2017

# State Service Delivery Plan



California Department of Education

Migrant Education Office

Sacramento, California

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Amended Spring 2022

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## Foreword: 2021–2022 State Service Delivery Plan Amendment

After three years of collecting and reporting data on the State Service Delivery Plan (SSDP) Measurable Program Objectives (MPOs) and Performance Targets (PTs), the California Department of Education (CDE) Migrant Education Office (MEO) gathered sufficient information and feedback to recommend changes to some of the MPOs. Specifically, the CDE MEO reviewed three years’ of MPO data and PT data, data collection challenges, resources necessary for implementing all SSDP Strategies, and the importantce of the Strategy and MPO in meeting migratory students’ needs. The CDE MEO determined the following changes should be considered: amend MPOs, eliminate MPOs and/or merge MPOs etc. The CDE conferred with its local program directors, the state parent advisory council, and internal staff. Based on the input from these three groups, the CDE made the following changes:

* Revised MPOs 1.0, 2.0, 9.0, 9.1, and 13.2
* Moved the parent workshop for the Social Emotional Maturity Goal Area to SSDP Strategy 7.1 within Primary and Secondary Language Development Goal Area within the School Readiness Focus Area
* Deleted Strategy and MPO 9.2
* Kept the Strategies and MPOs for 11.2, 12.0, and 12.1 as is

In Section III: General Framework for the State Service Delivery Plan, modifications have been made to alert the reader to these changes. All revised MPOs are marked as “revised”; if the strategy needed to be revised based on the MPO revision, the strategy will also be marked as “revised.” Strategies and MPOs that were eliminated are identified with a strikethrough and labled “removed.”

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**Manuel Nunez,** Director, San Joaquin County Office of Education

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### Executive Summary

California’s State Service Delivery Plan serves as a guiding document in the implementation of Title I, Part C services for migratory children as required under Section 1306 of the Every Student Succeeds Act. This five-year plan will be implemented starting in the 2018–19 school year and run through the 2022–23 school year.

In 2016–17, the California Department of Education began the process for developing this comprehensive plan for how Migrant Education Program services are delivered throughout the state in order to meet the unique needs of migratory children. A series of CNA/SSDP Committee meetings allowed interested partiees, including migratory parents, to examine both student achievement and programmatic data. In reviewing the data, committee members identified and prioritized migratory students’ needs and selected preliminary strategies to address those needs. In total, the committee prioritized more than 26 student needs over the following nine focus areas:

1. English Language Arts
2. Mathematics
3. English Language Development
4. High School Graduation/Dropout Prevention
5. School Readiness
6. Out-of-School Youth
7. Health
8. Parent and Family Engagement
9. Student Engagement

The high number of migratory student needs identified by the committee required further prioritization by the California Department of Education and committee members. The migratory student needs that were determined to be not as critical were moved to informal program guidance found in Section III.

The State Service Delivery Plan identifies 12 priority needs and multiple strategies to address each need. [[1]](#footnote-1) Strategies for service delivery are monitored by measurable program outcomes to evaluate the strategies’ implementation by subgrantees.

To evaluate program effectiveness, the California Department of Education will employ a two-pronged approach: 1) provide subgrantees’ with annual and end-of-plan progress reports, 2) develop a final performance report for local, state, and federal use. The annual progress reports for subgrantees will support local Migrant Education Programs in continuous program improvement, including showing growth towards the performance targets set forth in this plan. The final performance report will detail the statewide progress on meeting the performance targets set by the California Department of Education and its intereseted parties.

Beginning in 2018, the California Department of Education will implement a series of local trainings in order to support subgrantees. These trainings will provide direct support in aligning current local services to the State Service Delivery Plan.

### Section I: Introduction

One of the primary objectives of the California Department of Education (CDE) is the implementation of high-quality effective programs and services for migratory children (ages 3–21) throughout California. In order to ensure that program and services meet the needs of migratory children and their families, the CDE routinely assesses the needs of migratory children and parents/guardians through a local and statewide CNA. Based on the needs identified in the statewide CNA, the SSDP outlines California’s plan to deliver and evaluate Migrant Education Program-funded services and activities for migratory children and their families.

#### Legislative Mandate

As noted by the federal Office of Migrant Education (OME), in the *Migrant Education* *Service Delivery Plan Toolkit* (Toolkit)*[[2]](#footnote-2)*, three main documents direct and guide migrant education programs and their service delivery: 1) the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA), 2) the Code of Federal Regulations, and 3) the Non-Regulatory Guidance. All three of these documents require each State Education Agency (SEA) Migrant Education Program receiving Title I, Part C federal funds, to ensure that the state and local operating agencies identify and address the unique educational needs of migratory children through the development of a statewide CNA and SSDP. The ESEA provides the statutory authority for the Migrant Educaton Program (MEP), while the Code of Federal Regulations (Title 34, Sec. 200.83) and the Non-Regulatory Guidance for Title I, Part C, of ESEA, identify specific components that must be included in the SSDP and requires the SEA to evaluate the effectiveness of their SSDP. Consistent with guidance, the CDE identified the unique educational needs of migratory children via the statewide CNA and developed the SSDP to provide guidance to local MEPs in addressing those needs through a collaborative process.

#### Description of California’s Migrant Education Program

The California MEP is a federally funded program authorized under Title I, Part C. The provisions of the MEP are included in Part C of Title I of the ESEA. The MEP is designed to support high-quality supplemental and comprehensive educational programs for migrant children to help reduce the education disruption and other problems that result from repeated moves. The most recent data for the MEP from 2015–16 shows there were over 96,750 migratory children, including prekindergarten and Out-of-School Youth (OSY) statewide.

##### Structure of the State Program

The California MEP is primarily operated based on a regional structure and 15 multidistrict regional subgrantees and 5 direct-funded single-district subgrantees. Under the direct supervision of the 15 regional subgrantees are approximately 212 school districts with migratory students that have either a District Service Agreement or a Memorandum of Understanding with individual regional subgrantees (see Figure 1 below).

###### Figure . Structure of the California Migrant Education Program



###### Characteristics of California’s Migratory Population

California continues to have the largest migratory student population as it is the leading state in cash farm receipts in the country.[[3]](#footnote-3) California provides over a third of the country’s vegetables and approximately two-thirds of the country’s fruits and nuts. The California Department of Food & Agriculture notes that California’s leading exports in 2015, by value, were almonds, dairy products, walnuts, wine, and pistachios. Due to the high need for agricultural labor, California’s migratory population is more than twice that of Texas, which is home to the second largest migratory population in the country. In 2014–15, the U.S. Department of Education (ED) reported a total of 102,348 migratory children eligible for services (31 percent of the national total), while Texas reported 42,276 migratory children eligible for services (13 percent of the national total). However, similar to other Title I, Part C funded programs, California’s migratory population has been on the decline for the past several years.

While California’s migratory population remains the largest in the nation, California’s migratory child count decreased to 96,750 in 2015–16, a decrease of nearly 7 percent compared to the numbers identified in 2014–15. This downward trend is consistent across all age groups of migratory children, with the largest population declines among OSY ages 19 to 21 years.

Figure 2 shows the downward trend in migratory children population size between 2011–12 and 2015–16.

###### Figure . Trend in the Number of Migratory Children in California, Age 3 to 21 years 2011–12 to 2015–16



Source: Consolidated State Performance Report, 2011–12 to 2015–16.

The California MEP recruits migratory students who primarily migrate within California as well as Mexico and several states within the United States. Most of California’s migratory children make intrastate qualifying moves. In 2013–14, California recruited 77,808 migratory children who made a qualifying move within California. The second largest group of migratory children, approximately 36,500 migratory children, made a qualifying move from Mexico. Washington, Oregon, and Arizona, also share a significant number of migratory children with California. Figure 3 shows the number of children recruited in California by originating location.

###### Figure . Number of Migratory Children Recruited in California, by Originating Location, 2013–14



Source: Migrant Student Information Network (MSIN) Databases for the MEP, 2013–14.

Migratory students who have made a qualifying move within the previous year 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, are classified as priority for service (PFS). Local MEPs have the responsibility to ensure that these students are prioritized for MEP services. In 2015–16, the California MEP had a total of 5,435 PFS students, which is an increase of 351 students from 2013–14. Table 1 identifies the number of eligible migratory students classified as PFS for year 2010–11 through 2015–16.

###### Table . Number of Migratory Student Classified as Priority for Service, 2010–11 to 2015–16

| Academic Year | 2010–11 | 2011–12 | 2012–13 | 2013–14 | 2014–15 | 2015–16 |
| --- | --- | --- | --- | --- | --- | --- |
| **Number of PFS students** | 6,256 | 6,054 | 6,088 | 5,084 | 5,231 | 5,435 |

Source: Ed Data Express, 2010–11 to 2015–16.

##### **California Migrant Education Office**

As noted above, the CDE subgrants funds to 20 local educational agencies (Figure 4 identifies the locations of each of the 20 subgrantee program areas). The CDE annually reviews the grant applications and allocates 99 percent of funds to subgrantees. To further monitor the local grant utilization, the CDE conducts Federal Program Monitoring visits, quarterly budget expenditure reviews, and works closely with subgrantees to reduce administrative costs.

In additional to the grant review and monitoring responsibilities, the CDE manages the California Migrant Student Information Network (MSIN), which is separate from the California Longitudinal Pupil Achievement Data System (CALPADS)[[4]](#footnote-4). The MSIN collects all federally required data elements and generates data reports that guide state and local migrant program development and evaluation. It is able to provide migratory student service tracking and move-pattern analysis. In addition, the system provides daily and annual data for submission of reports to the federal government.

The CDE provides extensive technical assistance in eight areas of the prior SSDP: English language arts, math, high school graduation, OSY, school readiness, health, parent involvement and identification and recruitment through site visits, webinars, workshops, and conferences.

###### Figure . Migrant Education Program Subgrantee Program Areas



<https://www.cde.ca.gov/sp/me/mt/mepsubgrantees.asp>

#### Planning Process

Developing the SSDP required extensive planning and coordination. Table 2 identifies the CDE and CA CC staff responsible for the planning and implementation of the SSDP’s development.

##### **Table 2. Planning Team Members**

| Personnel | Job Title/Organization |
| --- | --- |
| Celina Torres | Administrator, MEO, CDE |
| Chunxia Wang | Education Research and Evaluation Consultant, MEO, CDE |
| Melissa Mallory | Project Lead, Education Programs Consultant, MEO, CDE |
| Veronica Aguila | Director, MSD, CDE |
| Lisa Severino | Research Associate, CA CC, WestEd |
| Debra T. Benitez | Director of Research and Impact Assessment Services, CA CC, WestEd |

The major activities conducted during the development of the statewide CNA and SSDP are listed below according to the following calendar in Table 3.

###### Table . Comprehensive Needs Assessment and State Service Delivery Plan Project Timeline

| Timeline | Activity |
| --- | --- |
| 2014–15 Program Year | Implementation of 20 local CNAs; gathering local input from interested parties |
| Apr. 2016 | CDE receives final drafts of the 20 local CNA reports |
| Aug. 2016 | Establishment of CNA/SSDP Management and Data Team |
| Aug.–Jan. 2016 | CNA/SSDP Bi-monthly Planning Meetings |
| Sept. 2016 | MEP Directors’ Meeting: CNA Update |
| Sept. 2016 | Meta-analysis of 20 local CNAs completed |
| Sept.–Nov. 2016 | Intensive data collection period |
| Sept.–Dec. 2016 | Review research on evidence-based practices for specific focus areas |
| Oct. 2016 | Webinar: Findings from the CNA Meta-analysis |
| Nov. 2016 | Application for participation on the CNA/SSDP Committee sent to MEP staff |
| Dec. 2016 | Migrant Student Profile finalized |
| Dec. 2016 | MEP Directors’ Presentation: Findings from the CNA Meta-analysis  |
| Dec. 2016 | Participants for the CNA/SSDP Committee are selected |
| Feb. 2017 | Held four CNA Committee and Subcommittee meetings |
| Mar. 2017 | Development of draft statewide CNA  |
| Mar. 2017 | Development of draft outcomes, outputs, indicators and performance targets for SSDP |
| Apr. 2017 | CNA Committee provides input on draft statewide CNA  |
| Apr. 2017 | Fifth and sixth SSDPCommittee meeting; review 2015–2016 statewide ELA and Math data |
| Apr. 2017 | Present CNA and SSDP findings to State Parent Advisory Council (SPAC); collect input from SPAC |
| Apr.–May 2017 | Finalize draft statewide CNA  |
| May 2017 | MEP Directors’ Presentation: California’s Statewide CNA  |
| Jun.–Aug. 2017 | Development of draft SSDP |
| Jan. – Feb. 2018 | Presentations and Trainings: California’s Statewide CNA and SSDP |

### Section II: Comprehensive Needs Assessment: Identifying Needs

#### Overview of the Comprehensive Needs Assessment Process

The development of the statewide CNA was a multiple step process consisting of careful planning, data collection and analysis, and collaboration with intrested parties. The CDE Management and Data Team[[5]](#footnote-5) followed the broad steps identified below:

Step 1: Planning

With guidance from OME, the CDE identified the process for developing the CNA and SSDP. The following key elements were completed during the planning phase of the CNA/SSDP process:

* Reviewed all CNA and SSDP guidance and resources from OME.
* Designed CNA and SSDP process and timelines complete with milestones.
* Established the CNA/SSDP Committee.

Step 2: Data Collection

Developing appropriate outcomes, indicators, performance targets, and soliciting authentic input are dependent on reliable data. Data for the CNA and SSDP were gathered from multiple sources. Step 2 in the process included the following actions:

* Completed a meta-analysis of the 20 local CNAs administered by MEP subgrantees.
* Developed the Migrant Student Profile.[[6]](#footnote-6)
* Reviewed literature on best practices to address deficiencies for identified focus areas.

Step 3: Gathering Input from Interested Parties

The CNA/SSDP Committee participated in a collaborative process to identify key elements of the CNA and SSDP. In Step 3 of the process, committee members:

* Reviewed findings from the meta-analysis and the Migrant Student Profile with the CNA/SSDP r Committee.
* Reviewed evidence-based practices to improve achievement in all areas.
* Made key decision points for the three major areas of the CNA:
	+ Develop and prioritize concern statements
	+ Identify and prioritize need statements
	+ Select initial strategies to address specific needs
	+ Identify areas in which data collection can improve

Step 4: Transitioning to a State Service Delivery Plan

Transitioning from identification of needs in the CNA to development of the appropriate performance targets for the SSDP included:

* Development of the final draft of the statewide CNA.
* Shared the draft statewide CNA with interested parties, including the SPAC, for input and feedback.
* Used CNA as the starting point to initiate the SSDP process.
* Presented the draft performance targets to the CNA/SSDP Committee as well as the SPAC for input and feedback.

The CDE laid out the plan for development the SSDP beginning in August 2016. Focus areas contained in the CNA and SSDP were identified after conducting a meta-analysis of 20 local CNAs implemented by the subgrantees. Data collection, through the development of the Migrant Student Profile, and research of best practices for identified focus areas were all conducted prior to relevant committee meetings. With the assistance of interpreters[[7]](#footnote-7), the CNA/SSDP Committee met four times to review the Migrant Student Profile, deliberate on their concerns about migratory students, and identify migratory student needs. Findings from the CNA/SSDP collaborative process are identified in the next section.

#### Comprehensive Needs Assessment Findings

The CDE CNA/SSDP process was completed in April 2017. The Migrant Student Profile was designed to assist committee members in understanding the demographic characteristics and unique educational needs of California’s MEP-eligible children.It provides an awareness of migratory children population size, age, home language, and educational outcomes. It also explores characteristics of California’s migratory Out-of-School Youth (OSY) population, and migratory children school readiness, parent involvement, health service needs, and engagement in school. CNA/SSDP Committee members utilized this profile as they identified migratory student needs. The CNA/SSDP Committee divided into content-specific subcommittees in which participants reviewed student achievement data, English language proficiency data, high school graduation and dropout rates. CNA/SSDP subcommittees reviewed limited data on school readiness, OSY, parent and family engagement, and student engagement.

Furthermore, CNA/SSDP Committee members reviewed research on evidence-based strategies to support at-risk populations and the English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve [[8]](#footnote-8) and the Mathematics Framework for California Public Schools, K-12 [[9]](#footnote-9) in order to prioritize possible strategies to address the unique needs of migratory children. Throughout this process, committee members reflected on the following questions:

* What evidence-based strategies and supports do the research identify for this specific focus area?
* What possible challenges do you see with this strategy/support?
* Has this been implemented in your region? If so, what resources were needed?

The SSDP strategies and supports will be discussed in the next chapter of this report. The following tables summarize the data the CNA/SSDP Committee analyzed and key decision points for each of the nine focus areas developed during the CNA development process. It was important to the collaborative process that the CDE maintain the authenticity of committee member responses; however, the CDE did reformat the data sections in order for readability purposes.

##### English Language Arts

The CNA/SSDP Committee had access to both the California Standards Test (CST) data and Smarter Balanced Assessment data to analyze while identifying migratory student needs in ELA. Beginning with the 2013–14 school year, California Assessment of Student Performance and Progress (CAASPP) replaced the Standardized Testing and Reporting (STAR) system, which had been in place since 1998. The CAASPP Smarter Balanced ELA and Mathematics Assessments are aligned to California’s state-adopted academic standards. The CAASPP allows students to demonstrate analytical writing, critical thinking, and problem solving skills of content knowledge in ELA.[[10]](#footnote-10)

Student scores are reported on overall achievement and by claims that focus on specific knowledge and skills. Overall ELA or Math Achievement levels consist of Level 1 – Standard Not Met, Level 2 – Standard Nearly Met, Level 3 – Standard Met, and Level 4 – Standard Exceeded.

Students’ CAASPP scores are categorized by claims, which are broad, evidence-based statements about what students know and can do in specific areas, as demonstrated by their performance on the assessment. The claims for ELA are:

* Claim 1 - Reading
* Claim 2 - Writing
* Claim 3 - Speaking and Listening
* Claim 4 - Research and Inquiry

Based on their assessment performance, students are assigned one of three claim achievement levels: Below Standard, Near Standard, or Above Standard. All of the goal areas, including the data summaries, concern statements, and need statements identified below, are based on the needs identified in the review of 2015–16 CAASPP data.

###### GOAL AREA: Overall ELA Achievement[[11]](#footnote-11)

###### Table . Data Summary, Concern Statement, and Need Statement for Overall English Language Arts Achievement

| Data Summary:2015–16 CAASSP ELA Achievement | Concern Statement | Need Statement |
| --- | --- | --- |
| * **Migratory Students:** 24 percent met or exceeded the standard.
* **Migratory PFS Students:** 11 percent met or exceeded the standard.
* **All Students:** 49 percent scored at Level 3 - Standard Met and Level 4 – Standard Exceeded.
* The overall achievement gap between Migratory and All Students is 25 percentage points, while the gap widens when comparing Migratory PFS and All Students to 38 percentage points.
 | We are concerned that the majority of Migratory Students are performing at Below Standard in overall ELA achievement. | An additional 25 percent of Migratory Students need to meet or exceed the ELA standards. |

###### GOAL AREA: Claim 1 – Reading

###### Table . Data Summary, Concern Statement, and Need Statement for Claim 1 - Reading Achievement

| Data Summary: 2015–16 CAASSP Claim 1 – Reading | Concern Statement | Need Statement |
| --- | --- | --- |
| * **Migratory Students:** 45 percent performed at Near or Above Standard.
* **Migratory PFS Students:** 34 percent scored Near or Above Standard.
* **All Students:** 67 percent scored at Near or Above Standard.
* The gap between Migratory and All Students who perform Near or Above Standard is 22 percentage points.
* The gap between Migratory PFS and All Students who perform Near or Above Standard is 33 percentage points.
 | We are concerned that the majority of migratory students are performing Below Standard in reading. | An additional 22 percent of Migratory Students need to score Near or Above Standard in reading achievement. |

###### GOAL AREA: Claim 2 – Writing

###### Table . Data Summary, Concern Statement, and Need Statement for Claim 2 – Writing

| Data Summary:2015–16 CAASSP Claim 2 – Writing | Concern Statement | Need Statement |
| --- | --- | --- |
| * **Migratory Students:** 50 percent scored Near or Above Standard.
* **Migratory PFS Students:** 35 percent scored Near Standard; only three percent are Above Standard.
* **All Students:** 71 percent scored Near or Above Standard.
* The gap between Migratory and All Students who perform Near or Above Standard is 21 percentage points.
* There is a 36 percentage point difference between Migratory PFS and All Students scoring near or above standard.
 | We are concerned that the majority of migratory students are performing Below Standard in writing. | An additional 21 percent of Migratory Students will move from Below Standard to Near or Above Standard in writing. |

##### Mathematics

Similar to ELA, Students’ CAASPP mathematics scores are scored by overall mathematical achievement with the same achievement levels (i.e., Level 1 – Standard Not Met, Level 2 – Standard Nearly Met, Level 3 – Standard Met, and Level 4 – Standard Exceeded). There are three claims related to specific knowledge and skills on the Smarter Balanced Assessment for math. They are: (1) Claim 1 - Concepts and Procedures, (2) Claim 2 - Problem Solving and (3) Claim 3 - Communicating Reasoning.

Based on their performance on the math assessments, students are assigned one of three claim achievement levels: Below Standard, Near Standard, or Above Standard. The Math Subcommittee reviewed two years (i.e., 2014–15 and 2015–16) of CAASPP math achievement data. The tables below identify the data to support both the concern and need statements.

###### GOAL AREA: Overall Math Achievement[[12]](#footnote-12)

###### Table . Data Summary, Concern Statement, and Need Statement for Overall Mathematics Achievement

| Data Summary:2015–16 CAASSP Math Achievement | Concern Statement | Need Statement |
| --- | --- | --- |
| * **Migratory Students:** 16 percent scored at Level 3 - Standard Met and Level 4 – Standard Exceeded on overall math achievement.
* **Migratory PFS Students:** 5 percent met the standard.
* **All Students:** 37 percent met or exceeded the math standards creating a 21 percentage point gap between Migratory and All Students.
* Migratory Students are 21 percent less likely to meet or exceed the overall math standards. When comparing Migratory PFS and All Students, the gap widens to 32 percentage points.
 | We are concerned that the majority of Migratory Students are performing Below Standard in overall math achievement. | An additional 21 percent of migratory students need to meet or exceed the math standards. |

###### GOAL AREA: Problem Solving and Modeling Data

###### Table . Data Summary, Concern Statement, and Need Statement for Claim 2 - Problem Solving and Modeling Data

| Data Summary:2015–16 CAASSP Claim 2 – Problem Solving and Modeling Data | Concern Statement | Need Statement |
| --- | --- | --- |
| * **Migratory Students:** 44 percent scored at Near or Above Standard.
* **Migratory PFS Students:** 35 percent scored Near Standard; only three percent are Above Standard.
* **All Students:** 64 percent scored at Near or Above Standard.
* Migratory Students are 20 percentage points less likely to score at the Near or Above Standard level than All Students in problem solving and modeling data.
* Migratory PFS Students are 29 percentage points less likely to score at the Near or Above Standard levels when compared with All Students.
 | We are concerned that migratory students are underperforming in problem solving and modeling data. | Twenty percent of Migratory Students need to move their scores to the Near or Above Standard levels. |

###### GOAL AREA: Concepts and Procedures

###### Table . Data Summary, Concern Statement, and Need Statement for Math Claim 1 - Concepts and Procedures

| Data Summary:2014–16 CAASSP Claim 1 - Concepts and Procedures | Concern Statement | Need Statement |
| --- | --- | --- |
| * **Migratory Students:** In 2015–16, 35 percent scored at Near or Above Standard on Claim 1 which is an 18 percent decrease from 2014–15.
* In 2014–15, 53 percent of Migratory Students scored at Near or Above Standard.
* **Migratory PFS Students:** In 2015–16, 22 percent scored at Near Standard and two percent scored Above Standard.
* **All Students:** 55 percent scored at Near or Above Standard.
* Based on 2015–16 data, Migratory Students are 20 percent less likely to score at Near or Above Standard level than the All Student group in mathematical concepts and procedures.
* Migratory PFS Students are 31 percentage points less likely to score Near or Above Standard when compared to All Students.
 | We are concerned that almost half of Migratory Students lack knowledge and skills in mathematical concepts and procedures. | Twenty percent of Migratory Students need to move their scores to Near or Above Standard levels. |

##### English Language Development

In 2018–19, California fully transitioned from administering the California English Language Development Test (CELDT) to the English Language Proficiency Assessment for California (ELPAC) to measure students’ English language proficiency (ELP). Since the SSDP will be operational from 2018–19 through 2022–23, the tables below were revised to include data from the 2017–18 ELPAC The ELPAC is made up of two tests: 1) the Initial ELPAC is used to identify a student as either an English learner or as proficient in English, and 2) the Summative EPAC which is used to measure the skills of English learners. The ELPAC assesses students in Grades K–12 in four domains: listening, speaking, reading, and writing. Students receive an overall score in addition to separate scores for each of the four domains. Scoring consists of four levels: Beginning (Level 1), Somewhat Developed (Level 2), Moderately Developed (Level 3), or Well Developed (Level 4). Since the strategies for English Language Development (ELD) were developed during the SSDP’s first year of implementation, the CDE presented the ELPAC data and initial strategies to MEP Directors who were provided time to review the strategies with local staff and parents before submitting comments to the CDE for the recommended ELD strategies.

###### GOAL AREA: English Language Proficiency

###### Table . Data Summary, Concern Statement, and Need Statement for English Language Development

| 2017–18 ELPAC Data Overall | 2017–18 ELPAC Oral Performance | 2017–18 EPLAC Written Performance | Concern Statement | Need Statement |
| --- | --- | --- | --- | --- |
| * **Migratory EL students** were approximately nine percentage points less likely to be Well Developed when compared to their non-migratory EL counterparts.
* When compared to non-migratory EL students, migratory EL students are represented in higher numbers in the Beginning and Somewhat Developed levels of ELP for all grade levels.
* Migratory EL students are represented in lower numbers in the Moderately Developed and Well Developed levels for all grade levels.
* The largest gaps between Migratory EL students and All Students in the Beginning level is in Grades 8–11.
 | * **Migratory EL students** were a little over ten percentage points less likely to be Well Developed when compared to their non-migratory EL counterparts.
* **Migratory EL students** were 7.42 percentage points more likely to be at the Beginning level when compared to their non-migratory EL students counterparts.
* The largest gaps for Migratory EL students scoring in the Well Developed level occur in Grades K–1 and 8–11.
 | **Migratory EL students** were 6 percentage points less likely to score in the Well Developed level and 7.66 percentage points more likely to score at the Beginning level in Written Performance. | We are concerned that migratory EL students are behind their non-migratory EL peers in English language proficiency. | Increase the number of migratory students scoring at Well Developed (Level 4) by approximately nine percentage points. |

##### High School Graduation and Dropout Rates

The CNA/SSDP Committee reviewed the four-year adjusted cohort graduation and dropout data from 2010–16. Although California’s migratory student population is less likely than all students to graduate and more likely to drop out of school, migratory students appear to be closing these gaps. Between 2013–14 and 2015–16, the graduation rate gap decreased from six percentage points to one and six tenths of a percentage point; and between 2012–13 and 2015–16, the dropout rate gap declined from four percent to six tenths of a percentage point. Tables 11 and 12 summarize these data, concerns, and needs for high school graduation and dropout rates.

###### GOAL AREA: Graduation Rate

###### Table . Data Summary, Concern Statement, and Need Statement for High School Graduation

| Data Summary:Trends in High School Graduation Rate, 2010–16 | Concern Statement | Need Statement |
| --- | --- | --- |
| * **Migratory Students:** 82 percent graduated high school in 2015–16.
* **All Students:** 83 percent graduated high school in 2015–16.
* In 2015–16, the gap for high school graduation increased by a tenth of a percentage to 1.6 percent. Migratory Students were 1.5 percentage points less likely to graduate than All Students in 2014–15; a 3.2 percent decrease from 2013–14. The gap stayed fairly consistent from 2010–11 to 2013–14 at between four and five percent.
 | We are concerned that migratory students are not graduating at the same rate as their non-migratory peers. | Increase the number of migratory students graduating high school by 1.6 percent. |

###### GOAL AREA: Dropout Rate

###### Table . Data Summary, Concern Statement, and Need Statement for High School Dropout Rate

| Data Summary:Trends in High School Dropout Rate, 2010–16 | Concern Statement | Need Statement |
| --- | --- | --- |
| * **Migratory Students:** 10.4 percent dropped out of high school in 2015–16.
* **All Students:** 9.8 percent dropped out of high school in 2015–16.
* Migratory Students’ dropout rate has steadily decreased since 2010–11.
* Migratory Students were six tenths of a percentage more likely to drop out of high school in 2015–16.
 | We are concerned that migratory students are more likely to drop out of school than are non-migratory students. | Decrease the number of migratory students dropping out of high school by 0.6 percent. |

##### School Readiness

Due to statewide data limitations, much of the discussion regarding achievement centered on the CNA/SSDP Committee expertise of local part and full-time school readiness services in addition to student and parent participation data. Tables 13 and 14 summarize the data, concerns, and need for the two goal areas.

###### GOAL AREA: Primary and Secondary Language Development

###### Table . Data Summary, Concern Statement, and Need Statement for School Readiness: Primary and Secondary Language Development

| Data Summary: Qualitative Data from the CNA/SSDP Committee | Concern Statement | Need Statement |
| --- | --- | --- |
| * Students lack primary language development and therefore transferring vocabulary to English is more difficult.
	+ Parents are unaware of the communication strategies they can use to help develop the children’s primary and English language (e.g., developing vocabulary, using complete sentences).
* The largest ELP need for migratory first graders is in reading and writing.
 | We are concerned that most migratory children (ages 3–5), lack adequate primary and English language development for school readiness. | Migratory children need additional primary and English language development in order to be better prepared for kindergarten. |

###### GOAL AREA: Social Emotional Maturity

###### Table . Data Summary, Concern Statement, and Need Statement for School Readiness: Social Emotional Maturity

| Data Summary:Qualitative Data from the CNA/SSDP Committee | Concern Statement | Need Statement |
| --- | --- | --- |
| * Focus on listening/speaking; reading/writing is harder because you can have gross/motor development issues which hinder the scores on these areas of the test.
	+ Many students are not developmentally ready to start Kindergarten.
 | We are concerned that most migratory children (ages 3–5), lack the social emotional maturity to be ready for Kindergarten. | Migratory children need to enter Kindergarten with the social emotional behaviors that contribute to school success. |

##### Out-of-School Youth

The OSY Subcommittee examined trends in California’s migratory OSY population between 2010–11 and 2014–15; and for a sample of 100 OSY from program year 2015–16. Areas explored were home language, referral needs, access to transportation, and here-to-work versus credit recovery status. Due to the small sample size, the concerns generated from these sample data were excluded from this report as any findings from this sample cannot be extrapolated to the larger OSY population, and the CDE is not aware of the local sampling practices used to select the Individual Needs Assessments (INAs) and Individual Learn Plans (ILPs)/Migrant Student Learning Action Plans (MLAPs); however, the concerns were noted in the CNA. Although not included in the SSDP, these data from the sample gave the CDE an improved understanding of current local data collection and training needs that will be built into the next three years of programmatic work in alignment with the SSDP. Tables 15 and 16 identify the OSY concerns and needs based on local expertise and discussion.

###### GOAL AREA: Health Services

###### Table . Data Summary, Concern Statement, and Need Statement for OSY Health Services

| Data Summary:Qualitative Data from the CNA/SSDP Committee | Concern Statement | Need Statement |
| --- | --- | --- |
| * Other than the emergency room, undocumented migratory OSY do not have access to health services
* Barriers to outreach and accessing MEP services: highly mobile, language, and work long hours
* Increase risk of health issues due to lack of education and resources to health maintenance needs: sex education, mental health, hygiene, dental, drugs and alcohol, and nutrition
* No access to school-based advocates and supports that would address some of these issues
* Living conditions not ideal
 | We are concerned about meeting the health needs of migratory OSY; they are underrepresented due to accessibility and outreach. | There is a need to offer services that meet the unique health needs of migratory OSY. |

###### GOAL AREA: Literacy

###### Table . Data Summary, Concern Statement, and Need Statement for OSY Literacy

| Data Summary:Qualitative Data from the CNA/SSDP Committee | Concern Statement | Need Statement |
| --- | --- | --- |
| * Wide range of literacy levels
* Lack of resources for targeted individual instruction
* Need to work is a priority
* Arrive late in the school year
* Priorities that are different from other high school students
* Social/emotional challenges
 | We are concerned about the low literacy levels of OSY students. | Increase OSY literacy. |

##### Health

The Health Subcommittee reviewed the Migrant Student Profile data that broadly identified the activity type, frequency, and referral type identified within MEP health services (see Migrant Student Profile, pp. 41–51). For future iterations of the CNA, the CDE will need to collect data that provide further detail about the specific services provided.

###### GOAL AREA: Mental Health Services

###### Table . Data Summary, Concern Statement, and Need Statement for Mental Health Services

| Data Summary:Qualitative Data from the CNA/SSDP Committee | Concern Statement | Need Statement |
| --- | --- | --- |
| * Minimal staff training and resources
* Unclear picture of student health needs
* Increase parental requests for referrals and services (anxiety, depression)
* Increased stress and anxiety among the migratory student population (e.g., deportation, fear of loss of parents)
* Increased exposure to and use of drugs and alcohol
* Within the general student population, students are acting on increased levels of stress
* Migratory parents lack awareness of mental health issues
 | We are concerned that there is a growing need for mental health services (depression, behavior modification, family stress, students’ academic process). | Migratory students with mental health issues need responsive identification, referral, and ongoing support. |

##### Parent and Family Engagement

As these data for parent and family engagement are extremely limited, the Parent and Family Engagement Subcommittee discussed their own experiences. Both MEP staff and migratory parents discussed the need for increased parent capacity to participate in the MEP, at school, and support student achievement. Table 18 outlines the data, concerns, and needs identified by the CNA/SSDP Committee for parent and family engagement.

###### GOAL AREA: Capacity to Participate/Support Student

###### Table . Data Summary, Concern Statement, and Need Statement for Parent and Family Engagement: Capacity Building

| Data Summary:Qualitative Data from the CNA/SSDP Committee | Concern Statement | Need Statement |
| --- | --- | --- |
| * Parent training varies by region.
* Parents do not know about MEP services.
* Parents need training on the impact of parent involvement on student achievement.
 | We are concerned that parents do not have the capacity to participate at the school and regional level. | There is a need to build parent capacity so that they can participate at the school and regional level. |

##### Student Engagement

Student engagement was chosen as a focus area for two reasons. First, California’s Local Control Funding Formula lists graduation rate and chronic absenteeism (not available until Fall 2018) as the state indicators for student engagement. Secondly, the meta-analysis of the 20 local CNAs indicated that increasing student engagement was a necessity to improving overall student achievement. Since chronic absenteeism data are currently unavailable, the CDE reviewed high school graduation and dropout rates as well as data on school climate and connectedness from the California Healthy Kids Survey. Subgrantees should utilize an asset-based model of instruction that integrates Latino culture by using it as a resource. An asset-based model encourages teachers to understand, value, and incorporate the many assets (e.g., language, traditions, etc.) that migratory children bring to the classroom.

###### GOAL AREA: Self and Cultural Pride

###### Table . Data Summary, Concern Statement, and Need Statement for Student Engagement: Self and Cultural Pride

| Data Summary:Qualitative Data from the CNA/SSDP Committee | Concern Statement | Need Statement |
| --- | --- | --- |
| * MEP services do not have an explicit social, emotional, or cultural component.
 | We are concerned that limited emphasis has been given to supporting students and parents in developing self-confidence and cultural pride, starting at the elementary years, in order to empower the migratory families. | All MEP students and parents need to develop self-confidence and cultural pride, starting at the elementary years, in order to empower the migratory families. |

The CNA/SSDP Committee identified several concerns and needs per focus area based on quantitative and qualitative data; however, due to the multitude of needs and the number of resources subgrantees would need in order to collect data and report to the CDE, the CDE Management and Data Team limited the number of migratory needs the State would address to two needs per focus area. Where appropriate, the CDE merged concerns and needs that would address a number of needs. For example, in the next section, there is an identified need to increase migratory students’ overall ELA achievement. The CNA/SSDP Committee also identified specific needs within reading and writing. Overall ELA achievement will improve by increasing reading and/or writing; thus, it is appropriate to link the strategies to increase reading and writing achievement under the overall ELA achievement concern. This will reduce the reporting requirements for the CDE’s annual reports to subgrantees, and specify what strategies subgrantees must implement for ELA services. Other needs not included in the *Performance Targets, Service Delivery Strategies and Measurable Program Outcomes* section, are addressed in the *Additional Considerations for Program Improvement* subsection of this report.

### Section III: General Framework: State Service Delivery Plan

Upon completion of the CDE’s statewide CNA, the CDE Management and Data Team used the key decision points identified during the four CNA meetings to develop the outcomes/outputs and indicators for each of the concerns prioritized by the committee. Once these items were decided, the CDE Management and Data Team discussed methodologies to develop appropriate performance targets for the MEP as a supplementary program. When a draft of the performance targets was completed for review, the CNA/SSDP Committee reconvened for two days to select the best methodology for setting the MEP performance targets for each of the concerns identified by the committee.

Parent involvement was extremely important to the CNA and SSDP development process. All CNA/SSDP Committee meetings included interpreters as well as translated materials. Key decision points were also subsequently synthesized and presented to the 20 subgrantee MEP Directors for input. Although roughly 25 percent of the CNA/SSDP Committee members were migratory parents who were SPAC members at the time of this report’s development, the CDE Project Lead and a parent member of the committee consulted separately with the 20 SPAC members during the April 2017 meeting. SPAC members gave input on key SSDP decision points and provided their perspective on the SSDP performance targets. With input from the MEP Directors and SPAC, the CDE Management and Data Team finalized service delivery strategies and performance targets.

#### Performance Targets, Service Delivery Strategies, and Measurable Program Objectives

In March 2017, the California State Board of Education (SBE) and the CDE launched a new accountability system to replace the Academic Performance Index (API) to better measure California’s educational goals. Instead of relying exclusively on test scores as the previous accountability system did, the new California School Dashboard (Dashboard) provides a snapshot of various indicators, including high school graduation rates, career and college readiness, English learner (EL) progress, and suspension rates in addition to test scores.

While the Dashboard was in development, the SBE approved to suspension of the calculation of the API for local educational agencies (LEAs) and schools. As a result, the last API report was produced in 2013. The CDE developed a multiple-measures accountability system that uses percentile distributions to create a five-by-five grid. This five-by-five grid identifies 25 results that combine “Status” and “Change” providing an overall determination for each indicator where “Status” and “Change” are weighted equally.

Current year performance for any given indicator is considered the “Status” while “Change” is defined as the difference between performance from the current year and the previous year.

Each indicator has an individual set of cut-off points for “Status” and “Change.” The cut points should remain in place for seven years; however, the SBE may make adjustments if statewide data demonstrate that current cut-off points no longer support meaningful differentiation of schools. By combining the results of both “Status” and “Change,” one of five color-coded “Performance Levels” can be assigned for each indicator: blue, green, yellow, orange, and red (blue being the most desirable level and red being the least desirable level). The five-by-five example grid below illustrates school, LEA, and student group performance relative to each indicator:

##### **Sample Five-by-Five Grid**

| **Levels** | **Change Declined Significantly** | **Change Declined** | **Change Maintained** | **Change Increased** | **Change Increased Significantly** |
| --- | --- | --- | --- | --- | --- |
| **Status -Very High** | Yellow | Green | Blue | Blue | Blue |
| **Status -High** | Orange | Yellow | Green | Green | Blue |
| **Status -Medium** | Orange | Orange | Yellow | Green | Green |
| **Status - Low** | Red | Orange | Orange | Yellow | Yellow |
| **Status -Very Low** | Red | Red | Red | Orange | Yellow |

Source: California ESSA State Plan (SBE approved)

Various combinations of colors on the indicators allow differentiation of performance for all students and each student group. With the implementation of California’s new accountability system, statewide performance targets are no longer singular targets, but rather a culmination of indicators that affect students’ career and college readiness.

For each of the SSDP’s nine focus areas, the tables below provide the state indicator aligned with the CDE’s accountability system and Dashboard (where applicable), a summary of migratory student data, the outcome or output the CDE wishes to achieve, the overall and specific implementation strategies, and the measurable program outcomes and performance targets related to these strategies.

Only a few of the SSDP strategies to address the needs identified by the CNA/SSDP Committee are highlighted below; subgrantees are encouraged to review the complete CNA to implement additional strategies outlined by the committee.[[13]](#footnote-13) While many of the strategies can be evaluated at the state level, several of the strategies listed in the CNA will not be evaluated due to resource limitations. All strategies listed for each goal area within this report will be implemented by the MEP subgrantees and monitored by the CDE. The following tables provide details to address each of the statewide needs of migratory children.

Prior to reviewing the outcomes, indicators, and performance targets for the different focus areas and their subsequent goal areas, a review of the terminology is necessary. Over the past year, the CDE staff collaborated with staff at WestEd to align common language across all migrant education materials as there is variation in the language used for program evaluation.[[14]](#footnote-14) The following provides a mini-glossary of sorts for the local MEPs to support program evaluation and use common language:

| Term | Definition |
| --- | --- |
| Outcome | Changes in knowledge, skills, behaviors, attitudes, and conditions |
| Output | What the program produces through its services and activities |
| Strategy | An action, or set of actions, that are implemented to address migratory student needs in a specific focus area |
| Indicator | A measure that tells you whether you are meeting your outcome.HINT: Your measurement tool |
| Measurable Program Objectives | An implementation goal for each strategy that subgrantees will meet annually |
| Performance Target | A milestone set for a given indicator HINT: A targeted incremental change over time, that must be for a specific period of time |

The CDE Management and Data Team worked in collaboration to develop appropriate performance targets for each MEP focus area in accordance with federal guidance. While setting singular targets for each focus area does not align with California’s current accountability system, the CDE will review the MEP performance targets upon the end of this plan’s lifespan (i.e., fiscal year 2020–2021) and may decide to align MEP performance targets more closely with the California Dashboard.

Choosing an appropriate methodology for developing the MEP statewide performance targets was important given that the MEP is a supplemental program and cannot be expected to close the achievement gap unilaterally. Therefore, the CDE divided the estimated number of average hours that students engage in MEP services divided by the number of total core instructional hours. This identified a proportion by which the MEP could be held accountable for reducing the achievement gap and ultimately led to the CDE selecting a performance target that reduces the 2015–16 achievement gap by half over a five-year period.[[15]](#footnote-15) Many performance targets for the output-based focus areas, as well as ELD, will be developed in 2018–19 due to the need to collect baseline data and California’s ELP assessment transition.

##### English Language Arts

The three concerns and needs outlined in the Comprehensive Needs Assessment Findings section included the need to: (1) increase overall ELA achievement, (2) strengthen migratory students’ reading achievement (Claim 1), and (3) improve student writing (Claim 2). When finalizing strategies to include in this report, the CDE Management and Data Team was conscious of not requiring excessive reporting by the local MEPs or being too prescriptive with program guidance. Raising student achievement in either claim will increase migratory students’ overall ELA achievement. For this reason, the CDE combined strategies to address overall ELA achievement with a focus on both Claims 1 and 2. Table 20 identifies the strategies and measurable program objectives (MPOs) for increasing ELA achievement. The MEP-specific performance target follows Table 20.

As noted in Section III, the following key data points from the 2015–16 Smarter Balanced Assessment led to the committee prioritizing the need to increase overall ELA achievement by focusing on reading and writing:

* On Overall ELA Achievement, only 24 percent of migratory students met or exceeded the standard.
* Forty-five percent of Migratory Student scored at Near or Above Standard for Claim 1 – Reading.
* Only 50 percent of migratory students performed at Near or Above Standard for Claim 2 – Writing.

By implementing the strategies listed below, the California MEP expects an outcome of increase in migratory students’ ELA proficiency as illustrated by the Smarter Balanced Assessment results for Overall ELA Achievement.

###### GOAL AREA: Overall ELA Achievement

###### Table 20. Strategies and Measurable Program Objectives Increasing Overall ELA Achievement (Revised)

| Strategies | Measurable Program Objectives |
| --- | --- |
| **Principle Strategy 1.0:** Provide supplementary ELA services with a focus on reading and writing for migratory students with targeted intervention for students who are scoring Below or Near Standard.[[16]](#footnote-16) | **Principle Measurable Program Objective 1.0 (Revised):** Each year, 60 percent of K-10 migratory students who are not proficient in ELA achievement will participate in at least 30 hours (1800 minutes) of supplemental reading and writing instruction during the regular school year and at least 20 hours (1200 minutes) of summer school instruction if present.[[17]](#footnote-17), 18 (Revised 2023), 19 (Revised 2023) |
| **Strategy 1.1:** Provide migratory students with opportunities to read various types of expository texts (e.g., description, comparison, cause and effect, problem and solution). | **Measurable Program Objective 1.1:** Migratory students will read at least two expository texts. |
| **Strategy 1.2:** Provide migratory students with opportunities to write within various contexts. Integrate explicit instruction for at least one writing genre unit for program services as appropriate. For example, supplementary science technology engineering and mathematics services should have a strong writing component focusing on expository writing. | **Measurable Program Objective 1.2:** Students will have the opportunity to write a piece of writing for at least one genre. (because this strategy supports college and career readiness, poetry is not an appropriate genre for this strategy). |
| **Strategy 1.2a**: Provide students with a rubric that outlines the elements required by the genre to write a proficient example and identifies what is needed for different levels of writing proficiency. | **Measurable Program Objective 1.2a**: Each service that includes ELA Strategy 1.2, must teach and use a student-friendly writing rubric specific to the one genre taught in the strategy. |
| **Strategy 1.3** -Provide training in writing instruction during staff development workshops to ensure that migratory teachers and instructional aides provide clear, structured writing instruction. | **Measurable Program Objective 1.3:** Subgrantees provide one professional development training to prepare staff to teach both genres of writing being implemented in Strategy 1.2. |

The revised performance target for Overall ELA Achievement is: By July 2023, 35 percent of migratory students will score at Level 3 – Standard Met and Level 4 – Standard Exceeded on overall ELA achievement.

##### Mathematics

Similar to ELA, the CNA/SSDP Committee identified numerous needs within this area. The three needs prioritized in the previous chapter included: (1) increase overall math achievement, (2) strengthen migratory student knowledge of concepts and procedures (Claim 1), and (3) raise student achievement in problem solving and modeling data (Claim 2). Increasing student achievement in either Claim 1 or Claim 2 will increase migratory students’ overall math achievement. For this reason, the CDE combined migratory student needs to address overall achievement with a focus on both Claims 1 and 2. Table 22 identifies the strategies and MPOs for increasing Overall Math Achievement on the Smarter Balanced Assessment. Following Table 22 is the MEP-specific performance target.

As noted in Section III, the following key data points from the 2015–16 Smarter Balanced Assessment led to the committee prioritizing the need to increase overall math achievement by focusing on Claim 1 – Concepts and Procedures and Claim 2 – Problem Solving and Modeling Data:

* Migratory Students are 21 percent less likely to meet or exceed the overall math standards. When comparing Migratory PFS and All Students, the gap widens to 32 percentage points.
* Migratory Students are 20 percent less likely to score at the Near or Above Standard level than All Students in problem solving and modeling data.
* In 2015–16, 35 percent scored at Near or Above Standard on Claim 1 which is an 18 percent decrease from 2014–15.

Implementing the strategies listed below, the California MEP expects an outcome of increase in migratory students’ math proficiency as illustrated by the Smarter Balanced Assessment results for Overall Math Achievement.

###### GOAL AREA: Overall Math Achievement

###### Table . Strategies and Measurable Program Objectives for Increasing Overall Math Achievement (Revised)

| Strategies | Measurable Program Objectives |
| --- | --- |
| **Principle Strategy 2.0:** Offer supplemental math instruction services focused on teaching concepts and procedures as well as problem solving and modeling data (or for Claims 3 and 4 if the local need is greater than in Claims 1 and 2) for Migratory Students scoring Below or Near Standard[[18]](#footnote-18) | **Principle Measure Program Objective 2.0 (Revised):** Each year, 60 percent of K-10 migratory students who are not proficient in math will participate in at least 30 hours (1800 minutes) of supplemental math instruction focused on concepts and procedures and problem solving and modeling data during the regular school year and at least 20 hours (1200 minutes) of summer school instruction if present.[[19]](#footnote-19), 20 (Revised 2023) |
| **Strategy 2.1:** Offer Math Literacy Family Nights, targeting PFS and migratory students scoring Below Standard, focused on math CCSS and learning strategies to use at home. | **Measurable Program Objective 2.1:** During the regular school year, local MEPs will offer at least two Math Family Literacy Nights as a part of their Parent Involvement Plan. |
| **Strategy 2.2:** Provide professional development opportunities for MEP staff to understand student math achievement data, increase their knowledge and skill set for teaching concepts and procedures and problem solving and data modeling in mathematics.[[20]](#footnote-20) | **Measurable Program Objective 2.2:** Subgrantees will provide one professional development focused on Claims 1, 2, and/or other claims with the highest student achievement gap locally. |

The revised performance target for Overall Math Achievement is: By July 2023, 22 percent of Migratory Students will score at proficient levels (scoring at Level 3 or Level 4).

##### English Language Development[[21]](#footnote-21)

For EL students, ELD is essential to accessing the content and developing students’ skills, abilities, and knowledge in literacy, language, and content areas. The California ELD Standards “emphasize the same cross-disciplinary and meaningful interactions with complex texts and intellectually-rich tasks” as demonstrated in the California Common Core State Standards with a commitment to making content fully accessible to EL students. The California ELA/ELD Standards are built upon three premises and inform how instruction for EL students is developed: 1) use English purposefully, 2) interacting in meaningful ways, and 3) understanding how English works.

Due to the transition from the CELDT to the ELPAC, the strategies, MPOs, and performance target for ELD were developed during the second year of the SSDP’s implementation. Upon analysis of the ELPAC data, the CDE prioritized the ELP needs of migratory children. Once the needs were identified, the CDE selected the strategy best identified to meet our Migratory EL students’ needs as identified in Table 23.

###### GOAL AREA: English Language Proficiency

The following key data points from the 2017–18 ELPAC led to need to increase integrated English language development opportunities for migratory students and increase professional development for MEP staff at the local level:

2017–18 ELPAC Overall Data

* Migratory EL students were approximately nine percentage points less likely to be Well Developed when compared to their non-migratory EL peers.
* When compared to non-migratory EL students, migratory EL students are represented in higher numbers in the Beginning and Somewhat Developed stages of ELP for all grade levels.
* Migratory EL students are represented in lower numbers in the Moderately Developed and Well Developed categories for all grade levels.
* The largest gaps between Migratory EL students and All Students in the Beginning Stage is in Grades 8–11.

2017 – 18 ELPAC Oral Performance

* Migratory EL studens were a little over ten percentage points less likely to be Well Developed when compared to their non-migratory EL counterparts.
* Migratory EL students were 7.42 percentage points more likely to be at the Beginning Stage when compared to their non-migratory EL counterparts.
* The largest gaps for Migratory EL studens scoring in the Well Developed categories occur in Grades K–1 and 8–11.

2017 – 18 ELPAC Written Performance

* Migratory EL students were 6 percentage points less likely to score in the Well Developed category and 7.66 percentage points more likely to score at the Beginning Stage in Written Performance.

Implementing the strategies listed below, the California MEP expects an outcome of increase in migratory students’ English language proficiency as illustrated by the ELAC results for Overall Achievement.

###### Table . Strategies and Measurable Program Objectives for Increasing English Language Proficiency (Revised)

| Strategies | Measurable Program Objectives |
| --- | --- |
| **Principle Strategy 3.0:** All instructional services provide integrated ELD to support academic language development and content knowledge. | **Principle Measurable Program Objectives 3.0:** All instructional services for core content areas (e.g., ELA, math, history, science, civics) must include integrated ELD. |
| **Strategy 3.1:** Subgrantees provide professional development on how to integrate ELD into all core content areas. | **Measurable Program Objectives 3.0:** Subgrantees provide professional development on integrated ELD and ELD standards. |

The revised performance target for Overall English Language Proficiency is: By July 2023, 21.5 percent of Migratory Students will score at proficiency (Level 4) on the ELPAC.

##### High School Graduation and Dropout Rates

Migratory students are closing the high school graduation gap, but there are still additional steps MEPs can take to ensure that migratory student high school graduation rates continue to improve. Tables 25 and 26 identify the strategies and MPOs for increasing high school graduation rates and decreasing dropout rates respectively. MEP-specific performance targets follow each table.

The committee prioritized increasing high school graduation as an outcome as shown by the state high school graduation rate. The CNA/SSDP Committee also prioritized decreasing the migratory student drop out as an expected outcome. The following data led to the commitee prioritizing these two focus areas.

* Eighty-two percent or Migratory Students graduated high school in 2015–16.
* In 2015–16, the gap for high school graduation increased by a tenth of a percent to 1.6 percent. Migratory students were 1.5 percent less likely to graduate than All Students in 2014–15; a 3.2 percent decrease from 2013–14. The gap stayed fairly consistent from 2010–11 to 2013–14 at between four and five percent.
* Migratory Students were six tenths of a percentage more likely to drop out of high school in 2015–16.

Implementing the strategies listed below (identical for graduation and dropout), the California MEP expects to increase migratory students’ graduation rate while decreasing the dropout rate. The MEP-specific performance target is identified following each table.

###### GOAL AREA: High School Graduation Rate

###### Table . Strategies and Measurable Program Objectives for Increasing the High School Graduation Rate (Revised)

| Strategies | Measurable Program Objectives |
| --- | --- |
| **Principle Strategy 5.0:** Offer case management services to migratory students at risk of not graduating high school. [[22]](#footnote-22) | **Principle Measurable Program Objective 5.0**Each year, 80 percent of migratory 9th grade students who scored Below Standard on their 8th grade ELA and/or Math Smarter Balanced Assessments will receive case management services.[[23]](#footnote-23),[[24]](#footnote-24) |
| **Strategy 5.1:** Offer credit accrual and recovery services to migratory 11th and 12th grade migratory high school students who are credit deficient and are at risk of not graduating. | **Measurable Program Objective 5.1:** Each year, 80 percent of migratory 11th and 12th grade high school students who are credit deficient participate in up to two courses through credit accrual services during the regular school year and up to three courses for credit during summer school if present. |

The revised MEP-specific performance target is as follows: By July 2023, Migratory Students will have a graduation rate of at least 82.50 percent.

The MEP also focuses on reducing the high school dropout rate. Subcommittee members reviewed dropout data over a five year period from 2010–11 through 2015–2016.

* Migratory Students: 10.4 percent dropped out of high school in 2015–16.
* All Students: 9.8 percent dropped out of high school in 2015–16.
* Migratory student dropout rate has steadily decreased since 2010–11.
* Migratory students were six tenths of a percentage more likely to drop out of high school in 2015–16.

Strategies to increase high school graduation rates are the same as strategies to decrease high school graduation rates; therefore you’ll notice the same strategies and MPOs in Tables 23 and 24.

###### GOAL AREA: Dropout Rate

###### Table . Strategies and Measurable Program Objectives for Decreasing the High School Dropout Rate (Revised)[[25]](#footnote-25)

| Strategies | Measurable Program Objectives |
| --- | --- |
| **Principle Strategy 6.0:** Offer case management services to migratory students at risk of not graduating high school. | **Measurable Program Objective 6.1:** Each year, 80 percent of migratory 9th grade students who scored Below Standard on their 8th grade ELA and/or Math Smarter Balanced Assessments will receive case management services.[[26]](#footnote-26)[[27]](#footnote-27) |
| **Strategy 6.1:** Offer credit accrual and recovery services to migratory 11th and 12th grade migratory high school students who are credit deficient and are at risk of not graduating. | **Measurable Program Objective 6.1:** Each year, 80 percent of migratory 11th and 12th grade high school students who are credit deficient participate in up to two courses through credit accrual services during the regular school year and up to three courses for credit during summer school if present. |

The California MEP identified the performance target for high school dropout rate is: By July 2023, the Migratory Student dropout rate will decrease to nine percent.

Additionally, the committee recommend regular communication with parents of students who are at-risk of not graduating high school or dropping out. Parent and family engagement is critical to increasing the student academic achievement. MEPs should be sure to invite the parents of students at risk of not graduating to all workshops pertaining to supporting migratory students graduating high school.

Finally, subgrantees should reach out to the high school equivalency program (HEP) and College Assistance Migrant Program (CAMP) offices in their areas. The federal government provides funding to assist students who would like their General Education Diploma (GED). The HEP prepares migrant children in obtaining their GED. HEP offices are in various parts of the state and should be utilized by the MEP in assisting children who have dropped out and OSY in getting their GED for SSDP Strategy 10.1.

The College Assistance Migrant Program (CAMP) is a federally funded program designed to help students from migrant and seasonal farm-worker backgrounds succeed in college. CAMP’s mission is to increase the number of students from migrant and seasonal farm-worker backgrounds transform their lives by attending a four-year college and attaining a post-secondary degree. CAMP offers a variety of services including:

* early outreach for senior high school students helping them navigate the admissions process including financial aid
* housing assistance
* opportunities to participate in activities and course with other CAMP participants
* Mentorship relationships
* Academic advising to establish short- and long-term educational goals
* Tutoring
* Leadership skill development

###### Output-Based Focus Areas

Due to limited data, School Readiness, OSY, Health, and Parent and Family Engagement focus areas will be evaluated by outputs that align with performance targets. While each output-based focus area has an identified outcome (i.e., desired change in knowledge and skills), we are unable to measure the change in skill level at this time. Therefore, the CDE infers that some change will occur if migratory students complete specific MEP services. Similar to the outcome-based focus areas, not all measurable program outcomes will be evaluated by the CDE due to limited resources; however, CDE staff will work with subgrantees to support full implementation of strategies to address the needs of migratory children and their families.

##### School Readiness

School readiness skills are essential to establishing a solid academic foundation for students as they progress through the education system. The MEP’s first role in school readiness is to ensure that pre-K students are enrolled in a high quality preschool. If, for whatever reason, the child is unable to attend, the MEP provides school readiness services to the migratory children within their program area. The School Readiness Subcommittee identified primary and second language development and social emotional maturity as a need for California’s migratory preschool aged children. Table 25 lists the strategies and MPOs for primary and second language development goal area for migratory EL students.

Since no quantitative data was available, subcommittee members noted the following concerns to prioritize this goal area:

* Students lack primary language development and therefore transferring vocabulary to English is more difficult.
	+ Parents are unaware of the communication strategies they can use to help develop the children’s primary and English language (e.g., develop vocabulary, use complete sentences).
* The largest ELP need for migratory first graders is in reading and writing.

The California MEP will be tracking student participation output identified by the number of unduplicated number of students and parents who attend a dual language learner school readiness service with a duration of at least 15 hours.

###### GOAL AREA: Primary and Secondary Language Development

###### Table . Strategies and Measurable Program Objectives for Increasing Language Skills (Revised)

| Strategies | Measurable Program Objectives |
| --- | --- |
| **Principle Strategy 7.0:** Offer school readiness services with primary and secondary language development objectives for dual language learners (during a time when at least one parent is available to participate).[[28]](#footnote-28) | **Measurable Program Objective:** Each year, 40 percent of migratory children (ages 3–5) will attend 15 hours or more of school readiness services for dual language learners. |
| **Strategy 7.1:** Provide training and resources to parents:* Workshops to increase awareness of school readiness skills including the importance of and strategies to develop primary language skills
* Workshops to teach strategies that support early learning at home
* Workshops to increase social emotional learning at home
 | **Measurable Program Objective 7.1:** Subgrantees provide at least one workshop on developing a student’s primary language, at least one workshop teaching parents strategies that support early learning at home, and at least one workshop that supports social emotional learning at home.[[29]](#footnote-29) |

The performance target for School Readiness is: By July 2023, 40 percent of migratory children (ages 3–5) will attend 15 hours or more of school readiness services for dual language learners.

Additionally, the CNA/SSDP Committee identified the need for increasing social emotional skills for migratory children who are preschool age. While the CDE is currently collecting output data only, the inferred outcome for this need is to increase the number of students who enroll in kindergarten with social emotional maturity. Table 28 reviews the strategies and MPOs for services aimed at increasing social emotional maturity in preschool aged migratory children.

School Readiness Subcommittee members noted that many students are not socially and/or emotionally ready to start Kindergarten. Specifically, subcommittee members identified the following concerns from their own experiences:

* Focus on listening/speaking, reading/writing is harder because you can have gross/motor development issues which hinder the scores on these areas of assessment.
	+ Many students are not socially and/or emotionally ready to start Kindergarten.

For these reasons, the California MEP is adding a social emotional component to its school readiness services to support school readiness skills in the classroom and at home. Tables 26 and 27 identify the strategies and aligning MPOs for the School Readiness Focus Area. Subgrantees will track attendance to school readiness programs that implement these strategies.

###### GOAL AREA: Social Emotional Maturity

###### Table . Strategies and Measurable Program Objectives for Increasing Social Emotional Maturity (Revised)

| Strategies | Measurable Program Objectives |
| --- | --- |
| **Principle Strategy 8.0:** Include social emotional development strategies in school readiness services. | **Principle Measurable Program Objective 8.0:** Each year, 100 percent of MESRP services will incorporate a social emotional component. |

##### The performance target for School Readiness is: By July 2023, 40 percent of migratory children (ages 3–5) will attend 15 hours or more of school readiness services for dual language learners.Out-of-School Youth

Out-of-School Youth are migratory youth, typically between the ages of 16 through 21, who meet the definition of migratory child, but are not enrolled in school. Considered a population of special concern, OME notes in the *Toolkit* that the OSY subpopulation is the least likely to graduate from high school. California subgrantees continue to offer services that support OSY in obtaining their GED or high school diploma.

In addition to the strategies listed below, California’s compulsory education law requires children between the ages of six and 18 to attend school. The only exception to this law are 16 and 17-year-olds who have graduated from high school and have obtained parental permission to leave. OSY who are under the age of 18 should be enrolled in school unless exempt.[[30]](#footnote-30) If the student graduated from a high school in another country, the school district where the student resides considers whether the student graduated from a program that is comparable to a California high school. If so, then the student is exempt from California’s compulsory education.

Two goal areas (i.e., access to health care and literacy services) were prioritized by the subcommittee. Subcommittee members spoke at length about barriers to OSY accessing health care and reaching the OSY population:

* Other than the emergency room, undocumented migratory OSY do not have access to health services
* Barriers to outreach and accessing MEP services: highly mobile, language, and work long hours
* Increase risk of health issues due to lack of education and resources to health maintenance needs: sex education, mental health, hygiene, dental, drugs and alcohol, and nutrition
* No access to school-based advocates and supports that would address some of these issues

Even with collecting output data, the inferred outcome for this need is to increase health outcomes and access to health services for OSY. Therefore, subgrantees will track services received by OSY and the number of referrals provide to OSY by the MEP. Table 27 summarizes the strategies and MPOs for increasing OSY access to health services. The MEP-specific performance target for this area follows Table 27.

###### GOAL AREA: Health

###### Table . Strategies and Measurable Program Objectives for OSY Access to Health Services (Revised)

| Strategies  | Principles Measurable Program Objectives |
| --- | --- |
| **Principle Strategy 9.0:** Provide OSY with a health education workshop to address healthy eating, physical activity, and related chronic disease prevention. | **Principle Measurable Program Objective 9.0 (Revised):** Each year, the MEP will offer at least one health education workshop for OSY. |
| **Strategy 9.1:** Provide a variety of health services and referrals to OSY who need dental, vision, hearing, medical, or mental health services. | **Measurable Program Objective 9.1 (Revised):** Each year, the MEP will offer OSY students at least one health service. |
| **Removed in 2022 ~~Strategy 9.2:~~** ~~Provide professional development opportunities specific to the health needs of OSY on physical education, health education, nutrition services, mental health, and social services staff members, as well as staff members who supervise recess, cafeteria time, and programs outside of regular school hours.~~ | **Removed in 2022 ~~Measurable Program Objective 9.2:~~** ~~Provide one professional development on health education covering the topics in Strategy 9.2 to staff.~~ |

The revised performance target evaluating OSY access to health services is: By July 2023, 31 percent of OSY will receive one or more health service(s).

OSY literacy rates were also of concern to the OSY Subcommittee as literacy rates among OSY vary widely, but are necessary to increase migratory youth’s ability to acquire better paying jobs. Qualitative data from the subcommittee identified additional challenges for the OSY population:

* Wide range of literacy levels
* Lack of resources for targeted individual instruction
* Need to work is a priority
* Arrive late in the school year
* Priorities that are different from other high school students
* Social/emotional challenges

By encouraging MEPs to offer, or refer OSY to, ELA, English as a second language (ESL), and GED courses, the CDE expects to see an improvement of migratory OSY literacy skills. Subgrantees will track the number of OSY who complete a course on the ILP. The California MEP projects increases to OSY literacy proficiency as an outcome. Table 28 reviews the strategies and MPOs for increasing OSY literacy skills.

###### GOAL AREA: Literacy

###### Table . Strategies and Measurable Program Objectives for Increasing OSY Literacy Skills (Revised)

| Strategies | Measurable Program Objectives |
| --- | --- |
| **Principle Strategy 10.0:** Increase OSY participation in ELA, ELD (or ESL), and/or literacy classes.[[31]](#footnote-31) | **Principle Measurable Program Objective 10.0:** Each year, 65 percent of OSY who have a desire to learn English as indicated on the INA/ILP will participate in an ELA or ESL service. |
| **Strategy 10.1:** Provide GED or high school equivalency services for OSY who have dropped out of school but want to obtain a GED.[[32]](#footnote-32) | **Measurable Program Objective 10.1:** Each year, 65 percent of OSY who want to obtain a general education diploma as indicated on the INA/ILP participate in one GED test preparation workshop/service. |
| **Strategy 10.2:** Provide primary language literacy services for OSY who have dropped out of school, but want to obtain a high school diploma in their home country. | **Measurable Program Objective 10.2:** Each year, 50 percent of OSY who want to obtain a high school diploma as indicated on the INA/ILP participate in a literacy service in their native language. |

Strategy 10.2 is intended to support OSY who have not graduated from high school in their home country, but would like to continue their education in their primary language with the goal of obtaining a high school diploma upon their return. Plazas Comunitarias is supported in part by the Mexican government and offer basic literacy including elementary and high school level classes taught in Spanish. Local MEPs have the option to work with their local Mexican Consulate Plazas Comunitarias to provide literacy classes in Spanish.

The revised performance target for the OSY Literacy Goal Area is: By July 2023, 25 percent of OSY, who indicated a need on the INA, will complete an ESL, GED, or literacy class.

##### Health

The Health Subcommittee recognized a need to increase access to mental health services for migratory children. They noted:

* Minimal staff training and resources
* Unclear picture of student health needs
* Increased parental requests for referrals and services (anxiety, depression)
* Increased stress and anxiety among the migratory student population (e.g., deportation, fear of loss of parents)
* Increased exposure to and use of drugs and alcohol
* Within the general student population, students are acting on increased levels of stress
* Migratory parents lack awareness of mental health issues

By addressing access to mental health services, the MEP infers that students will see some improvements to their mental health. Subgrantees will track the number of mental health services provided, or referred, to students who indicated a need on their Individual Needs Assessment. Table 29 identifies the strategies and MPOs for increasing migratory children’s access to mental health services.

###### GOAL AREA: Mental Health Services

###### Table . Strategies and Measurable Program Objectives for Increasing Access to Mental Health Services (Revised)

| Strategies | Measurable Program Objectives |
| --- | --- |
| **Principle Strategy 11.0:** Offer health education workshops with a focus on mental health which provides students and parents with the knowledge, attitudes, and skills to make healthy choices (Family Health Nights or separate workshops for parents and children). | **Measurable Program Objective 11.0:** Each year, MEPs will offer two health education workshops that focuses on mental health (e.g., self-esteem, depression, anxiety, etc.).[[33]](#footnote-33) |
| **Strategy 11.1:** Provide health services and referrals to migratory students who need mental health services. | **Measurable Program Objective 11.1:** Each year, 100 percent of migratory students who want to improve their mental health, as indicated on the INA/ILP, will receive at least one health service or referral.[[34]](#footnote-34) |
| **Strategy 11.2:** Provide professional development opportunities on physical education, health education, nutritional services, mental health, and social services for all certificated and classified MEP staff. | **Measurable Program Objective 11.2:** All 20 regions will provide professional development for MEP staff on physical education, health education, nutritional services, mental health, and social services. |

Subcommittee members also recommend that subgrantees provide health education curriculum and instructional supports the health and well-being of each student by addressing the mental, emotional, and social dimensions of health. This revised performance target includes the following: By July 2023, 100 percent of migratory students who want to improve their mental health as indicated on the INA/ILP will receive at least one health service or referral.

##### Parent and Family Engagement

Offering workshops and services to build parents’ capacity to participate in and support their children’s education will increase parents’ knowledge and ability. Table 30 reviews the strategies and MPOs for building parent capacity to participate at school and support student academics at home. Subcommittee members, including parents, discussed the following:

* Parent training varies by region
* Parents do not know about MEP services
* Parents need training on the impact of parent involvement on student achievement

To evaluate this focus area, subgrantees will collect a duplicated count of parent participation at workshops, trainings, and regional conferences via attendance lists.

###### GOAL AREA: Capacity to Participate/Support Student Academics

###### Table . Strategies and Measurable Program Objective for Building Parent Capacity (Revised)

| Strategies | Measurable Program Objectives |
| --- | --- |
| **Principle Strategy 12.0:** Provide appropriate resources or parent orientations on the services that the MEP offers including, but not limited to how the U.S. school system works. | **Principle Measurable Program Objective 12.0:** Each year, subgrantees will offer two parent orientations or provide MEP service resources to parents.[[35]](#footnote-35) |
| **Strategy 12.1[[36]](#footnote-36):** Provide a variety of workshop series for parents including:* How the U.S. school systems works and parent and family opportunities for participation within this system
* Parent engagement evidence-based strategies
* Understanding student achievement data
* Supporting your child in obtaining a high school diploma
* Understanding career technical education
* Learning educational vocabulary (acronyms, A-G, parent homework dictionary, educational glossary)
 | **Measurable Program Objective 12.1:** Each year, subgrantees will offer a parent workshop series (must include three of the six trainings identified in Strategy 12.1).[[37]](#footnote-37) |

The revised performance target for Parent and Family Engagement includes the following: By July 2023, 30 percent of parents/guardians will participate in MEP parent engagement services.

##### Student Engagement

The Student Engagement Committee, especially parent members, want their children to have rich experiences in their lives to develop their sense of self- and cultural pride. By requiring strategies that include a self- and cultural pride component, we are striving to improve student outcomes of pride in one’s self and culture. Subgrantees will include these components in MEP services. Table 31 reviews the strategies and MPOs for building self- and cultural pride within the migratory student population.

###### GOAL AREA: Self- and Cultural Pride

###### Table . Strategies and Measurable Program Objectives for Increasing Self- and Cultural Pride (Revised)

| Strategies | Measurable Program Objectives  |
| --- | --- |
| **Principle Strategy 13.0:** Services offered to migratory students need to have a cultural component. | **Principle Measurable Program Objective 13.0:** Each year, 50 percent of MEP instructional services, excluding credit accrual services, will include a cultural component/culturally and linguistically responsive teaching (CLRT) whether it be through instructional services or workshops (e.g., use examples of students’ cultural history, literature, art, etc.). |
| **Strategy 13.1:** Increase student engagement by incorporating activities into services that build migratory students’ self-pride (e.g., confidence, self-worth, etc.).  | **Measurable Program Objective 13.1:** Each year, 25 percent of MEP instructional services, excluding credit accrual services, will include time dedicated to building student self-pride. |
| **Strategy 13.2:** Provide professional development to staff on cultural competency. | **Measurable Program Objective 13.2 (Revised):** Each year, MEPs will offer one training on cultural competency/CLRT.[[38]](#footnote-38) CLRT should also be weaved into the PDs for writing, math, and other PDs as appropriate. |

The revised (2022) performance target for Student Engagement: By July 2023, 78 percent of students will attend at least one service with the cultural and self-pride components.

##### Annual Performance Review Plan

###### Table . Sub Questions, Data Sources, Collection Methods, and Indicators for the Performance Targets

**ELA:** Are the ELA skills of migratory students improving?

**Performance Target (PT):** By 2021, migratory students scoring at Level 3 – Standard Met and Level 4 – Standard Exceeded on overall ELA achievement will increase by 12.5 percent.

| Sub QuestionsThese questions articulate the main issues that will be addressed in the review. | Data Sources | Data Collection MethodThis is the method or tool we will use to collect these data. | IndicatorsThese define the evidence we collect—they are measures that monitor progress and if things are changing the way we anticipated. They are specific, observable, and measurable. |
| --- | --- | --- | --- |
| 1. What percent of migratory students are meeting or exceeding the overall ELA achievement standard?
 | * statewide assessments
 | * MSIN requests and merges statewide assessment data for each migratory student
 | * Annual student achievement data for Grades 3–8 and 11:
	+ Percent of migratory students meeting and exceeding overall ELA achievement
 |
| * 1. What percent of migratory students are meeting or exceeding the reading achievement standard for migratory students?
 | * statewide assessments
 | * MSIN requests and merges statewide assessment data for each migratory student
 | * Annual student achievement data for Grades 3–8 and 11:
	+ Percent of migratory students meeting and exceeding ELA Claim 1 – Reading achievement
 |
| * 1. What percent of migratory students are meeting or exceeding the writing achievement standard for migratory students?
 | * statewide assessments
 | * MSIN requests and merges statewide assessment data for each migratory student
 | * Annual student achievement data for Grades 3–8 and 11:
	+ Percent of migratory students meeting and exceeding ELA Claim 2 – Writing achievement
 |

**Math:** Are the math skills of migratory students improving?

**Performance Target:** By 2020–21, migratory students scoring at Level 3 – Standard Met and Level 4 – Standard Exceeded on overall math achievement will increase by 10.5 percent.

| Sub QuestionsThese questions articulate the main issues that will be addressed in the review. | Data Sources | Data Collection MethodThis is the method or tool we will use to collect these data. | IndicatorsThese define the evidence we collect—they are measures that monitor progress and if things are changing the way we anticipated. They are specific, observable, and measurable. |
| --- | --- | --- | --- |
| 1. What percent of migratory students are meeting or exceeding the overall Math achievement for migratory students?
 | * statewide assessments
 | * MSIN requests and merges statewide assessment data for each migratory student
 | * Annual student achievement data for Grades 3–8 and 11:
	+ Percent of migratory students meeting and exceeding overall Math achievement
 |
| * 1. What percent of migratory students are meeting or exceeding the Claim 1 - Concepts and Procedures standard?
 | * statewide assessments
 | * MSIN requests and merges statewide assessment data for each migratory student
 | * Annual student achievement data for Grades 3–8 and 11:
	+ Percent of migratory students meeting and exceeding Math Claim – 1 Concepts and Procedures
 |
| * 1. What percent of migratory students are meeting or exceeding the Claim 2 – Problem Solving and Modeling Data standard?
 | * statewide assessments
 | * MSIN requests and merges statewide assessment data for each migratory student
 | * Annual student achievement data for Grades 3–8 and 11:
	+ Percent of migratory students meeting and exceeding Math Claim – 2 Problem Solving and Modeling Data
 |

**ELD:** Are the ELD skills of migratory students improving?

**Performance Target:** To be determined once the State completes the transition from CELDT to ELPAC assessments

| Sub QuestionsThese questions articulate the main issues that will be addressed in the review. | Data Sources | Data Collection MethodThis is the method or tool we will use to collect these data. | IndicatorsThese define the evidence we collect—they are measures that monitor progress and if things are changing the way we anticipated. They are specific, observable, and measurable. |
| --- | --- | --- | --- |
| * 1. What percent of migratory students score proficient and above in ELP achievement?
 | * statewide assessments
 | * MSIN requests and merges statewide assessment data for each migratory student
 | * Annual English Language Proficiency data:
	+ Percent of migratory students scoring proficient or above on overall ELP achievement
	+ Percent of migratory students scoring proficient or above on achievement by domain
 |

**High School Graduation:** Is the high school graduation rate of migratory students improving?

**Performance Target:** By 2020–21, migratory students will reach a graduation rate of at least 83 percent.

| Sub QuestionsThese questions articulate the main issues that will be addressed in the review. | Data Sources | Data Collection MethodThis is the method or tool we will use to collect these data. | IndicatorsThese define the evidence we collect—they are measures that monitor progress and if things are changing the way we anticipated. They are specific, observable, and measurable. |
| --- | --- | --- | --- |
| * 1. What is the annual change in migratory student high school graduation rates?
 | * LEAs report high school graduation data to CDE
* DataQuest
 | * LEAs report high school graduation data to CDE annually
 | * Annual California high school graduation rate
 |

1. **High School Drop Out Rate:** Is the high school dropout rate of migratory students decreasing?

**Performance Target:** By 2020–21, the migratory student dropout rate will decrease to nine percent.

| Sub QuestionsThese questions articulate the main issues that will be addressed in the review. | Data Sources | Data Collection MethodThis is the method or tool we will use to collect these data. | IndicatorsThese define the evidence we collect—they are measures that monitor progress and if things are changing the way we anticipated. They are specific, observable, and measurable. |
| --- | --- | --- | --- |
| * 1. Is the dropout rate decreasing annually for migratory students?
 | * LEA high school requirement criteria
* DataQuest
 | * LEAs report high school dropout data to CDE annually
 | * Annual California high school dropout rate
 |

###### Table . Sub Questions, Data Sources, Collection Methods, and Indicators for the Performance Targets for Output-based Focus Areas

1. **School Readiness:** Is migratory child participation in school readiness services increasing? Are migratory children ready for Kindergarten?

**Performance Target:** Performance Target will be set once the baseline data are collected in 2018–19.

| Sub QuestionsThese questions articulate the main issues that will be addressed in the review. | Data Sources | Data Collection MethodThis is the method or tool we will use to collect these data. | IndicatorsThese define the evidence we collect—they are measures that monitor progress and if things are changing the way we anticipated. They are specific, observable, and measurable. |
| --- | --- | --- | --- |
| * 1. What is the annual change in migratory child participation in school readiness services?
 | * Attendance lists
 | * Subgrantees enter the number of migratory children participating in school readiness services.
 | * Number of unduplicated migratory children who participate in 15 hours or more of a school readiness service per year.
 |
| * 1. What is the annual change in migratory parent participation in school readiness services?
 | * Attendance lists
 | * Subgrantees enter the number of migratory children participating in the school readiness services.
 | * Number of unduplicated parents who participate in 15 hours or more of a school readiness service per year.
 |

1. **Out of School Youth:** Are more migratory OSY enrolling in health services? Are the health needs of migratory OSY being met? Are migratory OSY increasing their use of health services provided by or referred to by the MEP?

**Performance Target:** Performance Target will be set once the baseline data are collected in 2018–19.

| Sub QuestionsThese questions articulate the main issues that will be addressed in the review. | Data Sources | Data Collection MethodThis is the method or tool we will use to collect these data. | IndicatorsThese define the evidence we collect—they are measures that monitor progress and if things are changing the way we anticipated. They are specific, observable, and measurable. |
| --- | --- | --- | --- |
| * 1. What is the annual change in participation in MEP health services for migratory OSY?
 | * Local assessments (i.e., INA and ILP)
 | * Subgrantees enter health service data into MSIN for each migratory student:
	+ Oral Health
	+ Vision
	+ Medical
	+ Hearing
* Health education
* Mental Health
 | * Number of health services provided annually identified by service
 |
| * 1. What is the annual change in health services referrals for migratory OSY?
 | * Local assessments (i.e., INA and ILP)
 | * Subgrantees enter health service data into MSIN for each migratory student:
	+ Oral Health
	+ Vision
	+ Medical
	+ Hearing
* Health education
* Mental Health
 | * Number of health referrals provided annually to each child, by type
 |

1. **Out of School Youth:** Is the number of OSY enrolling in (and completing) ESL or literacy classes increasing?

**Performance Target:** Performance Target will be set once the baseline data are collected in 2018–19.

| Sub QuestionsThese questions articulate the main issues that will be addressed in the review. | Data Sources | Data Collection MethodThis is the method or tool we will use to collect these data. | IndicatorsThese define the evidence we collect—they are measures that monitor progress and if things are changing the way we anticipated. They are specific, observable, and measurable. |
| --- | --- | --- | --- |
| * 1. What is the annual change in participation in MEP ELA classes for migratory OSY?
 | * Local assessments (i.e., INA and ILP)
 | * Subgrantees enter service data into MSIN for each migratory student
 | * Number of OSY who complete an ELA service
 |
| * 1. What is the annual change in ELD and/or ESL class referrals for migratory OSY?
 | * Local assessments (i.e., INA and ILP)
 | * Subgrantees enter service data into MSIN for each migratory student
 | * Number of OSY referrals to ELD and/or ESL service
 |
| * 1. What is the annual change in GED class completion for migratory OSY?
 | * Local assessments (i.e., INA and ILP)
 | * Subgrantees enter service data into MSIN for each migratory student
 | * Number of OSY who completed a GED or high school equivalency program
* Course completion tracked via the ILP
 |

1. **Health:** Is the number of migratory students accessing mental health services increasing?

**Performance Target** Performance Target will be set once the baseline data are collected in 2018–19.

| Sub QuestionsThese questions articulate the main issues that will be addressed in the review. | Data Sources | Data Collection MethodThis is the method or tool we will use to collect these data. | IndicatorsThese define the evidence we collect—they are measures that monitor progress and if things are changing the way we anticipated. They are specific, observable, and measurable. |
| --- | --- | --- | --- |
| * 1. What is the annual change in mental health services offered to migratory students?
 | * Local assessments (i.e., INA and ILP)
 | * Subgrantees enter mental health service data into MSIN for each migratory student
 | * Number of mental health services offered to migratory students annually
* Number of migratory students who complete a mental health service
 |
| * 1. What is the annual change in mental health referrals offered to migratory students?
 | * Local assessments (i.e., INA and ILP)
 | * Subgrantees enter mental health service data into MSIN for each migratory student
 | * Number of mental health referrals given to migratory students annually
 |

1. **Parent and Family Engagement:** Is parent and family engagement in the MEP and at school increasing?

**Performance Target:** Performance Target will be set once the baseline data are collected in 2018–19.

| Sub QuestionsThese questions articulate the main issues that will be addressed in the review. | Data Sources | Data Collection MethodThis is the method or tool we will use to collect these data. | IndicatorsThese define the evidence we collect—they are measures that monitor progress and if things are changing the way we anticipated. They are specific, observable, and measurable. |
| --- | --- | --- | --- |
| * 1. What is the annual change in parent participation in MEP services?
 | * Local data
 | * Subgrantees collect unique parent participation data
 | * Number of unduplicated parents who attend parent workshops that build capacity to support their students’ education
 |
| * 1. What is the annual change in parent participation in school services?
 | * Parent survey
 | * Subgrantees enter parent participation data into MSIN
 | * Number of parents who increase their participation at school
* Number of times a parent participates at school
 |

1. **Student Engagement:** Is student engagement in the MEP and at school increasing?

**Performance Target:** Performance Target will be set once the baseline data are collected in 2018–19.

| Sub QuestionsThese questions articulate the main issues that will be addressed in the review. | Data Sources | Data Collection MethodThis is the method or tool we will use to collect these data. | IndicatorsThese define the evidence we collect—they are measures that monitor progress and if things are changing the way we anticipated. They are specific, observable, and measurable. |
| --- | --- | --- | --- |
| * 1. How many MEP services offer self-pride and confidence building as a component to the service?
 | * Local data
 | * Subgrantees indicate which services have this component within MSIN
 | * Lesson plans and grant application
 |
| * 1. How many MEP services offer a cultural pride component to a service?
 | * Local data
 | * Subgrantees indicate which services have this component within MSIN
 | * Lesson plans and grant application
 |

#### Technical Assistance and Monitoring

In addition to ensuring compliance with state and federal regulations for the MEP through the Federal Program Monitoring process, the CDE will also provide technical assistance and monitoring for strategies that are difficult to quantify, and will support improving migratory students’ academic achievement and overall well-being. The CDE will monitor the implementation of the broader programmatic strategies suggested by the ] committee which include:

* Maintain accurate information about home language and parent/MEP contact purposes
* Increase parent and family outreach efforts via television, flyers, posters and phone calls
* Staff completion of professional development that aligns with the needs and strategies identified in the SSDP
* Provide targeted intervention to address gaps in literacy (e.g., fluency, comprehension, etc.)
* Conduct an INA within 30 days of the migratory child’s enrollment and monitor students’ class attendance and grades via the ILP or other method
* Implement health education that provides students and parents with the knowledge, attitudes, skills, and experiences needed for lifelong health (Family Health Nights)
* Partner with community organizations to develop referral mechanisms to mental health and behavioral support services
* Work with schools and districts to encourage migratory parent participation on various school councils (e.g., Parent Advisory Council, English Learner Advisory Council, Dual Language Advisory Council, etc.)
* Increase migrant high school students’ sense of belonging through mentoring opportunities

These strategies will only be monitored on an informal level, unless otherwise noted in California *Education Code* or as a term of the grant approval. The CNA/SSDP Committee identified additional considerations for program improvement locally and at the state level that could not be included in the general framework due to the sheer number of recommendations; however, the state, and possibly subgrantees, will lead efforts to address some of these recommendations.

#### Additional Considerations for Program Improvement

This section of the SSDP outlines additional recommendations for local and statewide development of various components of the MEP. More robust data need to be collected for better evaluation of the needs identified within the CNA as well as program impact. Additionally, the CNA/SSDP Committee offered recommendations in the areas of high school graduation, OSY, and student engagement. Further program guidance on parent and family involvement are identified in the *Parent Involvement Plan* section.

##### Recommendations for Further Data Collection and Reporting

Outlining a data plan for the next cycle of the CNA/SSDP process, the CDE and local partners identified a need around data collection, reporting, and training for the following areas: school readiness, high school credit accrual, OSY, health, parent and family engagement, and student engagement. The following is an outline detailing objectives and action items:

Over the next three years, the CDE will take the following steps to collect more robust data to measure the specific impact of program services for the focus areas identified above:

1. Collaborate with MEP Directors and interested parties in the development of a standardized data collection tool through the MEP Directors meetings, MEP Director subcommittee meetings, and conference calls, as necessary.
	1. Discuss the following: 1) timeline for project development and implementation 2) a tool that measures change in skills, knowledge, behavior, etc., 3) is it feasible to implement, 4) the data collection and storage process, 5) data security measures, and 6) data reporting at the local and state levels.
2. Develop the following milestones for project implementation.
	1. Develop and implement a state-standardized evaluation tool to identify the impact of the service.
	2. Train MEP staff, and parents or guardians, as appropriate, on the importance of the evaluation tool and how to utilize the tool through a standardized process to reduce errors in data collection methods. MEP staff training should include the elements listed in 1a (see above).
	3. Provide professional development time to review relevant data to employ during discussions of continuous program service improvement.
3. Pilot the data collection process and tool in a few regions to refine both the process and tool.
4. Implement the data collection process and tool statewide, and reevaluate the process during the next cycle of the CNA and SSDP development.

Additionally, the CDE is working with partners on two fronts: (1) to increase migratory student participation in the California’s Healthy Kids Survey with the possible result of getting a representative sample that will support the MEPs efforts to provide targeted health services, and (2) refine the Migrant Student Information Network to include data collection methods for both measurable program outcomes and performance targets (see the Annual Performance Review Plan section for more information on these elements).

###### Additional Considerations for High School Graduation and Dropout Rates

In addition to increasing the high school graduation rate and decreasing the dropout rate, the committee offered additional strategies for local MEPs to consider:

* Support for long-term EL students – Committee members believe that long-term EL students do not receive enough support to meet their academic needs. The hypothesis is that long-term Migratory EL students are more likely to drop out than migratory students who are able to reclassify. MEPs should train staff to identify the long-term EL students in their regions, build relationships with these youth, monitor credit accrual starting in middle school, and provide information on career technical education. More data on migratory long-term EL students are needed to determine where there is an actual need.
* Enrichment Services – Committee members are concerned that the MEP provides limited options to high school students overall. Credit accrual and recovery services are standard services offered statewide as is Speech and Debate and the Migrant Student Leadership Institute. Many regions afford students the opportunity to participate in science, technology, engineering, and math (STEM) services. Subgrantees should not only offer engaging and rigorous intervention classes, but need to offer enrichment services like STEM, space camp, or mentoring services for students who need a positive role model.

###### Recommendations for Supporting Out-of-School Youth

OSY are a population of concern since they face additional challenges to acquiring an education and becoming gainfully employed as they lack a guardian or support system. Locating OSY is also a major challenge for the MEP because they work long hours and are a highly mobile population with unreliable contact information. Data needs for OSY are included in the first part of this section. The CNA/SSDP Committee suggested the following to increase support of OSY:

* Transportation services – Many OSY do not have access to transportation services; therefore, they are unable to attend services. MEPs should provide access to transportation (e.g., bus and transit passes, carpooling opportunities).
* Life skills – Due to a lack of consistency in reporting “life skills” as a service across regions, committee members requested a definition of “life skills” services. The CDE will provide guidance on life skill services before the implementation of the SSDP.

###### Further Student Engagement Opportunities

Student engagement increases as students gain confidence, academic, and social-emotional skills. Offering high-quality, challenging and fun services incentivizes student participation and learning. Culturally competent MEP staff can help increase student engagement and support migratory students’ pride in one’s self and culture. Increasing student engagement through building relationships with students and parents, establishing a sense of belonging and offering interactive, rigorous services will result in an effective program that makes a dramatic impact on the lives of migratory families. The following considerations for program improvement were identified by the CNA/SSDP Committee.

Although in 2015–16, the graduation rate was 82 percent, committee members felt that graduates are not sufficiently college and career ready with the appropriate social-emotional and academic skills. Similarly, committee members believe there is room to improve access to high-quality academic content, targeted/individualized instruction, and multicultural competent teachers and administrators. Subgrantees should consider the following actions:

* Acknowledge migratory students’ barriers to participation and create a sense of belonging.
* Provide training to parents on how they influence student engagement.
* Provide professional development to all instructional staff, certificated and classified, on increasing student engagement. A few strategies include:
	+ Teacher attitude cultivation
	+ Building the teacher-student relationship
	+ Assessing student needs
	+ Monitoring student achievement and providing prompt feedback
* Train school site migratory student advocates.

###### Additional Local Migrant Education Program Considerations

* Hire qualified, skillful responsive teachers, kindergarten teachers if possible, for preschool summer programs.
* Increase program coordination and communication with parents and interested parties.
* Increase participation in parent trainings/workshops to build capacity and knowledge.
* Improve quality of relationships: teacher-child relationships.
* Increase access to technology and high-quality bilingual materials.
* Offer family engagement and family biliteracy services.
* Provide teachers and staff with professional development and time to collaborate.
* Address the socio-economic barriers to participation: transportation, child care, nutrition, hours of services that conflict with work hours, coordination with other community services.
* Implement socio-emotional competent strategies.

These additional considerations for program improvement provide further guidance for the MEP subgrantees in the various focus areas.

### Section IV: Priority for Services Students

In accordance with Section 1304 of the ESSA, the CDE created a process to identify and prioritize services for students who meet the criteria of Priority for Services (PFS). PFS students are a subpopulation of migratory students who are eligible for services, and who are most mobile and in need of intervention. According to Section 1304, eligible migratory students must meet the following requirements in order to be considered PFS:

* Made a qualifying move within the previous one-year period, and who—
	+ are failing, or most at risk of failing, to meet the challenging State academic standards; or
	+ have dropped out of school.

In addition to meeting the requirements of the federal classification for PFS, students must also meet California’s definition of “failing, or most at risk of failing.” Migratory students who meet the federal requirements and who fall short of proficiency on the CAASPP Smarter Balanced Assessments or the California English Language Development Test (CELDT) are considered PFS students.[[39]](#footnote-39) The CDE defines “failing, or most at risk of failing” as:

* Scoring at Level 1 – Standard Not Met or Level 2 – Standard Nearly Met on ELA and/or math achievement on California’s Smarter Balanced Summative Assessments, or
* Scoring at Level 1–3 on the CELDT or ELPAC.

Identifying migratory children as PFS happens in real time through California’s MSIN 6.0 system. Migratory children and students will be evaluated using the state's criteria as soon as the county office of education documenting the move during the Performance Period is verified; subgrantees will be notified within 24 hours of the determination; and children and students identified as PFS will be monitored to ensure services are delivered. All of the data required to make the PFS determination (based on moves and assessment scores or enrollment) are reported in a single system. If the move is within the regular school year and the child has a Statewide Student Identifier number, then his/her most current state assessment scores can be evaluated to immediately identify him/her as PFS. This immediate identification enables regions to target services sooner, allows for faster reporting to the Migrant Student Interstate Exchange (MSIX), and allows for faster EDFacts[[40]](#footnote-40) file creation.

Local MEPs develop services based on the needs of migratory students with special attention paid to the needs of migratory PFS students. PFS students are prioritized when enrolling migratory students and families in various services. Additionally, subgrantees provide extra support for the PFS students within program services through targeted intervention, instructional strategies, and extra staff support. Realizing that PFS students require additional measures to address PFS students’ needs, local MEPs strive to provide high quality services to all migratory students.

### Section V: Identification and Recruitment Plan

The process of identification and recruitment is a federal program requirement and the responsibility of the State. The regional and district staff performing this function represent the CDE. Only fully trained and authorized personnel are permitted to identify and recruit families and youths for the MEP. A “recruiter” refers to anyone who has been authorized to identify and recruit migrant students, regardless of the official or colloquial title by which he or she operates and any other job duties he or she may be required to perform.

 “Identification” means locating migratory families and youths. “Recruitment” refers to making contact with migratory families and youths and (a) describing MEP services, (b) securing the necessary information to determine eligibility for program services, and (c) recording the basis of eligibility on a Certificate of Eligibility (COE). Successful recruitment results in the enrollment of migratory children or youths in the MEP.

As described earlier in this report, the CDE administers MEP activities through subgrantee regions and districts. To the extent possible, subgrantee regions and districts track the departure as well as the arrival of migratory families and youths in their area. This practice is useful because: (1) it helps CDE plan the program by determining an accurate number of eligible migrant children and youths in the state; (2) it allows the region to notify the receiving site in advance that the migratory child or youth is en route; and (3) it allows the region to identify possible PFS students.

Because I&R is such an important part of the program, the recruiter plays a vital role. It is the recruiter who identifies potential migratory families and youths through school and community-based recruitment strategies and determines program eligibility. Recruiters obtain data by interviewing the parent or guardian of the child or youth, in cases where the child moves on his or her own. In addition, a recruiter might be assigned by the region or district to work in a single school or multiple school districts. California’s *MEP I&R Manual* outlines the policies and procedures for the identification and recruitment of migrant children as well as the MEP requirements.

#### State and Local Training

To be effective in I&R, a recruiter must become skilled in performing a range of duties and adapting to situations. The CDE requires the subgrantees to ensure that adequate training on child eligibility, COE completion, and I&R procedures is provided for all personnel who are involved in any aspect of the I&R process in their subgrantee areas. Regions and districts must also equip the recruiters with the necessary tools to be successful by: (1) providing qualified trainers, (2) employing a standardized training curriculum, (3) conducting ongoing training and support, and (4) certifying that all recruiters and eligibility reviewers (State Education Agency [SEA] reviewers) have successfully completed local and State I&R trainings.

#### Local Training

The regional and district offices, under the direction of CDE, will be responsible for providing professional development for recruiters at the time of hire, as well as ongoing training for I&R personnel throughout the year. I&R personnel must understand their role, how their job fits within the organization, and where to go when they have questions or problems. Regular, ongoing training for I&R staff is crucial to the success of local and State I&R efforts and to ensure staff understand the regulatory criteria essential to making accurate eligibility determinations. Training is delivered by experienced I&R practitioners approved by the State. The trainers have a thorough knowledge of federal and State policies related to the I&R process, and are thoroughly acquainted with the National I&R Training Curriculum. If a subgrantee does not have a qualified trainer, the local director will contact the CDE to arrange training.

In California, before a new recruiter recruits independently, he or she shadows a knowledgeable and skillful recruiter during eligibility interviews with migratory families. During this training period, the I&R coordinator/trainer will: (1) check the new recruiter’s understanding for eligibility determinations, (2) pose questions and possible interview/recruitment scenarios, (3) evaluate the level of competency of the new recruiter, and (4) observe the new recruiter conduct an eligibility interview. On an ongoing basis, the I&R coordinator/trainer will also provide opportunities for the new recruiter and other recruitment staff to talk about situations they have encountered and discuss whether particular students are eligible for the MEP. The I&R coordinator/trainer will determine when the recruiter is ready to work without supervision.

All subgrantees will use the National I&R Training Curriculum as a framework to deliver I&R trainings to recruiters. The CDE recommends that training for all I&R staff be conducted monthly. The training sessions are to include examples of issues encountered during regional re-interviews, COE reviews, and group discussions.

#### State Training

In addition to the local subgrantee training each recruiter receives, the CDE offers various trainings to all of the local MEPs:

* SEA Reviewer Trainings – All designated SEA reviewers will attend all mandatory training conducted by the State. Every subgrantee will have a qualified representative attend these mandatory trainings.
* Regional I&R Coordinator/Trainer Meetings – The State will schedule remote/virtual meetings with local I&R coordinators to provide updates, guidance, and instructions. At least once per year, the CDE will schedule an in-person meeting with this group to provide support, training, and additional guidance to promote consistency in all I&R activities.
* Statewide I&R and Data Training– Attendance at the I&R and Data Trainings will be required for all recruiters and SEA reviewers. The CDE will develop the training sessions to address areas of improvement that are revealed from the results of re-interviews, State review of COEs and staff observations.
* I&R Webinars– At least once per year, the CDE will hold a mandatory training for all recruiters. Various webinars will be offered to accommodate the working schedules of the full-time and part-time recruiters working in the state. The training sessions are archived to remain available to I&R staff who were unable to view them at the time they were presented. Trainings are based on the California *MEP* *I&R Manual* and the National I&R Curriculum as well as identified areas of improvement that were revealed as a result of re-interviews, State review of COEs, and staff observations.
* On-site Training for Subgrantee Staff– Upon a subgrantee director’s request or as determined by the State, onsite training will be available to train new recruiters or reinforce training in areas of identified weakness.

#### Quality Control: Process for Resolving Eligibility Questions

The CDE’s I&R Quality Control Plan follows federal statute and guidance as well as applicable State guidance. Quality control happens both at the local subgrantee and State levels. At the local level, recruiters are supervised and supported by the I&R coordinator/trainer. Subgrantee I&R coordinators/trainers regularly observe and provide feedback to the recruiter as well as make, at minimum, one annual evaluation/assessment of the recruiter’s overall performance.

Additionally, when a recruiter encounters a situation where the eligibility status of a family is unclear, the recruiter will consult California’s *MEP I&R Manual.* If the answer to the recruiter’s eligibility question is not conclusively answered in the *Manual*, the recruiter should consult with his or her I&R coordinator/trainer.

If the I&R coordinator/trainer does not have the answer, California has an I&R help desk available through the MSIN statewide database Web site. The coordinator will provide the all relevant facts that would affect the eligibility determination and the number of students whose eligibility would potentially be affected. If the question regarding eligibility cannot be resolved by the help desk, the help desk staff will forward the question to the State. If the question cannot be resolved at the State level, the CDE I&R consultant will submit the question to the federal OME. Once OME responds, the I&R consultant will provide the response to the subgrantee’s coordinator and the I&R help desk to be archived for future reference.

Other methods used by the CDE for ensuring fidelity in qualifying eligible migratory children for services include the federally required annual verification process, statewide re-interviews, and data verification process. Annual verification requires subgrantee regions and districts to make contact with all families and youths in their area at least once each year (typically on the anniversary of their qualifying arrival date or during the re-enrollment period) to find out if they are still in the area, have made another qualifying move, or are in need of program services.

At the State level, the CDE conducts data validation monitoring to verify that MSIN data are correct. At the same time, the CDE conducts a quality review of COEs to verify eligibility. When the data verification and quality review are completed, the CDE I&R consultant notifies the subgrantee of the results of the review and explains the basis for any concerns, questions or ineligibility determinations. Any students who are determined to be ineligible through this review are removed from the COE or the COE is marked for deletion, whichever action is appropriate. The results of the quality review are compiled into quarterly monitoring logs that list the number and types of errors/discrepancies within each section of the COE and the actions taken. These quarterly reports are shared by e-mail with the subgrantee MEP offices to assist them in planning local trainings.

Federal regulations require that all state MEPs annually conduct statewide re-interviews. Conducting re-interviews makes it possible for a state to identify problems early on so that the problems can be corrected. The results of the statewide re-interviews are compiled into a MEP re-interview report. In California, this activity is conducted quarterly with families that have a COE with a qualifying move during the current reporting period as soon as possible after recruiters complete the COEs. The CDE uses the re-interview report for submission of the annual student counts to the federal government.

The CDE also uses the statewide re-interview report to identify subgrantees with the highest discrepancy rates for participation in the State’s corrective action process. The purpose of this process is to identify causes of discrepancies or errors in COEs and to develop resolution strategies to assist subgrantees in reducing deficiency rates and implementing sound, sustained I&R practices to prevent future errors in eligibility determinations. In the corrective action process, the CDE schedules quarterly status meetings with selected subgrantees to assess progress. When a subgrantee demonstrates that the problems have been resolved as evidenced by the elimination of discrepancies, the CDE I&R consultant will inform the subgrantee of the end of the corrective action process.

### Section VI: Parent Involvement Plan

Parent and family involvement are cornerstones of the MEP, and the CDE supports statewide and local opportunities to increase formal and informal parent involvement. Opportunities for formal parent and family involvement occur through participation on Parent Advisory Councils (PACs) which occur at the district, regional and state levels in accordance with Section 1304(c)(3) of the Elementary and Secondary Education Act. Direct-funded districts, and districts within a larger region operate district-wide PACs while multi-district regions operate a Regional Parent Advisory Council (RPAC). State law outlines the structure and membership composition. Membership of PACs must be comprised of at least two-thirds of parents with migratory children, meetings must be in a language all members can understand, and must meet at minimum six times a year. During the PAC meetings, members are provided with information and training on all areas relevant to the MEP and participate in the MEP quality improvement cycle by consulting with key MEP staff on program development.

Informal opportunities for parent and family involvement occur throughout the year at the local level. These services vary by subgrantee and include assorted workshops to increase parent support of student’s academic achievement and overall well-being, supporting early education, steps to graduating high school, college requirements, family biliteracy nights, regional parent conferences, and opportunities to visit institutions of higher learning. Table 34 identifies strategies to increase parent and family involvement at the state and local levels.

#### Table 34. State and Local Strategies to Increase Parent and Family Involvement

| Objectives | State Strategies | Local Strategies |
| --- | --- | --- |
| Home Support: Assist families in setting home conditions that support children as students at each age and grade level. | * Disseminate information on best practices in family outreach.
* Share information on statewide health initiatives and health programs (e.g., Covered California, CDE Summer Meal Program, etc.) that provide services to families.
 | * Disseminate information on parent involvement, nutrition, health, and other services to parents via parent meetings, during the I&R process, at workshops, etc.
* Share resources (e.g., nutrition, food stability, transportation, etc.) available within the community.
* Inform parents and family about developmental stages during parent workshops.
 |
| Skill Development: Increase parent capacity to participate at the school and district, or regional, level. | * Disseminate research on the impact of parent involvement on student achievement.
* Include migratory parents in the development of the statewide CNA and SSDP.
* Provide training and information sharing opportunities through the SPAC.
 | * Train parents on how to read and interpret student achievement data.
* Train parents to participate in curricular and budgetary decision making.
* Train parents on partnership building strategies to connect with family, school, and the community.
* Provide workshops including:
* Parent and family engagement
* Supporting high school graduation
* Career Technical Education
* Academic and education vocabulary (e.g., acronyms, A-G, parent homework dictionary, etc.).
 |
| Participation:Increase parent participation. | * Disseminate evidence-based practices on family outreach.
* Provide subgrantees with a forum to discuss parent participation and outreach strategies.
 | * Use a variety of methods to recruit parents (e.g., work with the PAC or RPAC to help enroll migratory families, phone call/text reminders before each class, collaborate with community-based organizations).
* Collaborate with school administrators and staff to encourage participation in the MEP.
* Incentivize participation through student recognition nights and monthly raffles.
 |
| Communication: Develop communication channels between families, the MEP and schools. | * Discuss the importance of two-way communication between parents, the MEP, and schools.
* Compile resources and best practices related to creating migratory-family friendly schools.
 | * Work with schools, districts and parents to encourage migratory parents to become more involved at school (e.g., DELAC, ELAC, school events, etc.).
* Provide professional development for school staff on understanding the migratory lifestyle, cultural heritage and home environment.
* Work with districts and schools to deliver important home information in appropriate languages (e.g., have a Mixteco interpreter call home with information).
* Provide resources to migratory families on high school graduation requirements and post-secondary opportunities.
 |
| Regional Collaboration: Develop communication channels between the MEP and schools/district administration, and staff. | * Provide MEP Directors and staff with best practices for communicating and working with schools and districts to ensure an integrated and efficient approach to supporting migratory families.
 | * Meet with schools/districts on a regular basis to identify ways to collaborate and offer integrated services to migratory students and families.
* Meet with districts and schools on a regular basis to strategically plan events so that MEP and school events are not in conflict.
 |
| Supporting Academics: Prepare families to support their children’s learning. | * Support local MEPs in researching, developing, and implementing home learning activities that support migrant student academic success.
 | * Offer family literacy opportunities, focused on math and reading.
* Instruct families on the use of hands-on activities for content area learning, (e.g., math manipulatives).
* Train families to building school readiness skills.
 |

### Section VII: Exchange of Student Records

Educational continuity is one of the most pressing academic challenges facing our migratory students with PFS students being the most mobile subgroup of the migratory population. In accordance with Section 1304(D)(3), California has developed a data collection system to assist with reliable data collection and reporting as well as compliance with state and federal mandates on interstate and intrastate coordination of services for migratory children, including educational continuity.

California’s Title I, Part C funded subgrantees utilize the MSIX and the MSIN to promote interstate and intrastate coordination of services for migratory children and the timely transfer of pertinent school records. The MSIX is a federally funded national data collection system that ensures greater continuity of educational services for migratory children by providing a mechanism for all states to exchange education-related information on migratory children who move from one state to another. The MSIN is the California state equivalent to the MSIX and provides a mechanism for exchanging education-related information on migratory children who move within the state and assists the CDE-funded subgrantees in locating migrant students throughout the state using the Migrant Student Locator. Both the MSIX and the MSIN help to improve the timeliness of school enrollment, the appropriateness of grade and course placement, and the sharing of immunization information of migratory children.

Opportunities to collaborate with other states serving the same migratory students ensure these eligible students receive services as they migrate. The CDE and subgrantees participate in interstate organizational meetings and conferences with the Interstate Migrant Education Council and the National Association of State Directors of Migrant Education. During MEP Director meetings, MEP staff from other states that share migratory children with California are invited to present to the Directors and brainstorm ideas on the best way to ensure educational continuity, including MEP services, for migratory children.

### Section VIII: Migrant Education Program Professional Development Plan

Professional development (PD) opportunities are provided to subgrantees at the state and local levels. Content for statewide PD is driven by state and federal laws and regulations, student needs identified by MEP Directors and staff, SPAC parents as well as California’s Common Core State Standards. As mentioned above, the CDE provides extensive training for identification and recruitment. Throughout the year, the CDE also provides PD to MEP Directors through quarterly MEP Directors’ Meetings. A variety of topics are discussed during the year ranging from state and federal compliance, program improvement, fiscal monitoring to data collection and current events that affect the MEP. During these meetings, MEP Directors have the opportunity to engage in peer-to-peer learning to identify various strategies to assist in the improvement of identification and recruitment, program development, and family outreach and participation. PD is also a valuable aspect of the SPAC meetings. Parents are trained to formally participate on a statewide committee in addition to learning about various school services within, and outside, of the MEP to support their children. Both the MEP Directors’ and SPAC meetings are a way for the CDE to provide information on a statewide level with the expectation that Directors and SPAC members return to their regions to share the information and train MEP staff and parents.

Additional training varies from year to year depending on program focus and needs identified by MEP Directors and staff. For example, in 2016–17, the CDE offered Family Biliteracy training for all the participating MEPs. This training covered the CDE’s expectations in offering this service, provided an overview of the service and its implementation along with starting discussions around a statewide assessment for school readiness. Additionally, the CDE facilitated a statewide webinar on a study evaluating the dangers that pesticides have on the health of migratory farm workers. In 2017–18, the CDE will contract with the California Preschool Instructional Network (CPIN) to provide high quality, regional PD highlighting current research-based information, resources, and effective instructional practices for preschool administrators and teachers. Furthermore, CPIN offers a certification that MEP staff may enroll in to become a certified CPIN partner qualified to conduct PD trainings within their region. The CDE also offered a number of local mental health and suicide prevention trainings to support subgrantees in addressing mental health issues of migratory children. Other opportunities to build MEP staff capacity to address the unique needs of migratory children include participation in Graduation and Outcomes for Success for OSY events and meetings. The CDE is also working with contractors to bring statewide health education trainings to all of the local MEPs. These PD opportunities are an integral aspect of the continuous improvement cycle as they build capacity of the MEP Directors, staff, and parents to administer the program. The next section outlines the CDE’s next steps in providing PD on the SSDP.

### Section IX: Looking Forward: Next Steps

To support local MEPs in aligning program services to better address migratory student needs, the CDE will offer multiple training opportunities to subgrantees on the SSDP guidance and steps toward implementation. The following tables detail the outreach activities to review the SSDP with subgrantees and other interested parties.

#### Communicating the State Service Delivery Plan to Local Projects

##### **Table 37. State Service Delivery Plan Communication Plan for MEP Directors and Staff**

| Timeframe | Training | Objectives | Where | Audience |
| --- | --- | --- | --- | --- |
| Sept. 2017 | Overview of the SSDP | Provide an overview of the SSDP process.Review performance targets for each focus area. | MEP Director MeetingSacramento, CA | MEP Directors |
| Jan. 2018 | Aligning MEP Services with the SSDP | Review performance targets for each focus area.Discuss MEP services that address all of the focus areas.Identify services that already align with the SSDP, enhance services that partially align with the SSDP, and develop new services. | Sacramento, CA | Regional MEP staff in Central CA |
| Jan. 2018 | Aligning MEP Services with the SSDP | Review performance targets for each focus area.Discuss MEP services that address all of the focus areas.Identify services that already align with the SSDP, enhance services that partially align with the SSDP, and develop new services. | Fresno, CA | Regional MEP staff in Northern CA |
| Feb. 2018 | Aligning MEP Services with the SSDP | Review performance targets for each focus area.Discuss MEP services that address all of the focus areas.Identify services that already align with the SSDP, enhance services that partially align with the SSDP, and develop new services. | Downey, CA | Regional MEP staff in Southern CA |

#### Communicating the State Service Delivery Plan to Other Interested Parties

Additional informational and training sessions will be offered to internal and external partners. In conjunction with the CDE, the Los Angeles County Office of Education (LACOE) is developing California’s new online MEP grant application and expenditure reporting system. The CDE is working with LACOE to align the online MEP grant application to the SSDP to assist with statewide implementation and program evaluation. Furthermore, the CDE will continue to provide training around the SSDP and consult with the SPAC during SSDP implementation.

##### **Table 38. State Service Delivery Plan Communication Plan for Other Interested Parties**

| Timeframe | Training | Objectives | Where | Audience |
| --- | --- | --- | --- | --- |
| Sept. 2017 | Overview of the SSDP | 1. Provide an overview of the SSDP process.
2. Review performance targets for each focus area.
 | Sacramento, CA | LACOE MEP Online Grant Application Development Team |
| Feb. 2018 | Aligning MEP Services with the SSDP | 1. Review performance targets for each focus area.
2. Discuss MEP services that address all of the focus areas.
3. Identify additional data collection steps needed to evaluate the performance targets and reporting to the CDE.
 | SPAC Meeting | SPAC members |

## Conclusion

The guidance issued in this document applies to all California MEP-funded subgrantees. Information within this document should be shared and widely discussed by MEP staff within each subgrantee’s program area. MEP Directors and Coordinators should provide training and technical assistance on the strategies identified under each focus area and work with MEP staff, including reimbursable districts, to develop services that address the unique needs of migratory children as identified in Section 2 of this document. Strategy implementation will be measured annually, so subgrantees need to continue to review services through the lens of continuous improvement. For subgrantees with reimbursable districts, the MEP Director must coordinate services to ensure that the region as a whole develops the grant applications and services to meet the Measurable Program Objectives for each focus area. Furthermore, subgrantees may need to provide additional training and technical assistance for other program areas such as identifying and recruiting migrant students, giving PFS students priority enrollment in services, and using MSIN and MSIX. If you have additional questions, please visit the Migrant Education Office web page at <https://www.cde.ca.gov/sp/me/mt/>.

The State Service Delivery Plan for California and all associated documents and activities were 100 percent funded by federal Title I, Part C funding provided by the U.S. Department of Education.

1. Depending on the revised needs for English Language Development, due to California’s transition between English Language Proficiency assessments, one or two additional needs may be included once data for the new assessment is analyzed. [↑](#footnote-ref-1)
2. U.S. Department of Education. 2012. The Migrant Education Service Delivery Plan Toolkit: <https://results-assets.s3.amazonaws.com/tools/sdp_toolkit/sdp-toolkit.pdf> [↑](#footnote-ref-2)
3. California Department of Food and Agriculture. 2015. 2015 Crop Year Report. Sacramento, California: California Department of Food and Agriculture. <https://www.cdfa.ca.gov/statistics/> [↑](#footnote-ref-3)
4. For more information on CALPADS, visit: [https://www.ed-data.org/article/About-California's-Longitudinal-Pupil-Achievement-Data-System-(CALPADS)](https://www.ed-data.org/article/About-California%27s-Longitudinal-Pupil-Achievement-Data-System-%28CALPADS%29) [↑](#footnote-ref-4)
5. The CDE Management and Data Team was responsible for planning, implementing, and evaluating the various aspects of the CNA and SSDP development. [↑](#footnote-ref-5)
6. The Migrant Student Profile compiled all available migratory child data for the nine focus areas into one report that the CNA/SSDP Committee and CDE Management and Data Team used to identify student needs and guide program development. [↑](#footnote-ref-6)
7. The CNA/SSDP Committee included migratory parents. [↑](#footnote-ref-7)
8. The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve offers guidance for providing all California students a world-class education​ in English language arts and in literacy in history/social studies, science, and technical subjects. [↑](#footnote-ref-8)
9. The Mathematics Framework for California Public Schools, K-12 highlights essential information and provides guidance in mathematics. [↑](#footnote-ref-9)
10. CAASPP: Understanding Your Student Score Report, CDE. [↑](#footnote-ref-10)
11. This goal area is consistent with OME’s requirement for the Government Performance and Results Act of 1983. [↑](#footnote-ref-11)
12. This goal area is consistent with OME’s requirement for the Government Performance and Results Act of 1983. [↑](#footnote-ref-12)
13. Most of these strategies are also included at the end of this section under Additional Considerations for Program Improvement. [↑](#footnote-ref-13)
14. Due to the need to evaluate certain focus areas using outputs verses outcomes, the CDE chose not to use the term measurable program outcomes (MPO). Since what the CDE is looking for is a milestone for any given indicator, the CDE uses performance target in lieu of MPO. [↑](#footnote-ref-14)
15. Due to limitations on data availability, 2015–16 student achievement data is the most current available data. However the SSDP will not be implemented until 2018–19 allowing for two school years between the most current data and the plan’s implementation. It is for this reason as well as the proportional responsibility of the MEP as a supplemental service to reduce the achievement gap that we will include 2016–18 as time that MEPs can work to reduce the gap. During the 2017–18 school year, the CDE will provide training so that local MEPs can adjust the program services to meet the needs of migratory students during that program year. [↑](#footnote-ref-15)
16. Please review the statewide CNA and the CDE’s ELA/ELD Framework for additional strategies to improve overall ELA achievement. [↑](#footnote-ref-16)
17. ELPAC scores will be used to identify kindergarten through third grade students who require additional support in ELA. The most recent scores on the CAASPP Smarter Balanced Assessment will use to place fourth through twelfth grade students.

18 Previous guidance indicated that only certificated staff could provide instruction for services aligning to MPO 1.0. Due to the persistent teacher shortage and hiring challenges, subgrantees may use highly qualified classified staff for RSY services, but certificated staff should be prioritized. California Education Code Section 54444.3[a][4] requires appropriately credentialed teachers in summer, so this flexibility cannot apply in summer services.

19 These services may include newcomer and bilingual services as long as the language arts content standards are addressed in Spanish. [↑](#footnote-ref-17)
18. This does not include after school homework tutoring services. [↑](#footnote-ref-18)
19. ELPAC scores will be used to identify kindergarten through third grade students who require additional support in math. The most recent scores on the CAASPP Smarter Balanced Assessment will use to place fourth through twelfth grade students.

20 Previous guidance indicated that only certificated staff could provide instruction for services aligning to MPO 2.0. Due to the persistent teacher shortage and hiring challenges, subgrantees may use highly qualified classified staff for RSY services, but certificated staff should be prioritized. California Education Code Section 54444.3[a][4] requires appropriately credentialed teachers in summer, so this flexibility cannot apply in summer services. [↑](#footnote-ref-19)
20. Professional development should also include strategies for communicating and reasoning in mathematics as this piece should be integrated in learning for both mathematical claims identified in this strategy. [↑](#footnote-ref-20)
21. Performance targets, strategies, and MPOs will be developed once ELPAC initial and summative assessments become operational and data become available in 2018-19. The CNA/SSDP Committee will review the ELPAC data to devise a plan to address the ELP needs of migratory students. [↑](#footnote-ref-21)
22. CNA/SSDP Committee members suggest using school site advocates to provide these services as they develop relationships with staff at specific school sites. [↑](#footnote-ref-22)
23. Per California Education Code 54443.1(a), MEPs shall include “an individual assessment of the educational and relevant health needs of each participating pupil within 30 days of enrollment. This assessment shall include assessments concurrently provided pursuant to compensatory education, bilingual-cross cultural education, school improvement programs, and other programs serving the pupil.” [↑](#footnote-ref-23)
24. Local MEPs are required to identify students who participate in ELA/Math services for Strategies 1.0 and 2.0. Local MEPs should use the INA/ILP to regularly assess student needs, monitor student progress and as a tool to determine future services. [↑](#footnote-ref-24)
25. Strategies for increasing migratory student high school graduation rates and decreasing dropout rates are similar as early intervention is essential to both issues. [↑](#footnote-ref-25)
26. Per California Education Code 54443.1(a), MEPs shall include “an individual assessment of the educational and relevant health needs of each participating pupil within 30 days of enrollment. [↑](#footnote-ref-26)
27. Local MEPs are required identify students who participate in ELA/Math services for Strategies 1.0 and 2.0. Local MEPs should use the INA/ILP to regularly assess student needs, monitor student progress and as a tool to determine future services. [↑](#footnote-ref-27)
28. All school readiness instructional services provided to pre-k students must be provided by a certificated pre-k teacher. [↑](#footnote-ref-28)
29. Due to the new data collection needs of the SSDP’s MPOs, and the Migrant Student Information Network updates that all of the MPOs require, parent participation data will be collected starting in 2019–2020; however, subgrantees will still implement this strategy. [↑](#footnote-ref-29)
30. For more information on California’s compulsory education laws and the School Attendance Review Board process, please visit: <https://www.cde.ca.gov/ls/ai/sb/>. [↑](#footnote-ref-30)
31. For OSY who plan on returning to their country of origin, and want to get a high school diploma from that country, MEPs may offer services in the OSY’s primary language. For example, if an OSY from Mexico wants to return to Mexico in the near future, but would like to continue his or her studies in Spanish, the MEP may offer courses if enough students require this type of assistance. [↑](#footnote-ref-31)
32. Local MEPs should work with their HEP regional coordinator to provide services to OSY. [↑](#footnote-ref-32)
33. Student and parent attendance data will be collected annually from the subgrantees. [↑](#footnote-ref-33)
34. The CDE and interested parties will standardize the INA and ILP in 2018–19; therefore, data will not be available until the following year. [↑](#footnote-ref-34)
35. There should be a focus on making sure that new families understand what the MEP offers. Parent orientation attendance will be collected starting in 2018–19; however, it will not be available in MSIN until 2019–2020. [↑](#footnote-ref-35)
36. Please refer to the CDE Family Engagement Framework to increase family engagement and support student academic achievement at: <https://www.cde.ca.gov/ls/pf/pf/documents/famengageframeenglish.pdf>. [↑](#footnote-ref-36)
37. Parent attendance will be collected starting in 2018–19; however, it will not be available in MSIN until 2019–20. [↑](#footnote-ref-37)
38. Staff attendance lists from the cultural competency professional development will be collected by the CDE. [↑](#footnote-ref-38)
39. In 2018–19, California will fully transition from using the CELDT to using the English Language Proficiency Assessments for California (ELPAC) to evaluate students’ English language proficiency. [↑](#footnote-ref-39)
40. EDFacts is a U.S. Department of Education (ED) initiative to collect, analyze, and promote the use of high-quality, pre-kindergarten through grade 12 data, and can be found at: <https://www2.ed.gov/about/inits/ed/edfacts/index.html> [↑](#footnote-ref-40)