

Kansas Migrant Education Program



Service

Delivery

Plan

Kansas State Department of Education
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Abbreviations and Acronyms

ASQ	Ages and Stages Questionnaire
CAMP	College Assistance Migrant Program
CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
EL	English Learner
ELA	English Language Arts
ESC	Education/Educational Service Center
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
GOSOSY	Graduation and Opportunities for Success for Out-of-School Youth Consortium
HEP	High School Equivalency Program
ID&R	Identification and Recruitment
IMEC	Interstate Migrant Education Council
IRRC	Identification and Recruitment Rapid Response Consortium
KELPA	Kansas English Language Proficiency Assessment (Also K-ELPA)
KIAS	Kansas Integrated Accountability System
KS	Kansas
KSDE	Kansas State Department of Education
KTASN	Kansas Technical Assistance System Network
LCP	Local Consolidated Application
LOA	Local Operating Agency
MEP	Migrant Education Program
MIS2000	Migrant Information System 2000
MPAC	Migrant Parent Advisory Council
MPO	Measurable Program Outcome
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
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
QSI	Quality of Strategy Implementation Tool
SDP	Service Delivery Plan
SEA	State Education Agency
USD	Unified School District

Definition of Terms Related to the SDP

Area of Concern: A broad area based on the root causes of the unique characteristics of the target group. The Office of Migrant Education has identified **Seven Areas of Concern** which are educational continuity, instructional time, school engagement, English language development, educational support in the home, health, and access to services.

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

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

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

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

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

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

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

Solution Strategy: A solution that addresses an identified need.

Table of Contents

Acknowledgements

Abbreviations and Acronyms

Executive Summary	1
--------------------------------	----------

Introduction	2
---------------------------	----------

Legislative Mandate for Service Delivery Planning	2
---	---

Description of the Kansas Migrant Education Program	3
---	---

Description of the Planning Process	5
---	---

General Framework: Plan Alignment.....	7
---	----------

State Performance Indicators	7
------------------------------------	---

Needs Assessment	7
------------------------	---

Service Delivery Strategies	8
-----------------------------------	---

Measurable Program Outcomes ((MPOs)	8
---	---

Evaluation Questions	8
----------------------------	---

CNA/SDP/Evaluation Alignment Chart	9
--	---

Evaluation Plan	14
------------------------------	-----------

Component of the Kansas MEP Statewide Evaluation	14
--	----

Evaluation Data Collection Plan	16
---------------------------------------	----

Interpreting and Using Evaluation Results	19
---	----

Written Evaluation Report.....	19
--------------------------------	----

Project Plan and Logic Model	20
---	-----------

Project Plan.....	20
-------------------	----

Logic Model.....	23
------------------	----

Migratory Children Identified to Receive Priority for Services (PFS)	24
---	-----------

Identification and Recruitment Plan	25
--	-----------

Parent Engagement Plan	27
-------------------------------------	-----------

Structures to Support Migratory Parents.....	27
--	----

Parent Resources	28
------------------------	----

Exchange of Student Records	29
--	-----------

Implementation and Accountability in Local Programs	31
--	-----------

Communication with Local MEPs about the SDP	31
---	----

Professional Development and Technical Assistance	31
---	----

Sub-granting Process	33
----------------------------	----

State Monitoring Process and Timelines	34
--	----

Looking Forward.....	35
-----------------------------	-----------

Executive Summary

In accordance with the Elementary and Secondary Education Act (ESEA) of 1965, reauthorized in 2015 as the Every Student Succeeds Act (ESSA), state education agencies (SEAs) are required to submit to the U.S. Department of Education in their Consolidated State Plan, the long-term goals and measurements of interim progress that are designed to improve the academic achievement of all children in their state. Additionally, states are required by ESSA to develop a migrant-specific service delivery plan (SDP) to help migratory children make progress toward achievement of the state's long-term goals and measurements of interim progress. The SDP outlines the delivery and evaluation of the services provided to migratory children through the migrant education program (MEP). The SDP is developed from the results of an up-to-date comprehensive needs assessment (CNA) and is a statewide plan that describes the services the SEA will provide directly or through local operating agencies (LOAs) to meet the unique needs of migratory children.

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

The Kansas MEP conducted an update to the SDP during 2019-20 utilizing the results of the CNA conducted during 2018-19. During the two SDP Committee meetings held in Wichita in September and December 2019, Committee members developed service delivery strategies (based on the solution strategies created during the CNA) and measurable program outcomes (MPOs) to guide MEP implementation beginning in the 2020-2021 performance period. Following are the key findings from the SDP meetings.

- Federal, State, and local goals and the needs of migratory children were organized within four goal areas: 1) School Readiness; 2) English Language Arts (ELA)/ Mathematics; 3) Graduation/Completion of a High School Diploma; and 4) Non-Instructional Support Services.
- There are large achievement gaps on Kansas Summative ELA and Math Assessments between migratory students and non-migratory students indicating a need for MEP supplemental reading and math instructional services to increase migratory student skills and support services to eliminate barriers to school success.
- Eleven service delivery strategies identified by the SDP Committee will be implemented beginning in the 2020-21 performance period.
- Progress toward the 13 MPOs aligned to the strategies will be reported in the 2020-21 evaluation report which will document the evaluation of program implementation and performance results, and provide implications for making decisions about the Kansas MEP.

Introduction

Legislative Mandate for Service Delivery Planning

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

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

Further, regulations require the SEA to develop its comprehensive state plan in consultation with the state Migrant Parent Advisory Council (MPAC) in a format and language that the parents understand. [34 CFR § 200.83(b)(c)]

Following are the components that are required to be included in a state SDP.

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

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

Following are recommended sections to ensure that MEP services are targeted and delivered efficiently, and to support local projects in implementing the SDP.

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

In compliance with the guidance provided by OME, Kansas will update the comprehensive State SDP whenever it: 1) updates the statewide CNA; 2) changes the performance targets and/or MPOs; 3) significantly changes the services that the MEP will provide statewide; or 4) significantly changes the evaluation design. This new SDP aligns with the needs identified in the new CNA that was completed in May 2019.

Description of the Kansas Migrant Education Program

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

Kansas MEP data from the 2017-18 performance period indicates that there were 4,314 eligible migratory children and youth (birth to age 21) with the following demographics:

- 6% were age birth through two years old; 11% were 3-5 years old; 41% were in grades K-5; 17% were in grades 6-8; 19% were in grades 9-12, and 5% were dropouts/out-of-school youth (OSY);

- 23% had a qualifying arrival date (QAD) during the performance period (with nearly all having a QAD during the regular school year);
- 25% of eligible migratory children ages 3-21 were identified as PFS; and
- 57% of eligible migratory children ages 3-21 were English learners (ELs), predominantly Spanish speakers.

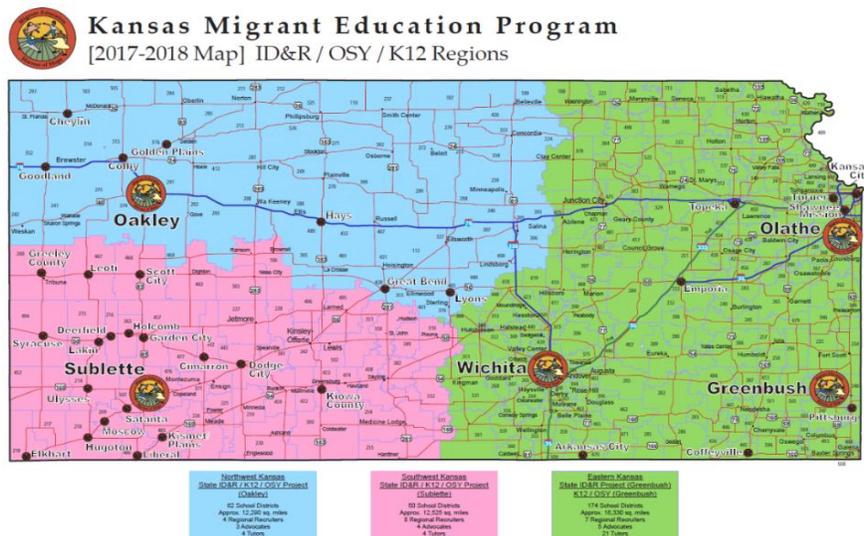
During the 2017-18 performance period, 79% of all eligible migratory students were served (60% served during the school year, 37% served during the summer); 50% received MEP instructional services; and 70% received MEP support services.

Because issues of mobility, language, and poverty affect migratory students' opportunities to receive excellence and equity in the classroom, the Kansas MEP strives to provide an educational experience that can help children reduce the educational disruptions, and other problems that can result from repeated moves. During the regular school year, in areas with large concentrations of migratory children, local projects operate in support of, and in coordination with, the regular school program. During the summer, educational programs are set up exclusively for migratory children when regular school programs are not in operation, or in coordination with summer services provided by the school district.

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

In addition to local projects, the Kansas MEP has three statewide regional service centers that serve the State's local projects and non-project districts (as shown in the map below):

- Northwest Kansas Educational Service Center (ESC) in Oakley (blue area on the map);
- Southeast Kansas ESC in Greenbush (green area on the map); and
- Southwest Plains Regional Service Center in Sublette (pink area on the map).



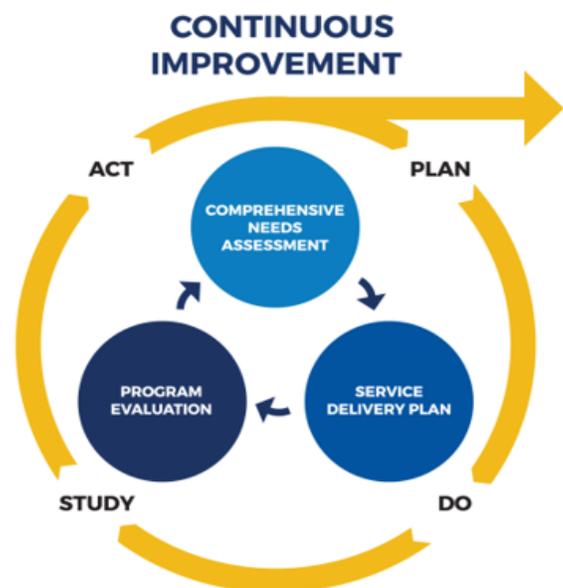
In addition, the State of Kansas has statewide MEP special projects including the following:

- Identification and Recruitment (ID&R) Quality Control and OSY Project (Fort Scott Community College)
- Portable Assisted Study Sequence (PASS)/OSY Support Services/Leadership Academy (Eudora Unified School District [USD] 491)

Description of the Planning Process

The Kansas MEP follows the Continuous Improvement Cycle (shown below) as recommended by the Office of Migrant Education (OME) at the U.S. Department of Education in its CNA, SDP, and Evaluation Toolkits. In this cycle, each step in developing a program, assessing needs, identifying strategies, implementing strategies, and evaluating results, builds on the previous activity and informs the subsequent activity. The Continuous Improvement Cycle includes the following components:

- CNA: A 5-step process involving stakeholders identifying major concerns, gathering data to define needs, and selecting priority solutions.
- SDP: A multi-step process to convene stakeholders to select research-based strategies (based on the CNA findings) to meet the needs of migratory children and youth, develop a plan to implement the strategies, and establish measurable goals and targets for accountability.
- Implementation of SDP: Information dissemination and training to align project services and goals with the statewide plan, roll-out of strategies, and data collection for accountability.
- Evaluation: Measures the extent to which strategies were implemented with fidelity and the impact of those strategies on migratory student achievement.



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

The Kansas SDP Committee was led through the service delivery planning process by META Associates as guided by the [MEP SDP Toolkit](#) (U.S. Department of Education, 2018). In addition, the Committee reviewed the work of the NAC during the CNA process completed in 2018-19. During the fall of 2019, the Committee met twice in Wichita to provide input on SDP requirements. All aspects of the MEP were considered including the CNA, SDP, application, and

evaluation tools to ensure continuity. The table below lists the dates of the meetings, the meeting objectives, and the meeting outcomes.

Kansas SDP Planning Committee Meetings

Dates	Objectives	Outcomes
09/18/19	<ol style="list-style-type: none"> 1) Learn about the updates to the Kansas MEP 2) Understand how the program planning process interacts with the State SDP 3) Review the most recent Kansas MEP data/ demographics 4) Create and prioritize service delivery strategies for meeting migratory student needs 5) Develop MPOs to address the strategies 6) Discuss next steps in SDP process 	<ul style="list-style-type: none"> • Discussed the context of the Kansas MEP to inform the day's discussions • Reviewed the findings from the CNA process • Established workgroups for: School Readiness, ELA/Mathematics; Graduation/ Completion of a High School Diploma, and Non-Instructional Support Services; • Using recommended solutions from the CNA, workgroups created service delivery strategies; full group discussed workgroup recommendations • Created MPOs for each of the strategies; full group discussed workgroup recommendations
12/10/19	<ol style="list-style-type: none"> 1) Learn about the updates to the Kansas MEP 2) Understand how the program planning process interacts with the State SDP 3) Review/finalize the service delivery strategies developed during SDP Meeting #1 4) Review/finalize the MPOs developed during SDP Meeting #1 5) Review/amend Kansas' PFS criteria 6) Identify resources needed and ideas for implementing the strategies 7) Review/finalize the Kansas MEP Logic Model 8) Discuss next steps in the SDP process 	<ul style="list-style-type: none"> • Discussed the context of the Kansas MEP to inform the day's discussions • Finalized the service delivery strategies • Finalized the MPOs • Determined ways to implement the strategies and resources needed • Provided recommendations for revisions to the Kansas MEP PFS criteria • Finalized the Kansas MEP Logic Model

General Framework: Plan Alignment

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

State Performance Indicators

The State performance targets for migratory students in ELA, math, and graduation work in concert with the priorities and goals for all students established by the State of Kansas as part of its [ESSA Consolidated State Plan](#). The Plan identifies measurements of interim progress toward meeting the long-term goals (2030) for academic achievement and graduation.

Kansas Interim and Long-Term Goals for Academic Achievement

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ELA/Literacy	49.59	52.12	54.65	57.18	59.71	62.24	64.77	67.30	69.83	72.36	75.0
Math	42.69	45.92	49.15	52.38	55.61	58.84	62.17	65.30	68.53	71.76	75.0
Graduation	88.82	89.50	90.18	90.86	91.54	92.22	92.90	93.58	94.26	94.94	95.0

Source: Kansas ESSA Consolidated State Plan

Needs Assessment

During 2018-19, the Kansas NAC worked through the process outlined in the [MEP CNA Toolkit](#) (U.S. Department of Education, 2018) as facilitated by META Associates. Data on migratory student achievement and outcomes were used by the NAC to develop concern statements. Data for the CNA was collected from MIS2000; the KSDE assessment database; and via surveys of parents, students, and staff. Based on this data, a State data profile was written; possible solutions were identified; and priorities for services based on the data were determined. At the two NAC meetings held in Wichita, the group reached consensus about the decisions on how to identify needs, additional issues/data to explore, and how to proceed with the next steps in determining a plan for addressing migratory student needs. This CNA process resulted in the development of the Kansas MEP CNA Report.

The Kansas MEP CNA results provided the State with clear direction for planning services to be delivered to migratory children and youth. An SDP Committee was formed by the State with representatives from LOAs and individuals with content area expertise. The needs assessment results described in the CNA Report have been used as a foundation for the services described in this SDP Report. Following is the Kansas Migratory Student Profile contained in the CNA Report using data from 2017-18 that lists the needs identified in numerous categories.

Kansas Migratory Student Profile (Data from 2017-18 unless indicated)

	Data Element	Statistic
1	Total Number of Eligible Migratory Students (ages 0-21)	4,314
2	Total Number of Eligible Migratory Students (ages 3-21)	4,053
3	Migratory Students Classified as Having Priority for Services (PFS) (ages 3-21)	1,004 (25%)
4	Migratory Students Classified as ELs (ages 3-21)	2,319 (57%)
5	Migratory Students Classified as Having a Disability under Part B/C of the IDEA	305 (7%)
6	Migratory Students with a QAD within 12 months of the last day of the performance period	971 (23%)
7	Migratory OSY	226 (5%)
8	Migratory Students Served during the Performance Period	3,407 (79%)
9	Migratory Students Receiving Instructional Services	2,166 (64%)
10	Migratory Students Receiving Support Services	3,015 (88%)

	Data Element	Statistic
11	Migratory Students Served during the Regular School Year	2,574 (60%)
12	PFS Migratory Students Served during the Regular School Year	762 (30%)
13	Migratory Students Served during the Summer	1,601 (37%)
14	PFS Migratory Students Served during the Summer	533 (33%)
15	2016-17 Migratory Student Graduation Rate (Non-migratory rate is 87.0%)	80.1%
16	PFS Migratory Student Graduation Rate	76.5%
17	Non-PFS Migratory Student Graduation Rate	80.2%
18	2016-17 Migratory Student Dropout Rate (Non-migratory rate is 1.55%)	2.80%
19	PFS Migratory Student Dropout Rate	3.66%
20	Non-PFS Migratory Student Dropout Rate	2.48%
21	Percent of Migratory Students in Grades 3-8/10 Scoring at Met or Exceeding on Kansas ELA Summative Assessments (Note: All students 39%)	11%
22	Percent of PFS Migratory Students in Grades 3-8/10 Scoring at Met or Exceeding on Kansas ELA Summative Assessments	6%
23	Percent of Non-PFS Migratory Students in Grades 3-8/10 Scoring at Met or Exceeding on Kansas ELA Summative Assessments	13%
24	Percent of Migratory Students in Grades 3-8/10 Scoring at Met or Exceeding on Kansas Math Summative Assessments (Note: All students 35%)	10%
25	Percent of PFS Migratory Students in Grades 3-8/10 Scoring at Met or Exceeding on Kansas Math Summative Assessments	10%
26	Percent of Non-PFS Migratory Students in Grades 3-8/10 Scoring at Met or Exceeding on Kansas Math Summative Assessments	12%

The CNA Report shows the final recommendations for concerns, data sources for the concerns, need indicators and statements, and the solutions created by the NAC for each goal area. The NAC identified possible solutions which the SDP Committee used for the development of service delivery strategies during the SDP planning process. The solutions are general guidelines based on the examination of migratory student needs. Prioritized solutions from the CNA can be found in the Kansas MEP 2019-20 SDP Decisions and Planning Chart (on file at KSDE).

Service Delivery Strategies

The service delivery strategies identified by the SDP Committee took into consideration the needs identified during the CNA process as well as the solution strategies determined. There are two strategies for School Readiness, one strategy for ELA/Mathematics, three strategies for Graduation/Completion of a High School Diploma, and five strategies for Non-Instructional Support Services. The strategies serve as the foundation for the implementation of the Kansas MEP.

Measurable Program Outcomes

The SDP Committee revised/created new MPOs to reflect the State performance targets, and needs and solutions identified during the 2018-19 CNA process. MPOs are the desired outcomes of the strategies that quantify the difference that the MEP will make for migratory students, parents, and/or staff. MPOs provide the foundation for the SDP and can be clearly communicated, implemented with fidelity, and evaluated.

Evaluation Questions

The SDP Committee developed an Evaluation Plan for results (that relate to the State performance indicators/targets and MPOs) and for implementation (that relate to the strategies). The CNA/SDP/Evaluation Alignment Chart that follows provides a foundation for the MEP evaluation (see next section of the SDP).

Kansas Migrant Education Program (MEP) 2019-20 CNA/SDP/Evaluation Alignment Chart

GOAL AREA #1: SCHOOL READINESS

State Performance Target: The delivery of school readiness services to migratory preschool children is a provision under Title IC. There is no specific Kansas State Performance Target for school readiness.

Primary Concern Statements: We are concerned that migratory parents lack the educational skills, resources, and tools to support pre-literacy and pre-numeracy in the home and we are concerned that migratory children, especially 3-year-olds, do not have access to educational services due to a lack of preschool programs, transportation, and facilities.

Data Summary: In 2017-18, 23% of all eligible migratory children ages 3-5 (not in kindergarten) received MEP instructional services.

Need Statement: The percentage of eligible migratory children ages 3-5 (not in K) receiving MEP instructional services needs to increase to ensure that more migratory preschool children are prepared for kindergarten.

Strategy 1.1: During the school year and summer, coordinate/provide high quality early learning instruction that is fully or partially funded by the MEP to 3- and 4-year old migratory children who are not yet in school.

Strategy 1.2: During the school year and summer, provide parent education events and educational resources aligned with the Kansas Early Learning Standards that incorporate Ages and Stages Questionnaire (ASQ) assessments and materials to increase parent capacity to increase their children’s school readiness skills.

Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
MPO 1.1A: By the end of the 2020-21 program year, 70% of 3- and 4-year old migratory children assessed with the Ages and Stages Questionnaire (ASQ) will demonstrate age-appropriate skills as a result of participating in high quality early learning services fully or partially funded by the MEP.	What percentage of 3- and 4-year old migratory children (PFS & non-PFS) demonstrated age-appropriate skills on the ASQ?	How many 3- and 4-year old migratory children participated in MEP early learning services?
MPO 1.1B: By the end of the 2020-21 program year, 80% of eligible migratory preschool children ages 3-5 (not in kindergarten) will receive MEP services (instructional and/or support) in the summer as reported in Migrant Web/MIS2000.	What percentage of eligible migratory preschool children ages 3-5 (PFS & non-PFS) received MEP services in the summer?	What types of MEP services were provided to migratory preschool children during the summer?
MPO 1.2: By the end of the 2020-21 program year, 80% of migratory parents responding to the Parent Survey who participated in fully or partially MEP-funded parent training on school readiness will report an increased capacity to support their child’s school readiness skills.	What percentage of migratory parents surveyed reported an increased capacity to support their child’s school readiness skills?	What types of services were provided to parents to build their capacity to support their children’s school readiness skills?

GOAL AREA #2: ENGLISH LANGUAGE ARTS (ELA) AND MATHEMATICS

State Performance Target: In 2020-21, 52.12% of all students will score at Met or Exceeding Proficiency on Kansas Summative ELA Assessments, and 45.92% of all students will score at Met or Exceeding Proficiency on Kansas Summative Math Assessments.

Primary Concern Statement: We are concerned that fewer migratory students score proficient on Kansas ELA and Math Assessments than non-migratory students.

Data Summary: In 2017-18, 11% of the 1,538 migratory students assessed (6% of PFS students) scored at Met or Exceeding Proficiency (M/E) in ELA compared to 39% of non-migratory students; and 10% of the 1,541 migratory students assessed (7% PFS students) scored at M/E in Math compared to 35% of non-migratory students.

Need Statement: The percentage of migratory students scoring at M/E needs to increase by 28% (33% for PFS students) in ELA, and 25% in math (28% for PFS migratory students) to eliminate the gap between migratory and non-migratory students.

Strategy 2.1A: During the school year and summer, coordinate/provide migratory students (students with PFS first) with supplemental needs-based, evidence-based reading instruction with appropriate progress monitoring and instructional adjustments.

Strategy 2.1B: During the school year and summer, coordinate/provide migratory students (students with PFS first) with supplemental needs-based, evidence-based math instruction with appropriate progress monitoring and instructional adjustments.

Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
MPO 2.1A: By the end of the 2020-21 program year, 70% of migratory students receiving MEP-funded supplemental reading instruction will demonstrate a 2% gain on local reading assessments (e.g., NWEA MAP, aimswebPlus, FastBridge, State Formative).	What percentage of migratory students (PFS & non-PFS) improved their reading scores by 2%?	How many migratory students received supplemental reading instruction in each project?
MPO 2.1B: By the end of the 2020-21 program year, 70% of migratory students receiving MEP-funded supplemental math instruction will demonstrate a 2% gain on local math assessments (e.g., NWEA MAP, aimswebPlus, FastBridge, State Formative).	What percentage of migratory students (PFS & non-PFS) improved their math scores by 2%?	How many migratory students received supplemental math instruction in each project?
MPO 2.1C: By the end of the 2020-21 program year, 80% of eligible migratory students in grades PreK-12 will receive MEP services (instructional and/or support) in the summer as reported in Migrant Web/MIS2000.	What percentage of eligible migratory students in grades PK-12 (PFS and non-PFS) received MEP services in the summer?	What types of MEP services were provided to migratory students in grades PreK-12 during the summer?

GOAL AREA #3: GRADUATION/COMPLETION OF A HIGH SCHOOL DIPLOMA

State Performance Target: In 2020-21, 89.5% of all 4-year cohort students in Kansas will graduate from high school.

Primary Concern Statement: We are concerned that as a result of migrancy, migratory students are not graduating at the same rate as non-migratory students, and OSY are not engaged in activities that lead to school re-engagement.

Data Summary: In 2016-17, the migratory student graduation rate was 80% (76.5% for PFS students) compared to 87% for non-migratory students.

Need Statement: The migratory student graduation rate needs to increase by 7% (10.5% for PFS students) to eliminate the gap between migratory and non-migratory students, and increase by 9.5% (13% for PFS students) to meet the 2020-21 State Performance Target.

Strategy 3.1: During the school year and summer, coordinate/provide secondary-aged migratory students and OSY with supplemental credit accrual options and instruction leading to graduation or a high school equivalency diploma.

Strategy 3.2A: During the school year and summer, provide educational opportunities to help middle and high school-aged migratory students and OSY plan for postsecondary education and careers.

Strategy 3.2B: During the school year and summer, promote migratory student/OSY participation in learning opportunities for graduation, postsecondary education, and career exploration/readiness (e.g., Kansas Academy of Mathematics and Science [KAMS], leadership institutes/camps).

Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
MPO 3.1: By the end of the 2020-21 program year, 80% of secondary-aged migratory students/OSY enrolled in credit accrual opportunities and instruction will earn one-half credit toward graduation.	What percentage of migratory secondary students/OSY (PFS & non-PFS) obtained one-half credit toward high school graduation?	For which courses did migratory students/OSY receive high school credit?
MPO 3.2: By the end of the 2020-21 program year, 80% of eligible migratory students in grades 7-12/OSY will receive MEP services (instructional and/or support) in the summer as reported in Migrant Web/MIS2000.	What percentage of migratory students in grades 7-12/OSY received MEP services in the summer?	What types of MEP services were provided to migratory students in grades 7-12/OSY during the summer?

GOAL AREA #4: NON-INSTRUCTIONAL SUPPORT SERVICES

State Performance Target: The delivery of support services to migratory students is a provision under Title IC. There is no specific Kansas State Performance Target for support services.

Primary Concern Statement: We are concerned that migratory students and parents have limited knowledge of, and access to, supplementary counseling opportunities, and migratory students lack knowledge of and access to support services including health services.

Data Summary: In 2017-18, 70% of all eligible migratory students received MEP support services.

Need Statement: The percentage of migratory students and their family members receiving support services needs to increase in order to eliminate barriers to success in school.

Strategy 4.1: During the school year and summer, provide counseling/advocacy opportunities for all migratory students/OSY/families (e.g., college and career readiness, information on students' Individual Plan of Study [IPS]).

Strategy 4.2: During the school year and summer, coordinate/provide services to increase awareness of available health, mental health, and social/emotional programs, and advocate for migratory student/parent enrollment based on their identified needs.

Strategy 4.3: Provide regular and timely referrals for all attendance centers (within 4 days) to local/regional recruiters when potential migratory students arrive in the district.

Strategy 4.4: During the school year and summer, provide parent engagement activities to migratory parents addressing reading, math, school readiness, graduation, postsecondary/career readiness.

Strategy 4.5: Provide professional development to MEP staff to build their capacity to address the needs of migratory students (e.g., content areas, school readiness, Migrant 101, graduation).

Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
MPO 4.1: By the end of the 2020-21 program year, 80% of projects will rate their implementation of Strategy 4.1 (counseling/advocacy opportunities) as “succeeding” or “exceeding” on the Quality of Strategy Implementation (QSI).	What percentage of projects rated their implementation of Strategy 4.1 as succeeding or exceeding on the QSI?	What examples of evidence were reported related to the provision of counseling/advocacy opportunities?
MPO 4.2: By the end of the 2020-21 program year, 80% of parents responding to the Parent Survey will report that the MEP helped them increase their knowledge of available health, mental health, and social/emotional programs in the community.	What percentage of parents reported that the MEP helped them increase their knowledge of available health, mental health, and social/emotional programs in the community?	What services/information was provided to increase knowledge of health, mental health, and social/emotional programs in the community?
MPO 4.3: By the end of the 2020-21 program year, 80% of projects will rate their implementation of Strategy 4.3 (regular and timely referrals) as “succeeding” or “exceeding” on the Quality of Strategy Implementation (QSI).	What percentage of projects rated their implementation of Strategy 4.3 as succeeding or exceeding on the QSI?	What examples of evidence were reported related to the regular and timely referrals of migratory students/OSY?

Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
MPO 4.4: By the end of the 2020-21 program year, 80% of parents responding to the Parent Survey will report that MEP parent activities increased their skills for supporting their child's education.	What percentage of parents responding to surveys reported that they increased their skills for supporting their child's education?	What types of parent activities were offered to migratory parents?
MPO 4.5: By the end of the 2020-21 program year, 80% of MEP staff responding to the Staff Survey will report that MEP professional development increased their capacity to provide needs-based services to migratory students.	What percentage of staff reported increased capacity to provide needs-based services to migratory students?	What types of professional development opportunities were offered to staff?

Evaluation Plan

Components of the Kansas MEP Statewide Evaluation

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

1. Collect, analyze, summarize, and prepare reports that contain MEP progress toward State performance targets related to Performance Goals 1 and 5 (the percentage of students attaining proficiency in reading/language arts and mathematics for each grade, and the percentage of students who graduate from high school), disaggregated for PFS, non-PFS, and non-migratory students. [34 CFR Sections 200.83 and 200.84]
2. Collect, analyze, summarize, and prepare reports that contain performance results data on MEP MPOs established in this SDP for all MEP activities and services, disaggregated for PFS and non-PFS migratory students. [34 CFR Section 200.83]
3. Collect, analyze, summarize, and prepare reports that contain performance results data on the GPRA measures. [34 CFR Section 80.40]
4. Collect, analyze, summarize, and prepare reports that provide specific implementation results that demonstrate the level of fidelity in the implementation of MEP activities and service delivery strategies contained in this SDP. [34 CFR Section 200.84]
5. Based on data comparing implementation and performance results to performance targets, prepare and report implications and recommendations to inform SEA decision making for the improvement of MEP services (e.g., data needed to collect in an update to the CNA; updated performance targets in the SDP based on overachievement of MPOs). [34 CFR Section 200.85]

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

States are required to evaluate the effectiveness of the MEP and provide guidance to LOAs on how to conduct local evaluations. OME indicates that evaluations allow SEAs and their LOAs to:

1. determine whether the MEP is effective and document its impact on migratory children;
2. improve program planning by comparing the effectiveness of different types of interventions;
3. determine the degree to which projects are implemented as planned and identify problems that are encountered in program implementation; and
4. identify areas in which children and youth may need different MEP services.

To accomplish this end, OME requires SEAs to conduct an evaluation that examines both program implementation and program results (or outcomes). In evaluating program implementation, the evaluation of the Kansas MEP will address the following questions.

- ✓ *How many 3- and 4-year old migratory children participated in MEP early learning services?*
- ✓ *What types of services were provided to parents to build their capacity to support their children's school readiness skills?*
- ✓ *How many migratory students received supplemental reading and/or math instruction in each project?*
- ✓ *What types of MEP services were provided to migratory students in grades PreK-12 and OSY during the summer?*
- ✓ *For which courses did migratory students receive high school credit?*
- ✓ *What examples of evidence were reported related to the provision of counseling/advocacy opportunities?*
- ✓ *What services/information was provided to increase knowledge of health, mental health, and social/emotional programs in the community?*
- ✓ *What examples of evidence were reported related to the regular and timely referrals of migratory students/OSY?*
- ✓ *What types of parent activities were offered to migratory parents?*
- ✓ *What types of professional development opportunities were offered to staff?*

Implementation of the service delivery strategies identified in the Kansas SDP is measured using the Quality of Strategy Implementation (QSI) that is anchored to specific implementation-based best practices in designing and implementing effective programs for migratory children and youth. Ratings on the QSI are self-assigned by MEP staff (or by KSDE staff during onsite visits) after reviewing evidence and coming to consensus on their ratings. The QSI's ratings are based on a 5-point rubric that measures the degree of implementation from "not evident" to "exceeding".

As part of the performance results evaluation, progress is measured and reported toward the State performance targets, the GPRA measures, and the MEP MPOs to evaluate the impact of MEP services for migratory students. Data are collected and submitted using surveys, student assessment results, records reviews, and other sources identified in this Evaluation Plan. Questions that will be answered by outcome data follow.

- ✓ *What percentage of 3- and 4-year old migratory children (PFS & non-PFS) demonstrated age-appropriate skills on the ASQ?*
- ✓ *What percentage of migratory parents surveyed reported an increased capacity to support their child's school readiness skills?*
- ✓ *What percentage of migratory students (PFS & non-PFS) improved their reading and/or math scores by 2%?*
- ✓ *What percentage of eligible migratory students in grades PK-12 (PFS and non-PFS) received MEP services in the summer?*
- ✓ *What percentage of migratory secondary students/OSY (PFS & non-PFS) obtained one-half credit toward high school graduation?*
- ✓ *What percentage of projects rated their implementation of Strategy 4.1 as succeeding or exceeding on the QSI?*
- ✓ *What percentage of parents reported that the MEP helped them increase their knowledge of available health, mental health, and social/emotional programs in the community?*
- ✓ *What percentage of projects rated their implementation of Strategy 4.3 as succeeding or exceeding on the QSI?*

- ✓ *What percentage of parents responding to surveys reported that they increased their skills for supporting their child's education?*
- ✓ *What percentage of staff reported increased capacity to provide needs-based services to migratory students?*

Evaluation Data Collection Plan

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

Data element	Who collects?	How collected?	When Collected?
Number of eligible students recruited	KSDE & MEP staff	MIS2000	Daily updates
Documentation of COE accuracy	COE approval team; ID&R Coordinator; rolling re-interview process	Reviewer checks COE at time of writing; approval team at submission and at COE data entry. Also during re-interview.	Immediately at submission for supervisor review and then at approval team level. Annual re-interview process.
Number of students, by age/grade, participating in MEP school year and summer programs and services	District MEP data clerks	MIS2000	Daily updates
Number of students receiving services by highly qualified teachers and tutors	District KIDS clerk	KIDS data system	Program year end
Number and type of intra/interstate coordination activities	KSDE & MEP staff	MEP documentation	At time of activity
Number of parents involved through attendance at parent meetings; participation in workshops, classes, parent training; and school/classroom visits	MPAC Coordinator & MEP staff	Records kept by MPAC Coordinator & on the QSI	At time of function
Home-school communication documentation	Local projects	Project records	Ongoing documentation
Number of staff attending professional development and specifics on training	Local projects	QSI and project records	At time of function
Documentation on monitoring and technical assistance review findings	KSDE monitoring team	Onsite visits Monitoring tool	After visit
Number of migratory students who graduate from high school	KSDE	KSDE State Database	Fall/Winter
Number of migratory students who score proficient or above in ELA and math on State assessments	KSDE	KSDE State Database	Fall/Winter

Data element	Who collects?	How collected?	When Collected?
Level of implementation of the strategies	MEP staff	QSI	Program year end

School Readiness MPOs	Who collects?	How collected?	When collected?
MPO 1.1A: By the end of the 2020-21 program year, 70% of 3- and 4-year old migratory children assessed with the Ages and Stages Questionnaire (ASQ) will demonstrate age-appropriate skills as a result of participating in high quality early learning services fully or partially funded by the MEP.	Local MEP staff	Indication if ASQ scores are age appropriate on the Director Tracking Form	Program year end
MPO 1.1B: By the end of the 2020-21 program year, 80% of eligible migratory preschool children ages 3-5 (not in kindergarten) will receive MEP services (instructional and/or support) in the summer as reported in Migrant Web/MIS2000.	Local MEP staff/data clerks	Migrant Web/MIS2000	Ongoing during the summer
MPO 1.2: By the end of the 2020-21 program year, 80% of migratory parents responding to the Parent Survey who participated in fully or partially MEP-funded parent training on school readiness will report an increased capacity to support their child's school readiness skills.	Local MEP staff distribute surveys to parents	Parent Survey	Program year end

ELA and Math MPOs	Who collects?	How collected?	When collected?
MPO 2.1A: By the end of the 2020-21 program year, 70% of migratory students receiving MEP-funded supplemental reading instruction will demonstrate a 2% gain on local reading assessments (e.g., NWEA MAP, aimswebPlus, FastBridge, State Formative).	Local MEP staff	Pre/post-test reading scores documented on the Director Tracking Form	Program year end
MPO 2.1B: By the end of the 2020-21 program year, 70% of migratory students receiving MEP-funded supplemental math instruction will demonstrate a 2% gain on local math assessments (e.g., NWEA MAP, aimswebPlus, FastBridge, State Formative).	Local MEP staff	Pre/post-test math scores documented on the Director Tracking Form	Program year end
MPO 2.1C: By the end of the 2020-21 program year, 80% of eligible migratory students in grades PreK-12 will receive MEP services (instructional and/or support) in the summer as reported in Migrant Web/MIS2000.	MEP staff	Migrant Web/MIS2000	Ongoing during the summer

Graduation/Completion of a High School Diploma MPOs	Who collects?	How collected?	When collected?
MPO 3.1: By the end of the 2020-21 program year, 80% of secondary-aged migratory students/OSY enrolled in credit accrual opportunities and instruction will earn one-half credit toward graduation.	Local MEP staff	Credit accrual information documented on the Director Tracking Form	Program year end

Graduation/Completion of a High School Diploma MPOs	Who collects?	How collected?	When collected?
MPO 3.2: By the end of the 2020-21 program year, 80% of eligible migratory students in grades 7-12/OSY will receive MEP services (instructional and/or support) in the summer as reported in Migrant Web/MIS2000.	MEP staff	Migrant Web/ MIS2000	Ongoing during the summer

Support Services MPOs	Who collects?	How collected?	When collected?
MPO 4.1: By the end of the 2020-21 program year, 80% of projects will rate their implementation of Strategy 4.1 (counseling/advocacy opportunities) as “succeeding” or “exceeding” on the Quality of Strategy Implementation (QSI).	Local MEP staff	QSI	Program year end
MPO 4.2: By the end of the 2020-21 program year, 80% of parents responding to the Parent Survey will report that the MEP helped them increase their knowledge of available health, mental health, and social/emotional programs in the community.	Local MEP staff distribute surveys to parents	Parent Survey	Program year end
MPO 4.3: By the end of the 2020-21 program year, 80% of projects will rate their implementation of Strategy 4.3 (regular and timely referrals) as “succeeding” or “exceeding” on the Quality of Strategy Implementation (QSI).	Local MEP staff	QSI	Program year end
MPO 4.4: By the end of the 2020-21 program year, 80% of parents responding to the Parent Survey will report that MEP parent activities increased their skills for supporting their child’s education.	Local MEP staff distribute surveys to parents	Parent Survey	Program year end
MPO 4.5: By the end of the 2020-21 program year, 80% of MEP staff responding to the Staff Survey will report that MEP professional development increased their capacity to provide needs-based services to migratory students.	MEP staff	Staff Survey	Program year end

Data on migratory students and services will be collected by the State from each of its local projects and regional service centers. Data sources include student assessment results (State ELA and Math Assessments, local reading and math assessments, and the Ages and Stages Questionnaire); MIS2000; and migrant staff and migratory parents.

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

Interpreting and Using Evaluation Results

The Kansas MEP supports local projects and regional service centers 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 Kansas MEP staff during regional meetings and statewide workshops;
- providing opportunities for projects to share ideas and discuss the use of evaluation results for improvement during 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 MEP application asking projects to discuss how evaluation results will be used for program improvement purposes;
- coordinating with the external evaluator to review processes, procedures, and supports provided to projects;
- sharing information among projects from State and national reading, math, early childhood, and ID&R meetings, conferences, and forums that focus on the use of data for improvement; and
- offering training-of-trainers sessions for MEP coordinators to support their efforts in assisting projects to use evaluation results to make mid-course corrections and improve MEP services.

Written Evaluation Report

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

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

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

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

Project Plan and Logic Model

Project Plan

The SDP Committee developed a **project plan** to begin the process of identifying ways to implement the service delivery strategies in this SDP and identified resources needed to operationalize the strategies (e.g., staffing, funding, materials). Local projects and regional service centers have flexibility to determine activities from within the options provided to implement the strategies in the SDP and achieve the MPOs.

School Readiness Project Plan

Service Delivery Strategies	Ideas for Strategy Implementation	Resources Needed
<p>Strategy 1.1 During the school year and summer, coordinate/ provide high quality early learning instruction that is fully or partially funded by the MEP to 3- and 4-year old migratory children who are not yet in school.</p>	<ul style="list-style-type: none"> -Advocate for placement in existing preschool programs -Coordinate with local library and literacy programs -Literacy bags/backpacks -Provide in-home preschool services -Provide jumpstart during summer -Provide literacy packets and model how to use these with parents -Provide pre-literacy materials and what do to with them 	<ul style="list-style-type: none"> -ASQ parent education materials -Head Start staff -List of local preschool providers -Local library plans (summer) -Parent engagement resources -Preschool curriculum -Preschool parent programming
<p>Strategy 1.2 During the school year and summer, Provide parent education events and educational resources aligned with the Kansas Early Learning Standards that incorporate the Ages and Stages Questionnaire (ASQ) assessments and materials to increase parent capacity to increase their children's school readiness skills.</p>	<ul style="list-style-type: none"> -Coordinate with other parent engagement/education offerings (i.e., Title IA) -Explain preschool standards at parent engagement activities -Focus on parent engagement rather than parent involvement 	<ul style="list-style-type: none"> -Preschool programs -Preschool teachers -Services bags for zero-1.5, 1.5-3, and 3-4 year olds -State Preschool Standards -Summer services -Training materials -Translators -Venues (schools, churches, community centers, libraries)

ELA/Mathematics Project Plan

Service Delivery Strategies	Ideas for Strategy Implementation	Resources Needed
<p>Strategy 2.1 During the regular year and summer, coordinate/provide migratory students (students with PFS first) with supplemental needs-based, evidence-based reading and/or math instruction with appropriate progress monitoring and instructional adjustments.</p>	<ul style="list-style-type: none"> -Core classrooms support through advocacy, parent involvement, attendance and grade checks, tutoring, etc. -Summer school programs at the building level; public library summer programs; community partnerships (food programs, coordinate with building programs); in-home service provision -Mentoring opportunities with colleges/universities, former migratory students, prospective 	<ul style="list-style-type: none"> -21st Century programs -Big Brothers/Big Sisters -Business associations -Curriculum -Greenbush STEM labs -HEP/CAMP -IHEs (KU, K State, FHSU, WSU, Fort Scott) -Junior Achievement -Materials/supplies -Math/reading screeners -Mentors -Online programs

Service Delivery Strategies	Ideas for Strategy Implementation	Resources Needed
	teachers (high school pathways), community partnerships	<ul style="list-style-type: none"> -Salvation Army -Staff -Supplies -Summer services -Teachers/paras -Trainers -Transportation -Transportation -University education programs -YMCA

Graduation/Completion of a High School Diploma Project Plan

Service Delivery Strategies	Ideas for Strategy Implementation	Resources Needed
<p>Strategy 3.1 During the school year and summer, coordinate/ provide secondary-aged migratory students and OSY with supplemental credit accrual options and instruction leading to graduation or a high school equivalency diploma.</p>	<ul style="list-style-type: none"> -Enroll students in the mobile STEM lab -Enroll students in learning centers -MEP staff provide tutoring -Online learning opportunities (courses/tutoring) -PASS courses 	<ul style="list-style-type: none"> -After-school programs -Bilingual staff -Career centers -Computers/Internet -Counselors -GOSOSY materials (pre HSED, Goal Setting) -HEP/CAMP
<p>Strategy 3.2A During the school year and summer, provide educational opportunities to help middle and high school-aged migratory students and OSY plan for postsecondary education and careers.</p> <p>Strategy 3.2B During the school year and summer, promote migratory student/OSY participation in learning opportunities for graduation, postsecondary education, and career exploration/ readiness (e.g., Kansas Academy of Mathematics and Science [KAMS], leadership institutes/camps).</p>	<ul style="list-style-type: none"> -Career planning through goal setting -College visits -IPS planning -Leadership academies -Summer camps 	<ul style="list-style-type: none"> -Leadership institutes and camps -Learning centers -Materials/supplies -Mentors/role models -Migrant program staff -Mobile STEM lab -MSIX -Online courses (e.g., Edgenuity) -PASS courses -Student tracking system -Summer services -Teachers/paras

Non-Instructional Support Services Project Plan

Service Delivery Strategies	Ideas for Strategy Implementation	Resources Needed
Strategy 4.1 During the school year and summer, provide counseling/ advocacy opportunities for all migratory students/OSY/families (e.g., college and career readiness, information on students' Individual Plan of Study [IPS]).	<ul style="list-style-type: none"> -Collaborate with programs and resources supporting postsecondary/ career preparation (e.g., ACT, FAFSA, CAMP, counselors) -Facilitate parent awareness of IPS -Interest survey to advocate for participation (e.g., academies, 21st Century courses, dual credit, college and career opportunities) -Provide college visits, college days 	<ul style="list-style-type: none"> -Access to IPS -Colleges and technical schools -Counselors -ESC professional development -List of community resources and agencies -Local resource packets -Local universities -Materials/supplies -Mental health agency staff -MPAC -Online enrollment -Presentations -Presenters -School programs -Trainers -Training -Translation services -Venues
Strategy 4.2 During the school year and summer, coordinate/provide services to increase awareness of available health, mental health, and social/emotional programs, and advocate for migratory student/ parent enrollment based on their identified needs.	<ul style="list-style-type: none"> -Identify and establish contact with community resources and agencies -Provide parent programming on health-related services/agencies 	
Strategy 4.3 Provide regular and timely referrals for all attendance centers (within 4 days) to local/ regional recruiters when potential migratory students arrive in the district.	<ul style="list-style-type: none"> -Document referrals on referral logs -Migrant staff involved with online enrollment -Provide eligibility training -Provide training for school secretaries/ enrollment/online enrollment -Support parents/students with online enrollment 	
Strategy 4.4 During the school year and summer, provide parent engagement activities to migratory parents addressing reading, math, school readiness, graduation, postsecondary/career readiness.	<ul style="list-style-type: none"> -Facilitate parent participation in the MPAC -Model strategies for reading and math -Provide expert presenters during parent activities -Provide hands-on activities 	
Strategy 4.5 Provide professional development to MEP staff to build their capacity to better address the needs of migratory students (e.g., content areas, school readiness, Migrant 101, graduation).	<ul style="list-style-type: none"> -Conduct a needs assessment to determine staff training needs -Document all training provided to MEP staff 	

Logic Model

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

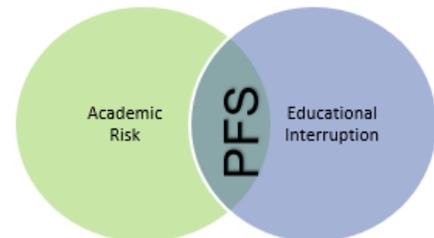
Kansas Migrant Education Program Logic Model

Inputs	Activities	Outputs	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes
<ul style="list-style-type: none"> -MEP allocation -State MEP staff -Service Center MEP staff -Local MEP staff -Evaluation/data team -Collaborators (e.g., community agencies, institutions of higher education [IHEs], other State/Federal programs) -CNA results -Evaluation data (implementation/ results) 	<ul style="list-style-type: none"> -Supplemental reading and mathematics instruction -Credit accrual and recovery -Student leadership activities -Services (support and instructional) provided during the regular year and summer -Parent activities -MEP staff professional development -Continuous Improvement Cycle -SEA monitoring/ technical assistance -Identification and recruitment 	<ul style="list-style-type: none"> -Hybrid service delivery model -MEP staff provide reading and math instruction to students -Migratory students served during the regular year and summer -Programs host parent activities and events -MEP staff attend PD -Collaborators provide services to migratory students -Migratory children identified and recruited 	<ul style="list-style-type: none"> -Increased student reading and math skills -More secondary-aged students obtaining high school credits -MEP staff develop relationships with migratory students -Families involved in supporting their children's education -Family emergent needs addressed through advocacy -MEP staff trained -MEP services found effective sustained -More students receiving instructional and support services during the summer -Support services help reduce barriers to success in school 	<ul style="list-style-type: none"> -70% of migratory students assessed improve their reading and math skills as measured by local assessments -70% of migratory preschool children improve their school readiness skills as measured by the Ages and Stages Questionnaire (ASQ) -80% of secondary-aged migratory students receive credits toward high school graduation -80% of migratory students (PreK-12) receive MEP services in the summer -Increased MEP parent skills for supporting their children's education -Increased MEP staff skills for supporting migratory students 	<ul style="list-style-type: none"> -Increased number of migratory children entering kindergarten ready for school -Increased number of migratory students scoring proficient or above on State assessments -Increased high school graduation rates -Increased number of migratory students prepared for postsecondary success

Migratory Children Identified to Receive Priority for Services (PFS)

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

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



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

- 1. Have made a qualifying move within the previous 1-year period**
MIS2000 will auto-calculate the QAD and Enroll Date to make the determination

AND

- 2. Are failing, or most at risk of failing, to meet the challenging State academic standards**
 - A. Student scored below proficient on Kansas State Reading or Math Assessments
 - B. Student scored below age/grade level on local reading or math assessments
 - C. Student is below grade level on any K-3 reading diagnostic assessment
 - D. Student is classified as non-English or limited English proficient on LAS, IPT, LPTS, or Kansas English Proficiency Assessment (KELPA2)
 - E. Student is behind in accruing credits toward graduation requirements
 - F. High school student is placed in a class that is not age-appropriate
 - G. Middle/high school student with grades below average performance in math, language arts, sciences, or social studies
 - H. Student repeated a grade level or course
 - I. Student is an OSY/dropout
 - J. Preschool-age student (3-5) not served by any other program
 - K. Student qualifies for the McKinney-Vento Homeless Program

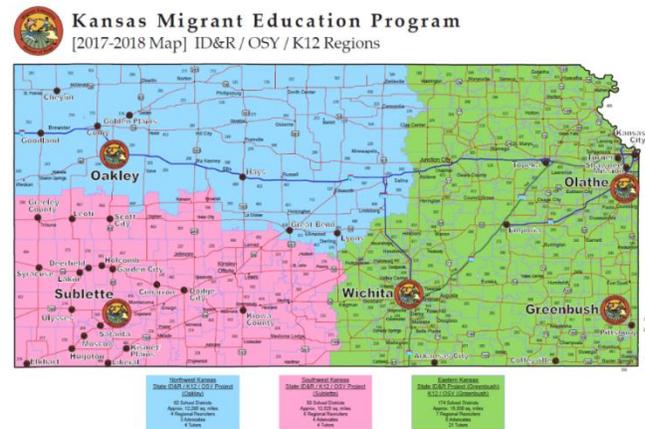
Every funded project in Kansas is required to maintain a list of eligible migratory students as well as a listing of the students actually receiving migrant services. The eligibility list indicates whether or not a student is determined to have PFS. It is important that every MEP enter into MIS2000 each student's "at-risk information" whether or not an eligible migratory student meets the PFS criteria, as it provides documentation if the student moves to another district or state. Further, the at-risk designation is used in determining a district's MEP allocation.

Identification and Recruitment Plan

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

Statewide ID&R reflected in the map to the right utilizes the following ID&R Centers:

- ✓ The Northwest Kansas Educational Service Center in Oakley (blue area)
- ✓ The Greenbush - Southeast Kansas Education Service Center in Girard (green area)
- ✓ The Southwest Plains Regional Service Center in Sublette (pink area)



The Kansas statewide recruiting system provides year-round ID&R coverage for the entire State with a focus on all aspects of the migratory population. It supports services required by the unique demands of mobility and blends local and statewide perspectives into a substantial and resourceful system of support. In all regions of the State, recruiters and liaisons work together to ensure collaboration, coordination, and a statewide perspective to ensure all eligible migratory students have the opportunity to meet the same State standards as non-migratory students. The responsibilities of the statewide recruitment specialists are to:

- review the time and effort logs of all recruiters;
- direct the ID&R efforts for the State of Kansas;
- coordinate the activities of Tier II recruiters;
- identify the training/mentor needs of individual recruiters;
- collaborate with the Staff Development Specialist;
- review Qualifying Activities;
- evaluate the quality of recruiter performance; and
- evaluate of the effective use of staff professional development.

The recruiters in the three ID&R centers cover the entire area assigned to identify and recruit all eligible migratory children and youth. One of the strategies used to increase the effectiveness of ID&R in Kansas is to create networks by coordinating with organizations and agencies that provide services to migratory workers and their families. The recruiter prioritizes the resources that migratory students, youth, or workers may need during home visits to determine if the family may qualify for the MEP. If the family fails to be eligible due to type of work, length of stay, employment condition, and time since movement, contact with the family discontinues. However, if the family information indicates reasonable potential for eligibility, the recruiter collects the necessary information sufficient to determine if the family is eligible to receive migrant services. The recruiter documents this information on a completed COE signed by the parent and electronically submits the COE for review.

The ID&R Staff Development Coordinator ensures that recruiters follow the statutory guidelines and the SDP. Quality control is a key activity in Kansas and the ID&R Staff Development Coordinator is responsible for professional development statewide to ensure the quality of ID&R services. This Coordinator is responsible for developing and presenting fall and spring ID&R meetings in the regions; providing staff development sessions at the Summer State MEP workshop; developing and providing training for all new recruiters and seasoned recruiters; implementing individual ID&R staff development plans addressing the specific training needs of recruiters; and providing one-day onsite visitations with each recruiter to review their staff development plans and progress toward meeting the plan's objectives. Further information describing ID&R quality control procedures is available on the [KSDE MEP Website](#) and the [Kansas MEP Website](#).

Parent Engagement Plan

Structures to Support Migratory Parents

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

State Migrant Parent Advisory Council (MPAC)

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

Local and regional level parental involvement meetings

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

Surveys and evaluations

- Anonymous surveys and evaluations are distributed to migratory parents to determine the impact of the Kansas MEP.
- Migratory parents provide responses about their preferences and needs regarding topics to be discussed and presentations or trainings to be held during parental involvement activities.

Home visits and phone calls

- Home visits are conducted with migratory families to collect information for the families' needs soon after their recruitment, and to ensure that MEP staff have current information

on the family. Home visits also are used in lieu of parental involvement meetings in areas with small numbers of families, where families live too far from each other, and with families who are unable to attend due to unexpected changes in their work schedule, sudden illness, and/or other issues.

- Phone calls are used frequently to follow-up on discussions that have taken place during parental involvement activities, as a reminder of events, and to follow-up on resolution of individual families' issues, etc.

Parent Resources

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

Parent involvement in the planning of the MEP enables parents to better understand the program and have more informed conversations with MEP and school staff about their children's education. Kansas offers information for parents to learn about the MEP, understand the ID&R process to determine whether their family qualifies for the MEP, and ideas on helping their child experience success in school. The Kansas MEP and local projects consult with the MPAC about the CNA and the design of the comprehensive SDP by participation of MPAC representatives on the Kansas MEP CNA and SDP committees and the review by MPAC members of the draft documents. The Kansas MEP Policy Guidance governs the MPAC.

The State MPAC goals and objectives are to have an active MPAC at every project in the State of Kansas; train local MPAC representatives to become advocates and leaders of their communities; create a strong MPAC network throughout the State; and empower parents as primary educators of their children. Local MPACs are supported by the State MEP but have autonomy to make decisions about parent involvement at the local level. They must:

- be comprised of a representative sample of parents or guardians of eligible migratory children and individuals who represent the interests of such parents;
- meet once per month during the regular school year;
- be provided by local MEPs with a meeting location. With the assistance of the local MEP, the MPACs plan the time and agenda well in advance;
- schedule meetings convenient for parents to accommodate their work schedules;
- provide meeting agendas, minutes, and other materials in a language and format that parents understand; and
- establish meeting rules that support open discussion.

Projects may use MEP funds to provide transportation, childcare, or other reasonable and necessary costs to facilitate attendance. Projects are required to retain copies of attendance records, meeting agendas, minutes, and any other relevant materials for auditing purposes by KSDE. Kansas employs a statewide MPAC coordinator.

On the [KSDE MEP Website](#) and the [Kansas Parent Information Resource Center Website](#), parents can access information about programs and resources designed to build their skills for supporting their children's learning at home and being more involved in their children's education.

Exchange of Student Records

Statewide MEP Data Collection and Reporting System

The Kansas MEP is responsible for promoting inter/intrastate coordination of services for migratory children, including providing educational continuity through the timely transfer of pertinent school records. To assist with this task, Kansas utilizes the Migrant Information System (MIS2000). The system is a web-based application that captures and stores Kansas's migratory student records designed to help and assist with educational continuity for migratory children/youth. Every local Kansas MEP project must enter all relevant data on this system.

MIS2000 maintains the necessary information on migratory students as identified in Section 1308(b)(2)(A) of ESSA; and can accommodate new data elements as mentioned in Section 1308(b)(B). MIS2000 incorporates all of the required Minimum Data Elements (MDEs) for daily transfer to the national Migrant Student Information Exchange (MSIX) system as mentioned in Section 1308(b)(1).

Migrant Student Records Exchange (MSIX)

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

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

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

It is the responsibility of MEP staff to update school or program records. Once all the applicable information is collected, it should be transmitted to MIS2000 and through daily uploads to MSIX, within 10 days of enrollment and within 30 days after the end of a school or program term. It is the responsibility of the MEP data specialist to update the child's MSIX record within four days of a MSIX request for data based on a child's interstate move. For students not yet in high school, the Consolidated Record is used to verify the student's grade level and previous enrollments if any.

For secondary students, course history within the Consolidated Record is used to determine if a student has any credit accrual needs and to ensure course placements are not duplicative. All credits and partial credits earned while in Kansas, whether through the MEP or a non-project LOA, are entered into the course history section of MIS2000 which is uploaded nightly to MSIX. The MSIX course history is reviewed prior to placing students in a course.

Implementation and Accountability in Local Programs

Communication with Local MEPs about the SDP

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

- disseminating and discussing the SDP during MEP meetings;
- translating key sections of the SDP into Spanish;
- providing copies of the translated SDP to the State MPAC;
- when requested of the KSDE, sending an electronic or paper copy of the SDP to stakeholders;
- sharing a copy of the report with key collaborators; and
- placing a copy of the SDP report on the Kansas MEP website.

During SDP Meeting #2 in December 2019, the SDP Committee suggested ways to roll out the SDP to the field including the following:

- continue presentations at the State MPAC meetings;
- provide a half-day orientation for new migrant employees at ID&R trainings (annual);
- send messages about the SDP to the Kansas MEP listserv;
- have a 1-day MEP conference;
- post the SDP on the Kansas MEP website;
- send the SDP to the Kansas MEP email listserv;
- present information about the new SDP at the spring director/liaison/data entry meeting;
- start rolling out the SDP on the Local Consolidated Application (LCP) to the directors; and
- create State-led webinars/Zoom meetings.

Professional Development and Technical Assistance

The Kansas MEP provides extensive professional development to prepare teachers and tutors to adapt instruction to address the unique educational needs of migratory students, implement CIG initiatives, and coordinate with other states and agencies. Local and regional trainings are provided to help teachers learn strategies needed to implement the SDP, with an emphasis on math and literacy, early learning, high school graduation, completion of a high school equivalency diploma, and college and career readiness.

Professional development is part of this SDP and an expectation for local programs and regional service centers. State objectives supporting the professional development of Kansas MEP staff include:

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

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

- the Annual Directors' Meeting and New Directors' Orientation in Washington, DC;
- CNA and SDP committee meetings;
- collaboration meetings with Kansas service providers;
- ID&R meetings for recruiters and project administrators;
- interstate coordination and CIG meetings/training;
- State/regional training addressing ID&R, migrant services, and data collection; and
- statewide MPAC meetings.

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

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

sends staff to this event to learn strategies in curriculum and instruction, parent involvement, assessment, ID&R, and program administration.

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

Examples of State and regional PD resources that Kansas shares among local projects follow.

- The [KSDE Website](#) provides a portal to information with sections for teachers, parents and family, and communities.
- The [KSDE MEP Website](#) and the [Kansas MEP Website](#) provide information and resources for MEP staff and others wanting to learn about the Kansas MEP.
 - A designated State MEP professional learning technical support network that consults with Kansas MEP sites to identify needs in professional development and marshal resources to address those needs.
 - A network of regional educational service centers in which resources are pooled to offer regional training and technical assistance; and
 - The [Kansas Technical Assistance Network](#) (TASN) that provides technical assistance to support school districts' systematic implementation of evidence-based practices. Any parent or educator in Kansas can visit the TASN and select the *Request Assistance* button to ask for the support or service that is needed.

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

Sub-granting Process

The SDP is implemented at the local level through sub-grants to the three regional service centers and LOAs. The State MEP uses the grantmaking process as a means of ensuring that the services centers/LOAs are implementing the program in accordance with the SDP. Section 34 CFR § 200.83(c) requires the SEA to ensure its LOAs comply with the SDP. In the requirements for the local MEP applications, the KSDE has established expectations for what service centers and LOAs must address to receive funding.

State Monitoring Process and Timelines

As part of monitoring, all Kansas LOAs receive a technical assistance visit; in addition, an LOA may request technical assistance at any time. The State MEP has developed a plan for monitoring its local projects that includes the key components of technical assistance, compliance, and best practice in implementing high quality MEPs. The State MEP participates in the Kansas Integrated Accountability System (KIAS) along with the Early Childhood, Special Education, and other Title services. The KIAS utilizes a continuous improvement model of data collection, reporting, verification, and improvement to ensure compliance with Federal and State program requirements.

During monitoring, LOAs address questions about general issues, private school involvement, ID&R, needs assessment, PFS, and continuity of instruction. There is a 3-year visitation cycle and a random sample of projects are drawn that results in an onsite visit by Kansas MEP staff. A list of the questions asked during a monitoring visit can be found on the KSDE website.

The goals of the MEP onsite monitoring visit are to examine compliance and programmatic issues based on the Federal statute and regulations; review how LOAs are addressing the needs of migratory students through the MEP; and provide technical assistance for program improvement. The MEP onsite monitoring visit includes preparation prior to the onsite monitoring visit, data verification during the onsite monitoring visit, and follow-up.

LOA and KSDE staff work collaboratively to set a date and time for monitoring visits at least 4-6 weeks prior to the visit. Within this same timeframe, KSDE sends a cover letter outlining the details of the visit, the MEP Onsite Monitoring Process and Procedures, the MEP Guiding Questions, a copy of the Kansas MEP review of the QSI, and the MEP Monitoring Worksheet that outlines the specific rules and regulations to be reviewed during the onsite visit.

Prior to the onsite visit, KSDE staff reviews all data and documentation on file at KSDE regarding the LOA's MEP. Any issues or questions that arise are discussed with the LOA prior to the onsite visit. During the visit, KSDE verifies documentation provided by the LOA to support compliance with the Federal rules and regulations. The implementation of the local MEP also is discussed using the abovementioned questions. After the visit, KSDE provides a written report to the LOA which serves as official notification of any findings and/or recommendations identified through the monitoring process. This written report is returned to the LOA within 30 days of the onsite monitoring visit. All findings must be corrected by the LOA and verified by KSDE within 60 days from the date of the written report.

Follow-up by KSDE staff to provide technical assistance is available to LOAs identified with findings to ensure compliance issues have been verified and/or assist the LOA in implementing the requirements. Follow-up may be provided via email, phone conversations, or conference calls and any technical assistance requested is provided to ensure compliance of the MEP rules and regulations.

The accuracy of documentation for COEs and other quality control processes are verified by the KSDE as part of the monitoring process. The way in which LOAs collaborate with their Kansas ID&R Regional Center for data is reviewed by the KSDE and verified. To further support the quality of the MEP, the State reviews collaboration with the State Professional Development contact as to professional development for MEP recruiters and other staff.

Looking Forward

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

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

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

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