62	50%
3	48	44%
4	44	42%
5	39	34%
6	47	45%
7	42	47%
8	40	38%
9	47	41%
10	44	44%
11	27	29%
12	25	56%
Out-of-School	11	11%
Total	609	37%

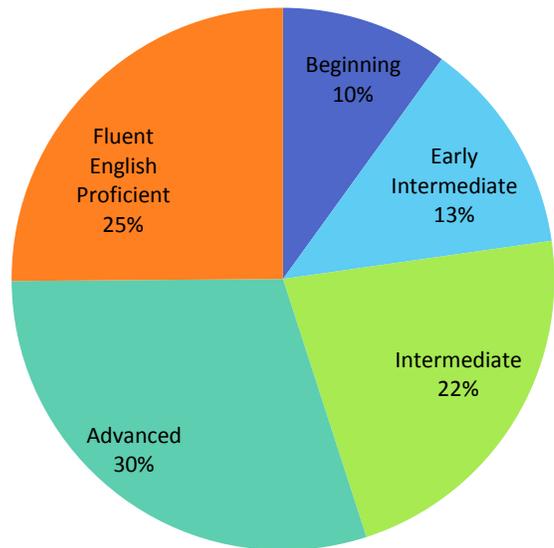
Source: CSPR 2013-14

LAS Links Proficiency 2014 for Migrant Students

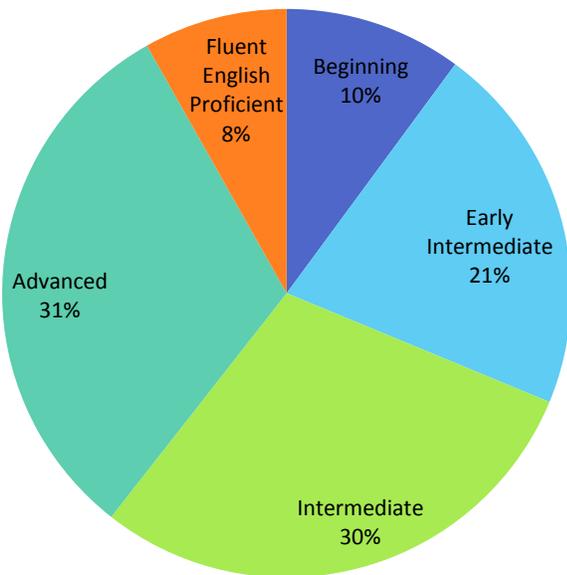
Speaking



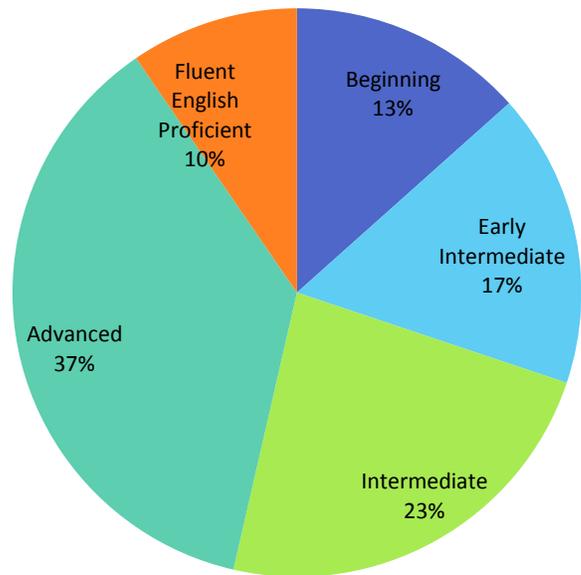
Listening



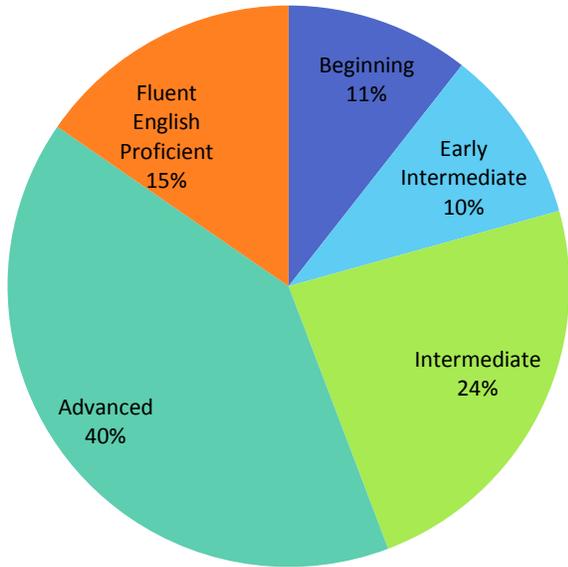
Writing



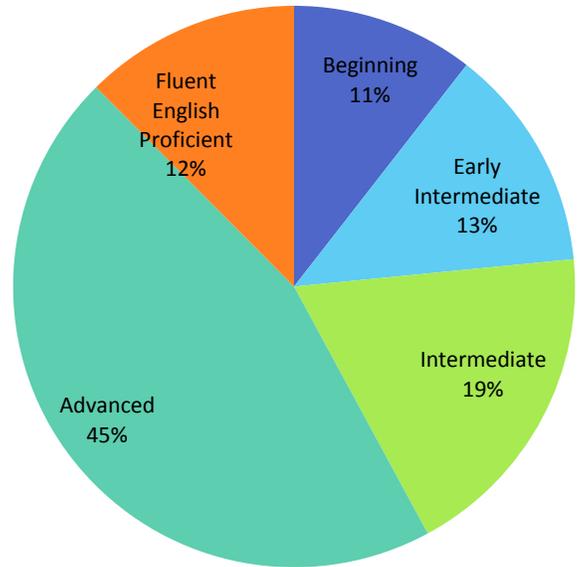
Reading



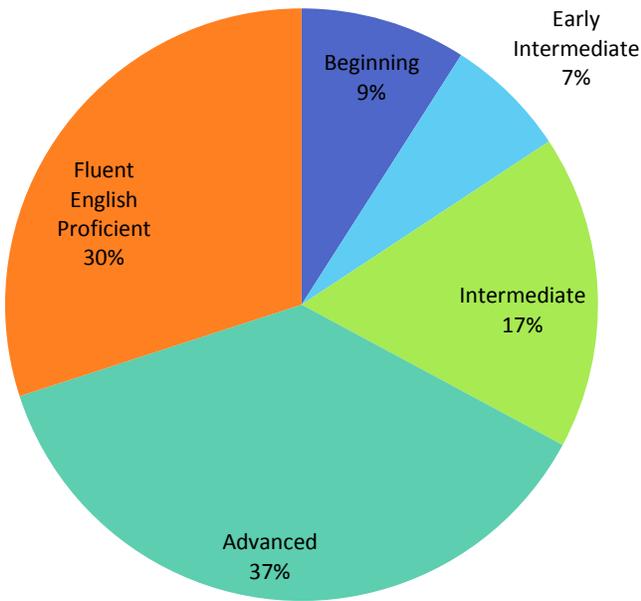
Overall



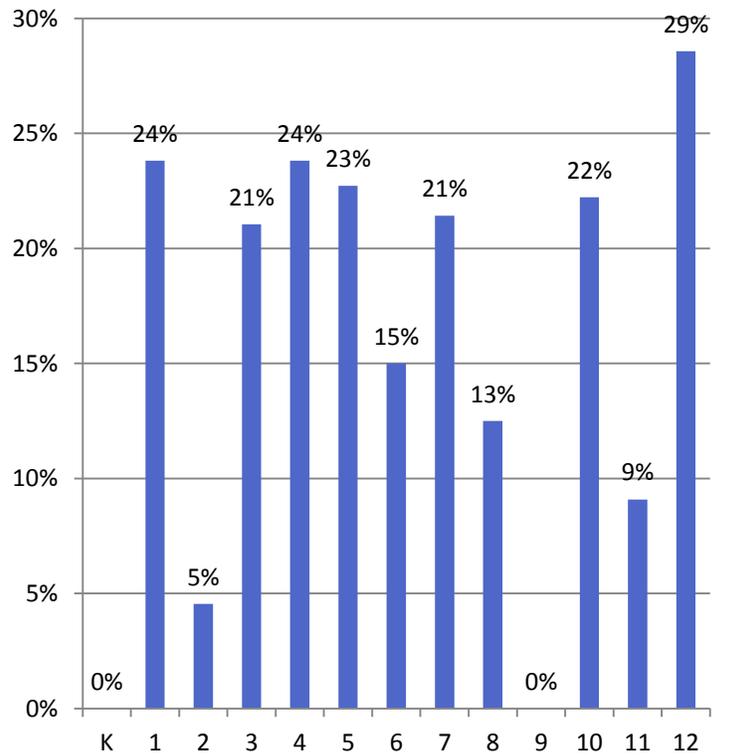
Comp



Oral



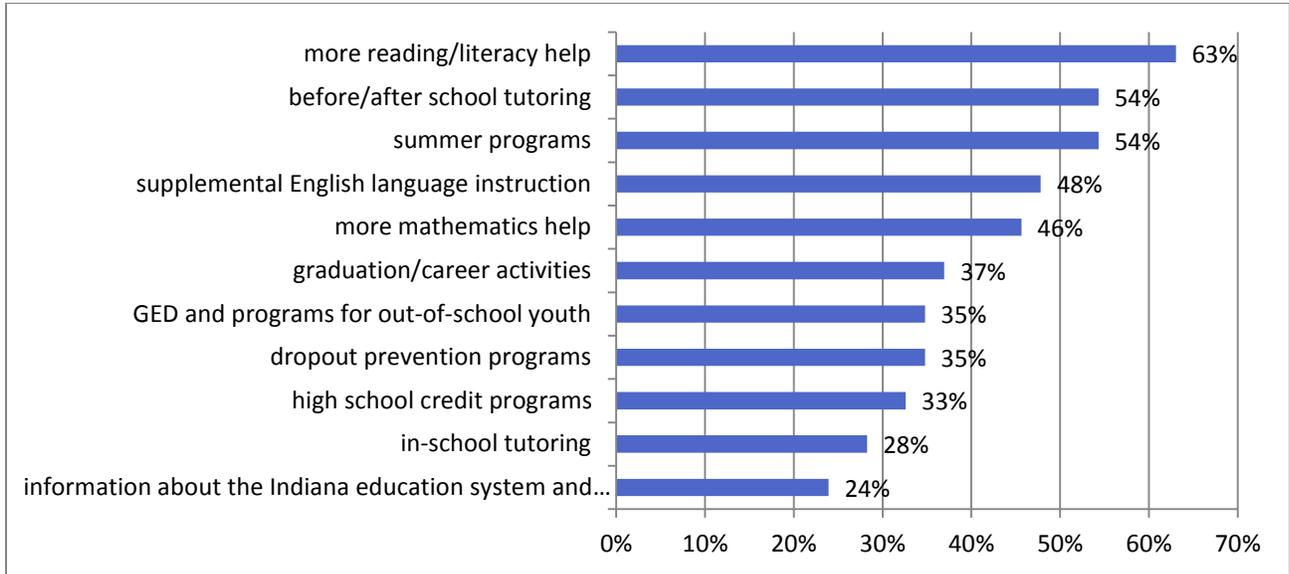
Overall Fluent English Proficient



Staff Survey

Number of responses: 46

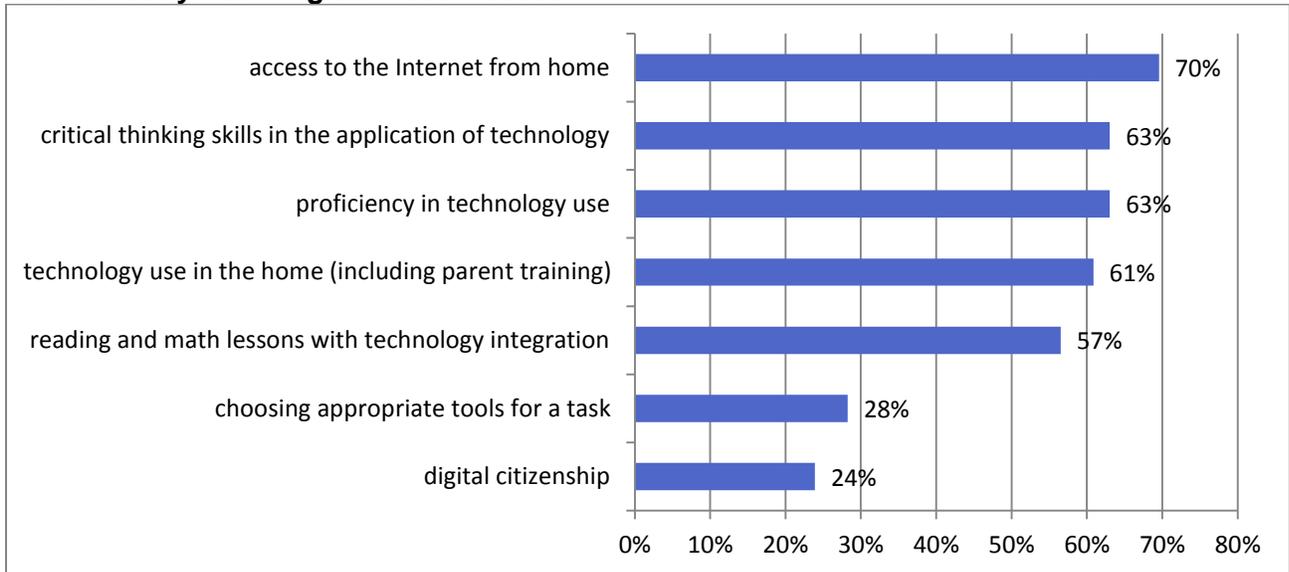
Instructional Services Needed



Other:

- Preventing Teen Pregnancy
- Avoiding Alcohol, Drugs
- Classmate Pressure
- Bulling
- Free Sport Activities
- OSY - GED, tutoring online
- Educational & life skills training
- Courses tailored to their specific work schedules
- Migrant students need to attend school regularly

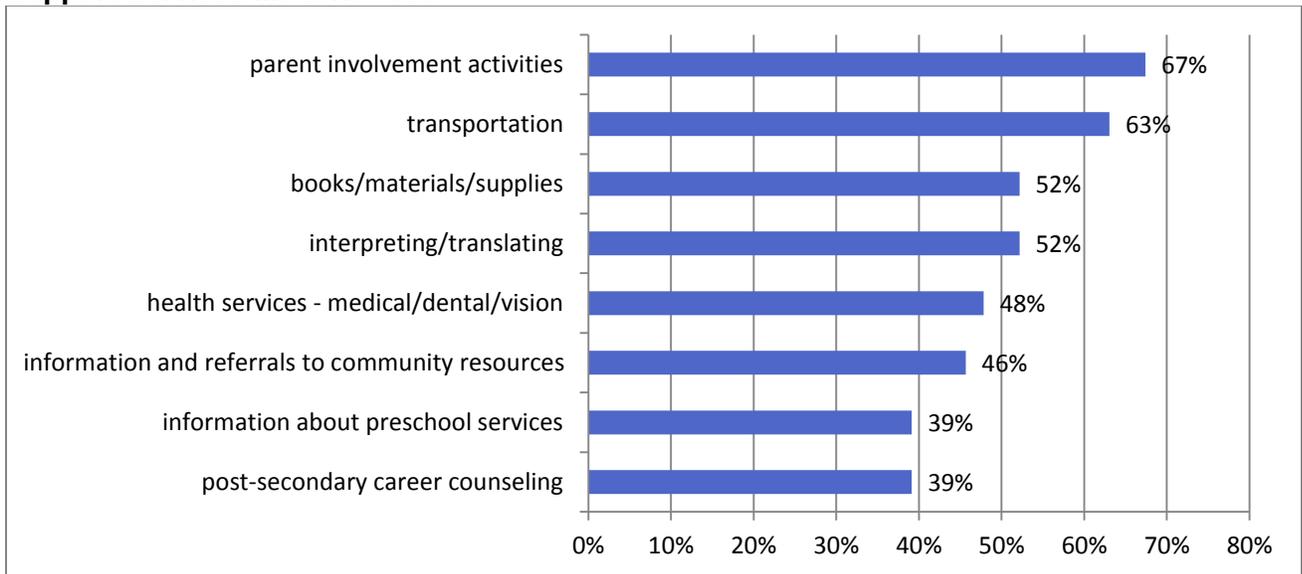
Future Ready Learning Services Needed



Other

- Scholarship Application
- Life training skills
- Individual & project based learning
- Logistics - Preparing, scheduling process for achieving individual educational & project based demands & goals.
- Migrant students need to attend school regularly.

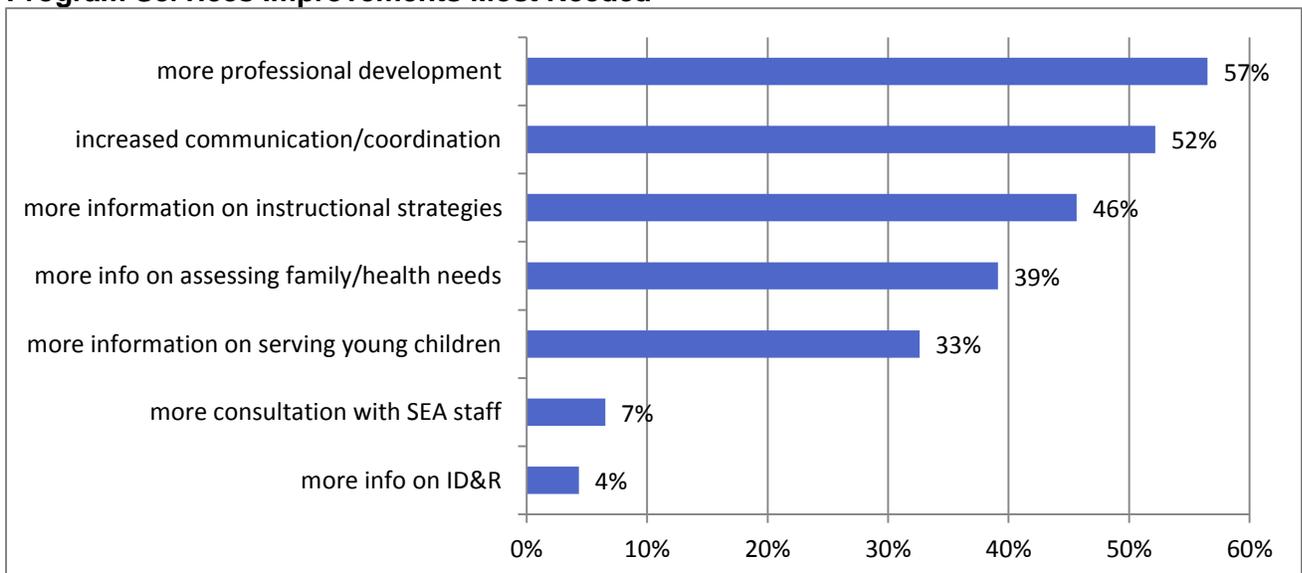
Support Services Most Needed



Other

- Scholarship for minorities
- Best practices models to follow with regards to in home preventive measures to better dental, vision, physical health.

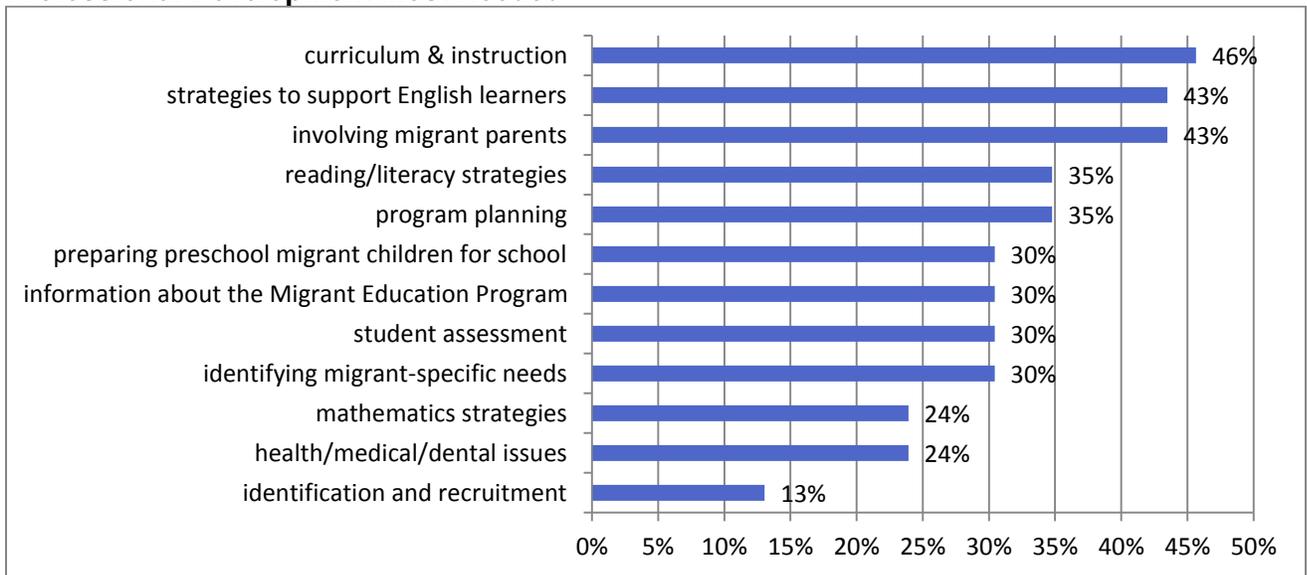
Program Services Improvements Most Needed



Other

- Set up more meetings by department and brainstorm ideas from other regions
- Increased communication / coordination. Too little or too much may be counter productive

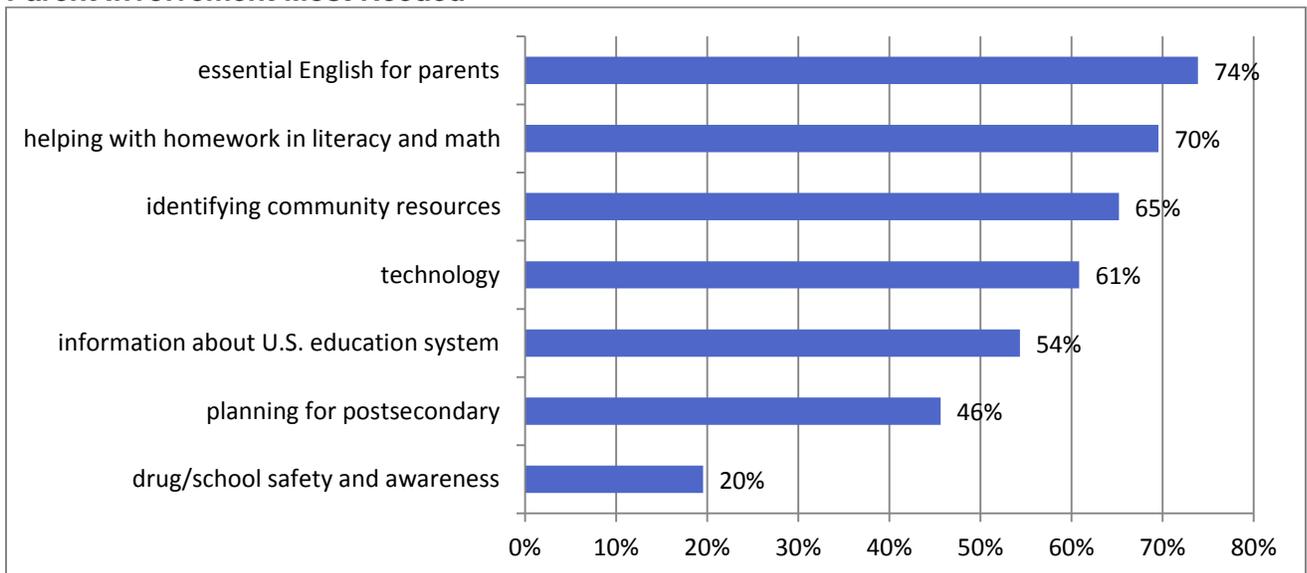
Professional Development Most Needed



Other:

- Instruction in Spanish &/or other languages of those we serve
- New Ideas & Methods on How to continue & maintain Migrant Parental Involvement

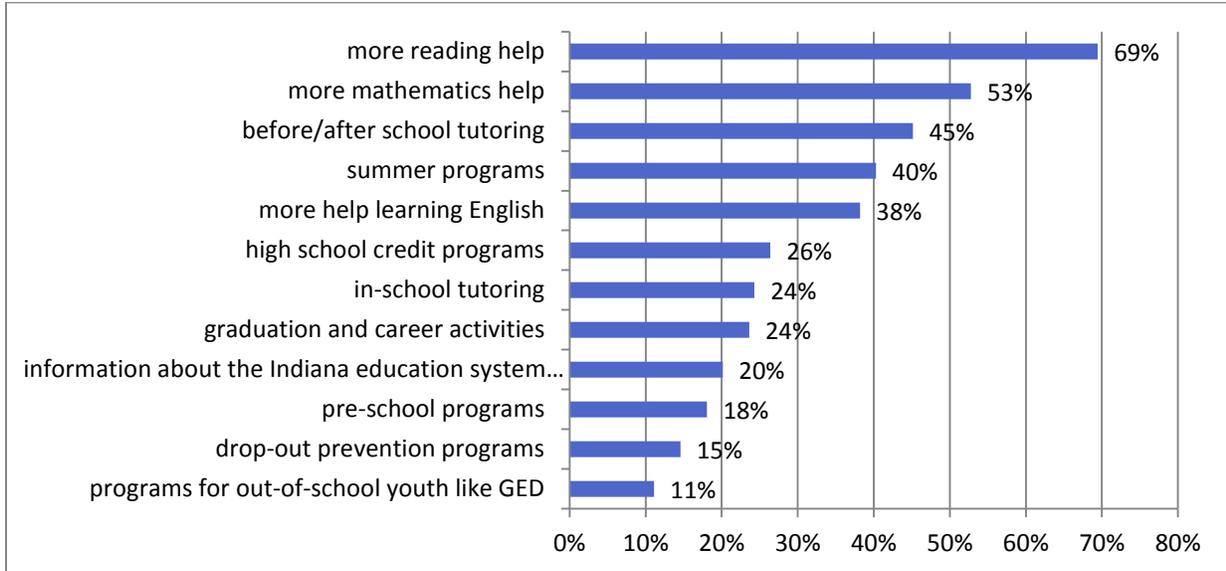
Parent Involvement Most Needed



Parent Survey Results

Total Number Responding: 144

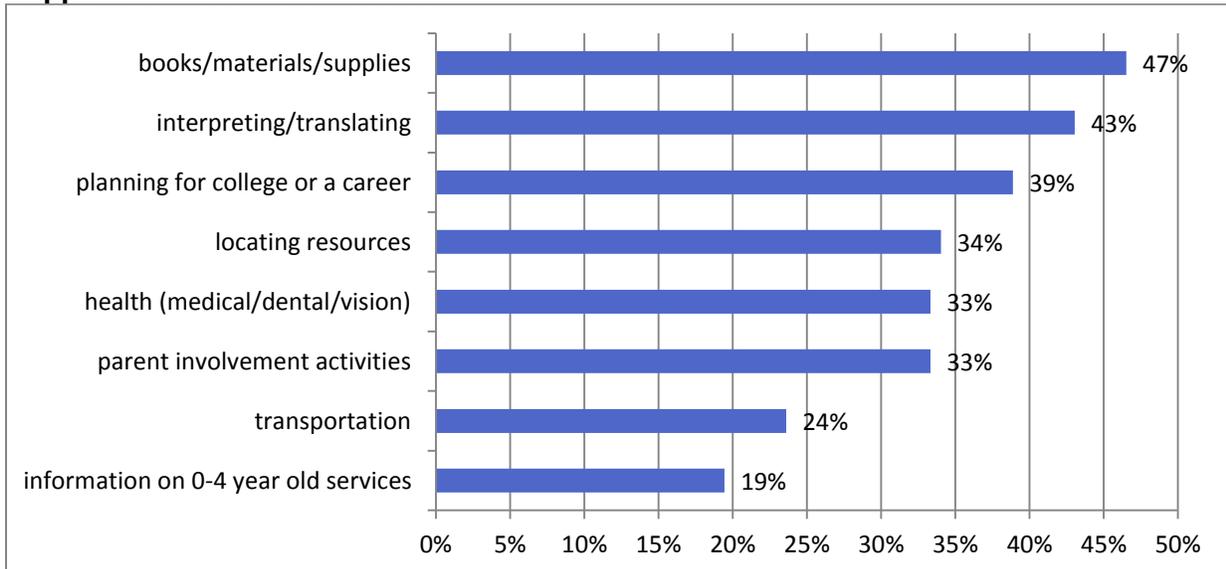
Instruction Most Needed



Other:

- College information
- English classes
- Head Start
- Need GED

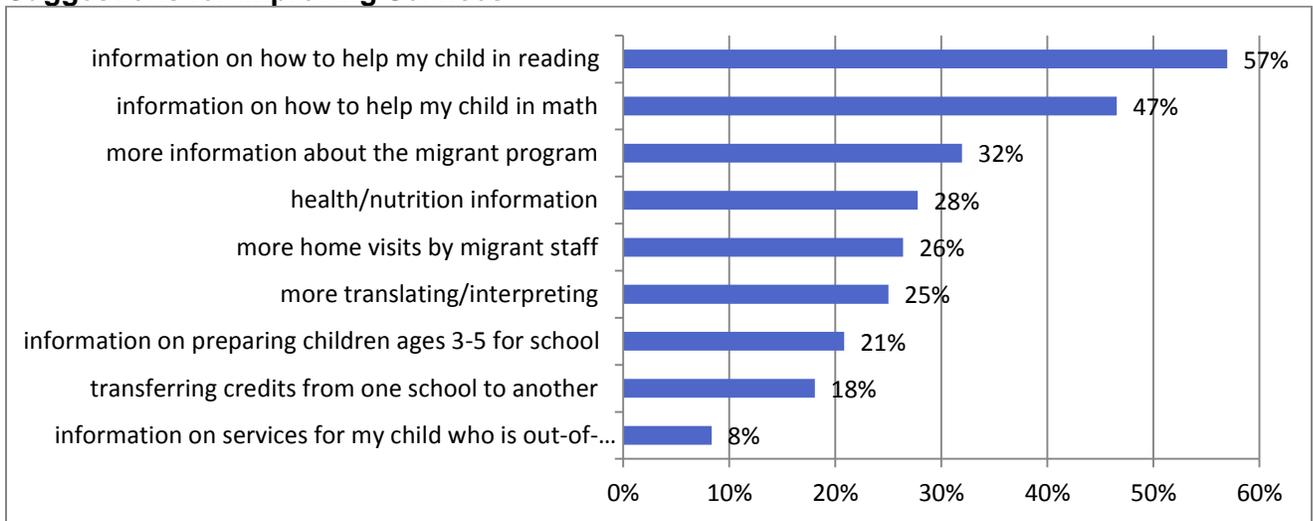
Support Services Most Needed



Other

- information for OSY
- counseling for students
- information about raising young children

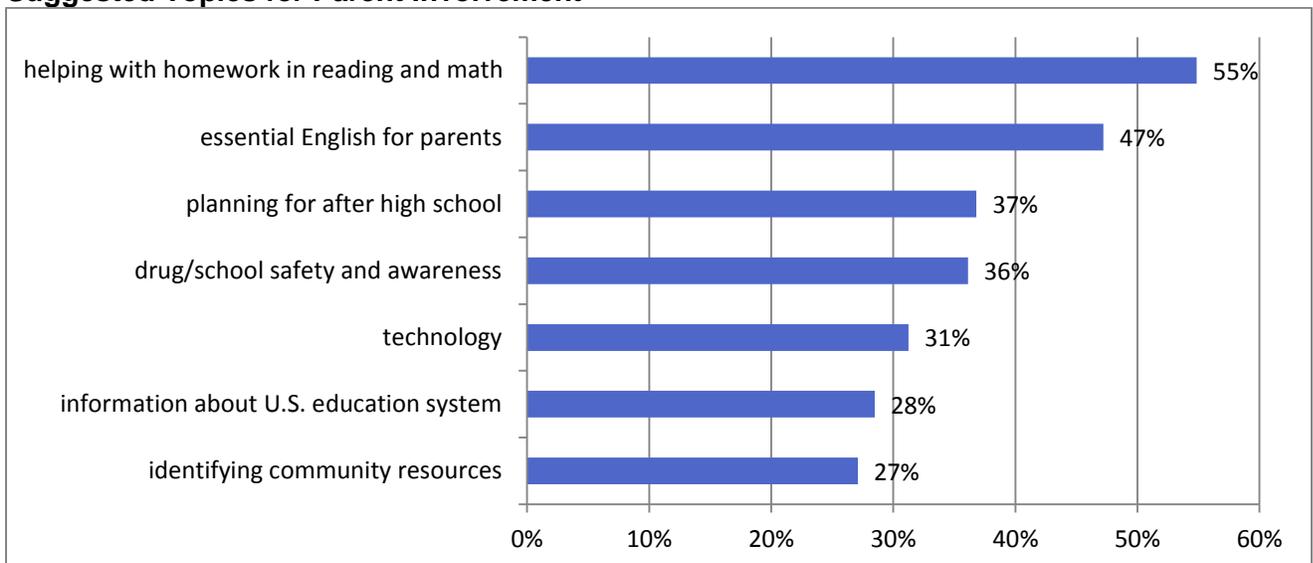
Suggestions for Improving Services



Other:

- dropout prevention information
- information about employment opportunities
- interpretation during parent meetings
- more high school teachers
- basic English course
- information from the school that's short and in Spanish

Suggested Topics for Parent Involvement

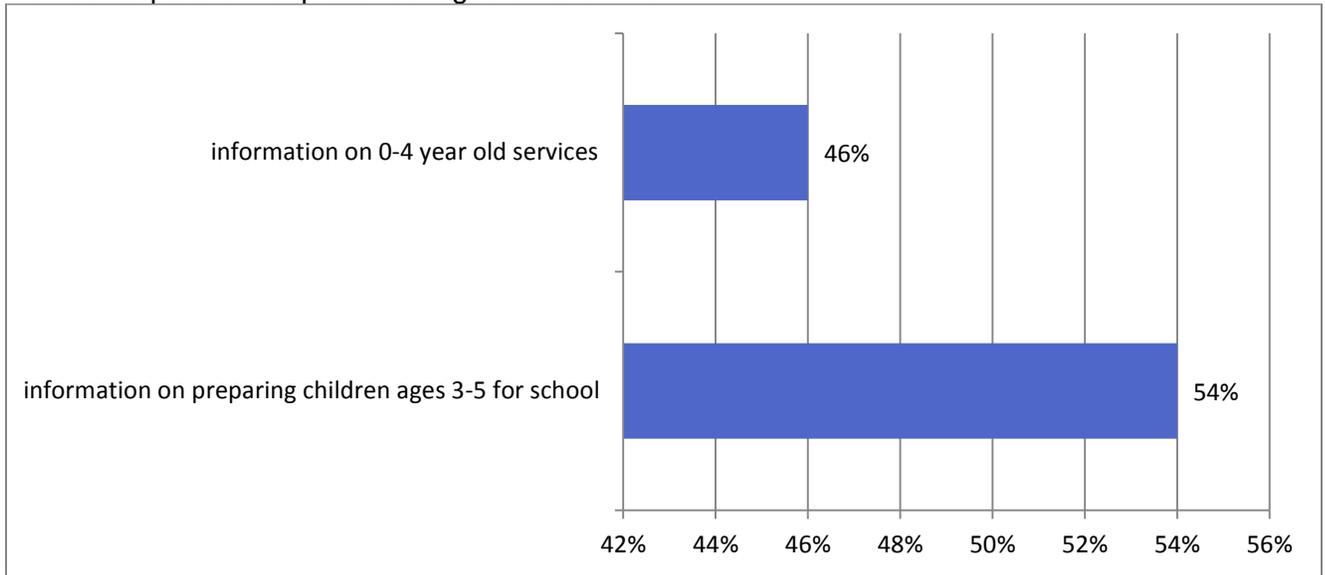


Other:

- Much of the time I can't be present because of work. The time we have to work is very short and last late into the night.
- health/nutrition in the home
- nutrition in the home

Instructional Service Need Responses from Parents with Preschool Age Children

Number of parent with preschool aged children: 26



Appendix B: CNA Decisions and Planning Chart – IN MEP CNA

GOAL AREA: ELA and MATHEMATICS

Concern	Data Source	Need Indicator	Possible Solution
1.1 We are concerned that migrant students are achieving proficiency at a lower rate than their peers in the areas of mathematics and literacy.	TX and FL: 2012-13 CSPR Indiana: 2013-14 State Report Card	Proficiency gaps in reading between migrant and non-migrant students on state assessments: TX: 18% FL: 25% IN: 36% Proficiency gaps in math: TX: 17% FL: 13% IN: 30%	1.1a Provide research-based, instructional services beyond the school day for migrant students and families in the form of tutoring, summer programming, educational resources, technology-based instruction, and self-paced materials. 1.1b Ensure that sufficient support services are available to facilitate the participation of all migrant students.
1.2 We are concerned that migrant students lack educational support in the home, including parent knowledge of the U.S. education system, literacy materials, and math materials.	Parent Survey Staff Survey	55% of parents said parent activities geared toward helping with homework for reading and math would help them support their children's learning 47% of parents said they needed additional books, materials, and supplies for the home 54% of MEP staff recommended providing information about the U.S. education system at parent meetings	1.2 Provide parent activities on the topics of parental involvement, the education system, and educational strategies for reading and math.
1.3 We are concerned that migrant students do not receive instruction targeted to meet migrant-specific needs.	Staff Survey	63% of staff said migrant students need additional reading/literacy help 46% of staff said more math help was needed 46% said they needed additional professional development to target curriculum and instruction to the needs of migrant students	1.3 Provide migrant-specific professional development opportunities to be implemented within the services provided by MEP staff.

GOAL AREA: SCHOOL READINESS

Concern:	Data Source	Need Indicator	Possible Solution
2.1 We are concerned that preschool migrant children have not acquired school readiness skills.	School readiness assessment results	45% of migrant preschoolers are not proficient on the LAP-3 61% of prekindergarten and kindergarten migrant students are not school ready on the myON placement Lexile assessment	2.1a Provide instructional and support services within site-based or home-based preschool programs, including transportation, technology-based instruction, childcare, tuition, and/or high quality staff. 2.1b Coordinate with programs that have a focus on developmental skills that children need for school in combination with state standards and expectations.
2.2 We are concerned that parents of preschool migrant children lack resources to help them support the school readiness of their children.	Parent survey	54% of parents of preschool migrant children indicated a parent activity geared toward preparing 3-5 year olds for school was needed 46% of parents of preschool migrant children indicated needed information about services for 0-4 year old children	2.2 Provide migrant parents with tools, strategies, and involvement activities geared toward early literacy, developmental skills, and health.
2.3 We are concerned that MEP staff lack high quality professional development opportunities to support and promote acquisition of school readiness skills.	Staff survey	30% of all MEP staff indicated they needed additional professional development about preparing preschool migrant children for school	2.3 Provide research-based, high quality professional development for preschool staff regarding the unique needs of preschool migrant students and strategies that are effective to meet those needs.

GOAL AREA: GRADUATION and SERVICES for SECONDARY YOUTH

Concern	Data Source	Need Indicator	Possible Solution
3.1 We are concerned that service providers do not have sufficient training, resources, and support to meet the unique needs of 9th – 12th grade students and OSY, which results in fewer services for this group.	MIDAS services records Staff survey	35% of staff said that GED programs and other programs for OSY are needed	3.1 Provide professional development and training about designing programs and providing instruction geared to the unique needs of migrant children.
3.2 We are concerned that students are not accruing credits commensurate with their grade level because of mobility, work obligations, lack of knowledge, and/or engagement.	MPO reports Staff Survey	19% of Indiana migrant students did not earn a full year of academic credits in 2012-13 and 2013-14 33% of MEP staff and 26% of migrant parents indicated high school credit accrual programs are needed	3.2a Provide opportunities for credit accrual through evening classes, instruction with flexible scheduling, online classes, and alternative programs. 3.2b Help students set and meet graduation goals through mentors and tutors in a school- or home-based model.
3.3 We are concerned that migrant students who do not participate in the traditional school day are not receiving vocational training or making progress to receive their high school education.	OSY services records	104 OSY (6% of migrant students) were recruited during 2013-14 and were not attending a public school program 72% of OSY recruited participated in an MEP-funded instructional service	3.3 Provide and help OSY access training and instruction designed to meet their needs.
3.4 We are concerned that high school aged migrant students are not demonstrating proficiency in math and language arts ECAs, especially in the area of reading.	ECA results FL and TX assessment results	78% of migrant students assessed on the English 10 ECA did not pass 68% of migrant students assessed on the Algebra I ECA did not pass TX: 42.8% were not proficient on the high school English exam 28.6% were not proficient on the high school math exam FL: 72% were not proficient on the high school English exam 54% were not proficient on the high school math exam	3.4a Provide tutoring to students who need additional skills to pass Algebra I and English 10 ECAs. 3.4b Provide supplemental, research-based, college and career readiness instruction.
3.5 We are concerned that parents do not have knowledge of high school graduation requirements and vocational opportunities for secondary-aged youth.	Parent survey	39% of parents said planning for college and a career was a top priority for their household. 37% of parents said they needed more information about helping their children plan for after high school.	3.5 Provide parents with information, resources, and training to help them support their child(ren) in receiving their HS diploma, HSE, vocational training, and further educational and career goals.

GOAL AREA: FUTURE READY LEARNING ENVIRONMENTS

Area of Concern	Concern	Data Source	Need Indicator	Possible Solution
<i>Educational continuity Instructional time</i>	4.1 We are concerned that migrant students do not have equitable access to state of the art technology and tools.	Mobility data	70% of migrant students in Indiana made a qualifying move during the 2013-14 program year 30% of arrival dates occurred during the regular term 23% of withdrawals occurred during the regular term	4.1a Facilitate access to services that meet student needs through innovative technologies. 4.1b Coordinate instructional services with the schools students attend during the regular year to provide continuity of instruction.
<i>Access to services</i>	4.2 We are concerned that migrant students are not prepared with 21st century skills needed for college or careers in a technology-rich learning and working environment.	ECA results Parent and Staff Survey	78% of migrant students assessed on the English 10 ECA did not pass 68% of migrant students assessed on the Algebra I ECA did not pass TX: 42.8% were not proficient on the high school English exam 28.6% were not proficient on the high school math exam FL: 72% were not proficient on the high school English exam 54% were not proficient on the high school math exam	4.2a Provide a structured digital learning environment aligned to the ISTE standards with the appropriate technology tools to migrant students. 4.2b Provide supplemental instructional services aligned to a STEM/STEAM framework.
<i>School engagement Educational support in the home Health</i>	4.3 We are concerned that migrant students lack support necessary to participate fully in their education.	Parent survey Staff survey	70% of staff indicated that migrant students needed access to the Internet at home 55% of parents said parent activities geared toward helping with homework for reading and math would help them support their children's learning 47% of parents said they needed additional books, materials, and supplies for the home	4.3 Provide equitable Access to support services such as content specific programs, internet access (when applicable), and assessment programs that will enhance the educational process.
<i>Educational continuity</i>	4.4 We are concerned that regular year and summer MEP staff lack the knowledge and skills to deliver instructional strategies based on migrant student needs.	Staff Survey	63% of staff said migrant students need additional reading/literacy help 46% of staff said more math help was needed 46% said they needed additional professional development to target curriculum and instruction to the needs of migrant students	4.4 Provide and Mandate relevant professional development appropriate to staff members role in regards to instructional strategies, technology curriculum, and cultural background.

Appendix C: CNA Surveys

INDIANA MIGRANT EDUCATION PROGRAM PARENT NEEDS ASSESSMENT SURVEY

Directions: Please check (☑) the areas that you feel are needed **MOST** to help your children be more successful in school.

1. INSTRUCTIONAL SERVICES (Check all that apply)

<input type="checkbox"/> more reading help <input type="checkbox"/> summer programs <input type="checkbox"/> pre-school programs <input type="checkbox"/> in-school tutoring <input type="checkbox"/> before/after school tutoring	<input type="checkbox"/> more mathematics help <input type="checkbox"/> high school credit programs <input type="checkbox"/> drop-out prevention programs <input type="checkbox"/> programs for out-of-school youth like GED <input type="checkbox"/> graduation and career activities	<input type="checkbox"/> more help learning English <input type="checkbox"/> information about the Indiana education system & requirements <input type="checkbox"/> other _____
--	--	---

2. SUPPORT SERVICES (Check all that apply)

<input type="checkbox"/> interpreting/translating <input type="checkbox"/> locating resources <input type="checkbox"/> books/materials/supplies	<input type="checkbox"/> parent involvement activities <input type="checkbox"/> health (medical/dental/vision) <input type="checkbox"/> transportation	<input type="checkbox"/> planning for college or a career <input type="checkbox"/> information on 0-4 yr old services <input type="checkbox"/> other _____
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3. SUGGESTIONS to improve services to migrant children and families (Check all that apply)

<input type="checkbox"/> more information about the migrant program <input type="checkbox"/> health/nutrition information <input type="checkbox"/> information on how to help my child in reading <input type="checkbox"/> information on how to help my child in math <input type="checkbox"/> transferring credits from one school to another	<input type="checkbox"/> more home visits by migrant staff <input type="checkbox"/> information on preparing children ages 3-5 for school <input type="checkbox"/> information on services for my child who is out-of-school <input type="checkbox"/> more translating/interpreting <input type="checkbox"/> other _____
---	--

4. What TOPICS would you recommend for greater **PARENT INVOLVEMENT** to help you support your children's learning? (Check all that apply)

<input type="checkbox"/> planning for after high school <input type="checkbox"/> helping with homework in reading and math <input type="checkbox"/> drug/school safety and awareness <input type="checkbox"/> information about U.S. education system	<input type="checkbox"/> identifying community resources <input type="checkbox"/> essential English for parents <input type="checkbox"/> technology <input type="checkbox"/> other _____
--	---

5. What additional needs do your children have?

INDIANA MIGRANT EDUCATION PROGRAM STAFF NEEDS ASSESSMENT SURVEY

Region: _____

- | | | | |
|---|---|--|------------------------------------|
| <input type="checkbox"/> Migrant teacher | <input type="checkbox"/> Administration | <input type="checkbox"/> Site Director | <input type="checkbox"/> Recruiter |
| <input type="checkbox"/> Paraprofessional | <input type="checkbox"/> Records clerk | <input type="checkbox"/> Other _____ | |

Directions: Please check () the areas that you feel are needed **MOST** by your project to help migrant children make adequate yearly progress.

1. If you believe migrant students need additional instructional services, what supplementary INSTRUCTIONAL SERVICES are needed most? (Check all that apply)

<input type="checkbox"/> summer programs	<input type="checkbox"/> extended day tutoring programs	<input type="checkbox"/> supplementary language arts
<input type="checkbox"/> in-school tutoring	<input type="checkbox"/> drop-out prevention programs	<input type="checkbox"/> technology training
<input type="checkbox"/> preschool programs	<input type="checkbox"/> GED/programs for out-of-school youth	<input type="checkbox"/> other _____
<input type="checkbox"/> ESL programs	<input type="checkbox"/> supplementary reading	<input type="checkbox"/> other _____
<input type="checkbox"/> Vocational skills training	<input type="checkbox"/> supplementary math	<input type="checkbox"/> other _____

2. If you believe migrant students need to be better prepared for college and careers, what is essential for migrant students in a FUTURE READY learning environment?

<input type="checkbox"/> Digital citizenship	<input type="checkbox"/> Access to the Internet from home	<input type="checkbox"/> Proficiency in technology use
<input type="checkbox"/> Choosing appropriate tools for a task	<input type="checkbox"/> Reading and math lessons with technology integration	<input type="checkbox"/> Critical thinking in application of technology
<input type="checkbox"/> Technology use in the home	<input type="checkbox"/> other _____	<input type="checkbox"/> other _____

3. If you believe migrant students need additional support to succeed in academics, what supplementary SUPPORT SERVICES are needed most? (Check all that apply)

<input type="checkbox"/> interpreting/translating	<input type="checkbox"/> parenting education	<input type="checkbox"/> professional development
<input type="checkbox"/> advocacy	<input type="checkbox"/> counseling for students	<input type="checkbox"/> student leadership training
<input type="checkbox"/> books/materials/supplies	<input type="checkbox"/> health services (medical/dental)	<input type="checkbox"/> other _____
<input type="checkbox"/> clothing distribution	<input type="checkbox"/> career counseling	<input type="checkbox"/> other _____
<input type="checkbox"/> transportation	<input type="checkbox"/> locating resources	<input type="checkbox"/> other _____

4. What suggestions do you have to IMPROVE SERVICES? (Check all that apply)

<input type="checkbox"/> more professional development (see #4 below)	<input type="checkbox"/> more onsite visits/consultation with SEA staff
<input type="checkbox"/> more info on assessing family and health needs	<input type="checkbox"/> more info on serving infants/toddlers/young children
<input type="checkbox"/> more info on identification and recruitment	<input type="checkbox"/> other _____
<input type="checkbox"/> increased communication/coordination	<input type="checkbox"/> other _____

5. If you believe migrant instructional staff (including yourself if applicable) need additional help to target services to the specific needs of migrant students, mark PROFESSIONAL DEVELOPMENT you would like to receive. (Check all that apply)

<input type="checkbox"/>	program planning	<input type="checkbox"/>	research-based instructional practices	<input type="checkbox"/>	parent involvement
<input type="checkbox"/>	program evaluation	<input type="checkbox"/>	health/medical/dental issues	<input type="checkbox"/>	ESL strategies
<input type="checkbox"/>	curriculum & instruction	<input type="checkbox"/>	identification & recruitment	<input type="checkbox"/>	general MEP information
<input type="checkbox"/>	student assessment	<input type="checkbox"/>	Mentoring/coaching	<input type="checkbox"/>	other _____

6. What topics would you recommend for PARENT TRAINING to help parents support their children in meeting high standards? (Check all that apply)

<input type="checkbox"/>	ESL instruction	<input type="checkbox"/>	drugs/school safety	<input type="checkbox"/>	technology
<input type="checkbox"/>	parenting education	<input type="checkbox"/>	literacy	<input type="checkbox"/>	other _____
<input type="checkbox"/>	parent involvement	<input type="checkbox"/>	community resources	<input type="checkbox"/>	other _____

6. What ideas do you have for improving services to migrant students in your area?

Appendix D: Program Plan

GOAL AREA: READING and MATHEMATICS

- Concerns:** 1.1 We are concerned that migrant students are achieving proficiency at a lower rate than their peers in the areas of mathematics and literacy.
 1.2 We are concerned that migrant students lack educational support in the home, including parent knowledge of the U.S. education system, literacy materials, and math materials.
 1.3 We are concerned that migrant students do not receive instruction targeted to meet migrant-specific needs.

<u>Solutions identified in the CNA</u>	<u>Performance Target (Goal)</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>
<p>1.1a Provide research-based, instructional services beyond the school day for migrant students and families in the form of tutoring, summer programming, educational resources, technology-based instruction, and self-paced materials.</p> <p>1.1b Ensure that sufficient support services are available to facilitate the participation of all migrant students.</p> <p>1.2 Provide parent activities on the topics of parental involvement, the education system, and educational strategies for reading and math.</p> <p>1.3 Provide migrant-specific professional development opportunities to be implemented within the services provided by MEP staff.</p>	<p>Annual Measurable Outcome (AMO) targets for ELA ISTEP+ proficiency*:</p> <p>2014-15: 73% 2015-16: 76% 2016-17: 79% 2017-18: 83% 2018-19: 86% 2019-20: 90%</p> <p>AMO targets for Math ISTEP+ proficiency*:</p> <p>2014-15: 72% 2015-16: 75% 2016-17: 79% 2017-18: 82% 2018-19: 86% 2019-20: 90%</p> <p>*Indiana will be changing state assessments in 2016-17, which will set new baselines and targets for all students, including migrant students.</p>	<p>1.1 Provide research-based, instructional services beyond the school day for migrant students and families in the form of tutoring, summer programming, educational resources, technology-based instruction, and self-paced materials through either site-based or home-based instructional programs.</p> <p>1.2 Ensure that sufficient support services are available to facilitate the participation of all migrant students by coordinating or providing services as allowable. For example: transportation to/from MEP-funded services, access to childcare, Internet access, access to health and nutrition services.</p>	<p>1.1a. By the end of the 2015-16 school year and each year thereafter, 75% of migrant students in grades K-12 receiving instructional services in reading for 30 days during the regular school year will maintain their Lexile level.</p> <p>1.1b. By the end of the 2015-16 program year and each year thereafter, 75% of migrant students participating for three weeks in a summer program will maintain their Lexile level.</p> <p>1.1c. By the end of the 2015-16 program year and each year thereafter, 75% of migrant students in grades K-12 receiving instructional services in math for 30 days during the regular school year or three weeks during a summer program will make target gains** on an IMEP approved assessment.</p> <p>**Target gains will be based on local assessments and set prior to the start of the term. Sites will report targets and the numbers of students assessed and number meeting target gains.</p> <p>1.2. By the end of the 2015-16 program year and each year thereafter, 75% of migrant students whose needs are assessed through an IMEP needs assessment will receive support services aligned to their needs.</p>

GOAL AREA: School Readiness

Concerns: 2.1 We are concerned that preschool migrant children have not acquired school readiness skills.

2.2 We are concerned that parents of preschool migrant children lack resources to help them support the school readiness of their children.

2.3 We are concerned that MEP staff lack high quality professional development opportunities to support and promote acquisition of school readiness skills.

<u>Solution identified in the CNA</u>	<u>Performance Target (Goal)</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>
<p>2.1a Provide instructional and support services within site-based or home-based preschool programs, including transportation, technology-based instruction, childcare, tuition, and/or high quality staff.</p> <p>2.1b Coordinate with programs that have a focus on developmental skills that children need for school in combination with state standards and expectations.</p> <p>2.2 Provide migrant parents with tools, strategies, and involvement activities geared toward early literacy, developmental skills, and health.</p> <p>2.3 Provide research-based, high quality professional development for preschool staff regarding the unique needs of preschool migrant students and strategies that are effective to meet those needs.</p>	<p>The purpose of the Birth-Age Five Literacy Framework is to ensure ALL children have the necessary early literacy skills to thrive in kindergarten - including children with special needs, English learners, and children from culturally diverse backgrounds.</p>	<p>2.1 Provide instructional and support services using research- and evidence-based strategies within site-based or home-based early childhood education (ECE) programs.</p> <p>2.2 Coordinate with programs that have a focus on developmental skills that children need for school in combination with the Early Childhood Foundations and state expectations.</p>	<p>2.a By the end of the 2015-16 program year and each year thereafter, 75% of migrant children enrolled in a regular school year or summer program funded by the MEP will demonstrate proficiency in school readiness as determined by a valid and reliable ECE protocol.</p> <p>2.b By the end of the 2015-16 program year and each year thereafter, 90% of migrant preschool students will receive site or home-based support services.</p>

GOAL AREA: GRADUATION and SERVICES for SECONDARY-AGED YOUTH

- Concerns:** 3.1 We are concerned that service providers do not have sufficient training, resources, and support to meet the unique needs of 9th – 12th grade and OSY migrant students, which results in fewer services for this group.
 3.2 We are concerned that students are not accruing credits at their grade level because of mobility, work obligations, lack of knowledge, or engagement.
 3.3 We are concerned that migrant students who do not participate in the traditional school day are not receiving vocational training or making progress to receive their high school education.
 3.4 We are concerned that high school aged migrant students are not demonstrating proficiency in math and language arts ECAs, especially in reading.
 3.5 We are concerned that parents do not have knowledge of high school graduation requirements and vocational opportunities for secondary-aged youth.

<u>Solution identified in the CNA</u>	<u>Performance Target (Goal)</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>
<p>3.1 Provide professional development and training about designing programs and providing instruction geared to the unique needs of migrant children.</p> <p>3.2a Provide opportunities for credit accrual through evening classes, instruction with flexible scheduling, online classes, and alternative programs.</p> <p>3.2b Help students set and meet graduation goals through mentors and tutors in a school- or home-based model.</p> <p>3.3 Provide and help OSY access training and instruction designed to meet their needs.</p> <p>3.4a Provide tutoring to students who need additional skills to pass Algebra I and English 10 ECAs.</p> <p>3.4b Provide supplemental, research-based, college and career readiness instruction.</p> <p>3.5 Provide parents with information, resources, and training to help them support their child(ren) in receiving their HS diploma, HSE, vocational training, and further educational and career goals.</p>	<p>The number of high school migrant students who are enrolled in Indiana at the end of the regular term and who graduate.</p>	<p>3.1 Provide opportunities for credit accrual through evening classes, instruction with flexible scheduling, online classes, and alternative programs.</p> <p>3.2a Help students set and meet graduation and college and career readiness goals with research-based supplemental instruction in a school-based, home-based, or technology-assisted model.</p> <p>3.2b Provide and help OSY access training and instruction designed to meet their needs.</p>	<p>3.1 By the end of the 2015-16 reporting period and each year thereafter, 70% of migrant students enrolled in a supplemental credit accrual program will earn at least one credit toward graduation.</p> <p>3.2 By the end of the 2015-16 reporting period and each year thereafter, 80% of migrant students enrolled in supplemental instructional services will make progress toward learning goals set in their Individual Migrant Education Plan, which may include academic skills, life skills, college and career readiness, alternative programming, or other activities as befitting the needs of secondary students or OSY.</p>

GOAL AREA: FUTURE READY LEARNING ENVIRONMENTS

- Concerns:** 4.1 We are concerned that migrant students do not have equitable access to state of the art technology and tools.
 4.2 We are concerned that migrant students are not prepared with 21st century skills needed for college or careers in a technology-rich learning and working environment.
 4.3 We are concerned that migrant students lack support necessary to participate fully in their education.
 4.4 We are concerned that regular year and summer MEP staff lack the knowledge and skills to deliver instructional strategies based on migrant student needs.

<u>Solution identified in the CNA</u>	<u>Performance Target (Goal)</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>
<p>4.1a Facilitate access to services that meet student needs through innovative technologies.</p> <p>4.1b Coordinate instructional services with the schools students attend during the regular year to provide continuity of instruction.</p> <p>4.2a Provide a structured digital learning environment aligned to the ISTE standards with the appropriate technology tools to migrant students.</p> <p>4.2b Provide supplemental instructional services aligned to a STEM/STEAM framework.</p> <p>4.3 Provide equitable access to support services such as content specific programs, internet access (when applicable), and assessment programs that will enhance the educational process.</p>	<p>Technology and digital learning plans align with instructional best practices, are implemented by highly trained teachers, and lead to personalized learning experiences for all students, particularly those from traditionally under-served communities.</p>	<p>4.1a Facilitate access to services that meet student needs through innovative technologies.</p> <p>4.1b Coordinate inter-state instructional services with the schools or programs students attend during the regular year and provide continuity of instruction by ensuring the instructional services provided in Indiana meet regular school year needs.</p> <p>4.2a Provide a structured digital learning environment aligned to the ISTE standards with the appropriate technology tools to migrant students.</p> <p>4.2b Provide supplemental technology-based instructional services with an instructor who has participated in IMEP approved STEM training.</p> <p>4.2c Provide equitable access to support services such as content-specific programs, internet access (when applicable), and assessment programs that will enhance the educational process.</p>	<p>4.1a By the end of the 2015-16 program year and each year thereafter, 80% of staff will use appropriate technology integration strategies as demonstrated on the Fidelity of Services Provision Rubric.</p> <p>4.1b By the end of the 2015-16 program year and each year thereafter, 80% of K-12 migrant students participating in device-assisted interstate coordination will receive supplemental instructional services aligned to their academic needs during the regular school year.</p> <p>4.2 By the end of the 2015-16 program year and each year thereafter, 75% of K-12 migrant students participating in ISTE standards-aligned instruction will demonstrate a 5% gain on the digital literacy assessment.</p>

<u>Solution identified in the CNA</u>	<u>Performance Target (Goal)</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>
<p>4.4 Provide and Mandate relevant professional development appropriate to staff members role in regards to instructional strategies, technology curriculum, and cultural background.</p>		<p>4.3 Facilitate mentorship and leadership training opportunities that promote student agency for secondary migrant students and families.</p>	<p>4.3 By the end of the 2015-16 program year and each year thereafter, 75% of secondary migrant students participating in mentorship and leadership training will successfully complete the training.</p>
		<p>4.4 Provide or coordinate with other agencies for parent meetings or activities on the topics of parental involvement, the education system, educational strategies for reading and math, strategies for preparing children for kindergarten, and helping secondary students meet college and career goals.</p>	<p>4.4 By the end of the 2015-16 program year and each year thereafter, MEP staff will contact 90% of parents of migrant children to connect parents with appropriate information, tools, strategies or activities to help parents be involved in their child’s education as recorded on the parent contact log.</p>
		<p>4.5 Provide or participate in professional development appropriate to staff members’ role on the topics of reading and math instructional strategies, strategy implementation, technology curriculum, credit accrual, vocational and life skills, college and career readiness, graduation planning, or cultural background of migrant students.</p>	<p>4.5 By the end of the 2015-16 program year and each year thereafter, 80% of MEP staff participating in IMEP-approved professional development will demonstrate fidelity to strategies on the Fidelity of Services Provision Rubric.</p>

Appendix E: Resources for Implementing Strategies

ELA and Mathematics

ELA Curriculum

Books

Reading and ELA Apps

Reference materials

Consumables

myON

Manipulatives

Access to the Internet

Educational resources in English and

Spanish for home- and site-based programs

Tutoring

Math Curriculum

Math Assessment

Math Apps

Math tools for measurement, drawing, and creating

School Readiness

ECE protocol aligned to curriculum

Training in curriculum and PK assessment

Books

Manipulatives

Child development resources

Tutors for in-home instruction

Materials for home- and site-based programs

Backpack learning supplies

Transportation to site-based PK programs

Educational childcare

Activity Kits

Presentations from LEAs and Community Agencies

Conferences for parents

Coordination with community agencies

Graduation and Services for Secondary Age Youth

Migrant specific PD opportunities such as NASDME, TMIP, ID&R Forums, myON, SOSOSY, STEM, Google Summit (Future Ready), Early Childhood, Technology PD
Personnel to create and maintain Individual Migrant Education Learning Plan
Credit accrual program

Training in creating learning plans
Close-up
SAT/ACT Fees
CTE classes
GED prep and test fees
Vocational counseling
College visits

Future Ready Learning Environments

Educational Apps

LMS

MDM

Web filter

Software

Hardware

Hotspots

Devices

Data service

Replacement parts

Tuition to online programs

Other instructional materials

Tech liaison personnel, mentors

PD related to STEM/STEAM and mentoring

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 Topic 2: Program Implementation.....

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 Topic 4: Program Implementation.....

 Topic 5: ELA and Math Strategies

 Topic 6: School Readiness Strategies

 Topic 7: High School Graduation and Services for Secondary Age Youth Strategies

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Section III: Fiscal Monitoring

Appendix G: Table of Contents for Recruiter Handbook and Quality Control Manual

Recruiter Handbook

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