

Section E: The General Framework of the Service Delivery Plan

Developing the Service Delivery Plan: A Step-by-Step Approach
Step 8: Develop and compile information from the planning team for each of the required components of the SDP – (1) state performance targets, (2) Comprehensive Needs Assessment review and summary, (3) service delivery strategies, (4) Measureable Program Outcomes, and (5) evaluation.
Step 9: Develop a project plan that operationalizes the strategies.

As you begin to write the Service Delivery Plan (SDP), it is important to keep in mind that there are required components that must be included in your Plan:

1. Performance targets
2. Needs assessment
3. Service delivery strategies
4. Measurable program outcomes (MPOs)
5. Evaluation Plan

This section on the *Service Delivery Plan Toolkit* will

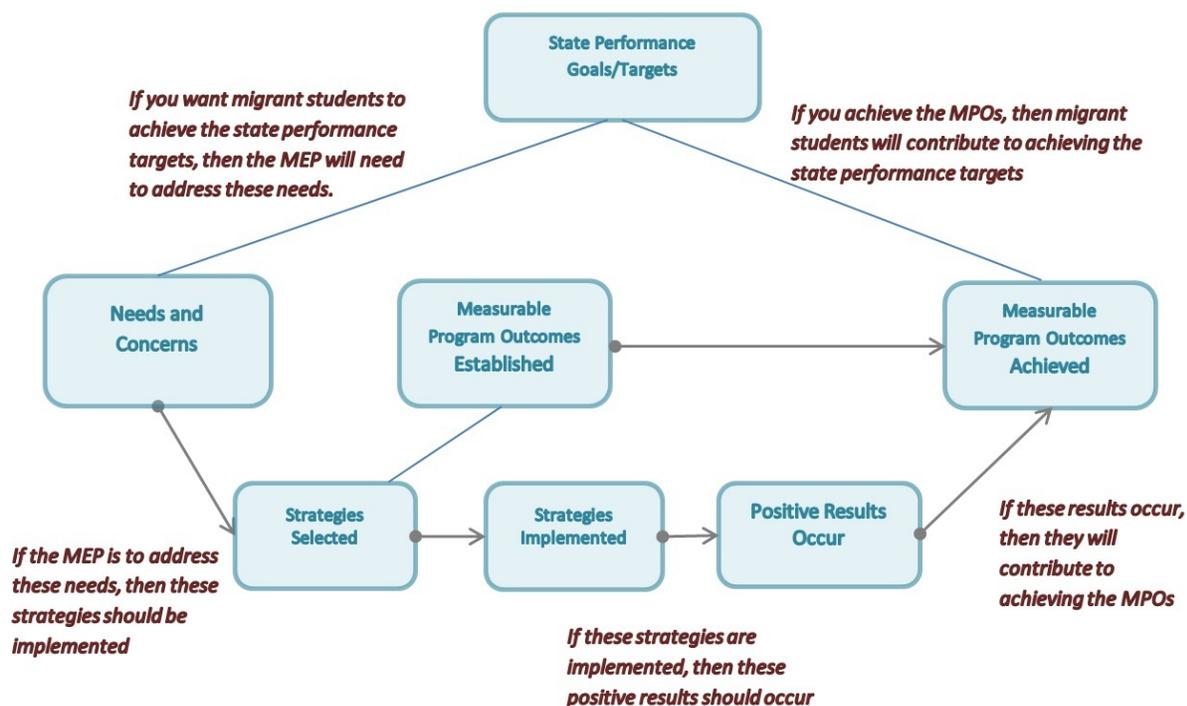
- Guide you in creating a plan for migrant students that is part of the overall state accountability system for all students
- Define each of the required components of the SDP and provide examples of each
- Provide strategies to integrate the elements into an aligned and comprehensive plan
- Guide you in developing evaluation questions that will show both results and implementation, in preparation for developing a formal Evaluation Plan
- Enable you to create a project plan to operationalize the strategies

E.1 Alignment of all Parts – Logic Model Thinking

One of the key concepts to guide the SDP planning process is the alignment of all components. While each of the components has its own function in the SDP, the components must be linked to provide a cohesive and consistent approach to enable migrant students to achieve state performance goals and targets.

It is helpful to think of your state’s SDP in terms of a logic model. A logic model is a visual way to represent your plan systematically and articulate relationships among components. See the Service Delivery Plan Logic Model in Figure E.1.

Figure E.1 Service Delivery Plan Logic Model



Note the arrows that connect the boxes. What is fundamental to a logic model is “if-then” logic. When a logic model is developed, program planners should “test the logic” by reviewing each set of boxes connected by an arrow and ask, “If this condition or program component exists, then does the condition or program component to which it is connected logically follow?” Every box should be connected to another box. If there is a component that does not relate to the others, then the planners should question whether or not it should be in the model.

The Migrant Education Program (MEP) must contribute to achieving the state performance goals and targets. Once strategies are selected to address the needs identified in the Comprehensive Needs Assessment (CNA), then the planning team will develop MPOs to articulate what results you want to see in migrant children who participate in the MEP. The MPOs not only logically follow from the strategies, but they also should help migrant students achieve the state performance targets.

States must “ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet.” (Elementary and Secondary Education Act, Section 1301)

If the strategies and MPOs do not lead to improving migrant student performance related to state performance targets, then they do not belong in the SDP. If the strategies are thoughtfully selected and implemented, then the results should lead to achieving the MPOs. If the MEP achieves the MPOs, then in a well-conceived plan, migrant students will achieve the state performance targets, which will contribute to the state’s achieving its performance goals.

The point to reinforce is that the MEP is tied into the state’s overall accountability system, as described in the Elementary and Secondary Education Act. All strategies and activities are designed to provide the supports to migrant students to enable them to improve their academic performance.

E.1.1 Summary of Key Concepts

- All components of the SDP must be linked, and logically follow from one to the other.
- You can “test the logic” of any part of your SDP by asking “if-then” questions.
- The MEP is accountable for enabling migrant students to contribute to the state’s performance goals and targets.

E.1.2 Reflection and Application

- Is the MEP integrated with the overall system of improving student outcomes in order to enable the state to achieve its performance goals?
- Are there existing activities in the MEP that do not directly relate to state performance goals and should be considered for deletion from the SDP?

E.2 Performance Targets

State Education Agencies (SEAs) are required to submit to the U.S. Department of Education goals and indicators designed to improve the achievement of all students. States also have performance targets that they are expected to achieve.

Your state’s performance goals and targets are included in the Consolidated State Application (CSA). The performance goals are broad statements of the results that states are seeking to achieve. The performance targets are measurable results that states are expected to achieve. The performance targets can be viewed as benchmarks of progress toward an overall goal.

The SDP must specify the performance targets that the state has adopted for all children in the areas of:

- Reading
- Math
- High school graduation
- Reducing school dropouts
- School readiness (where applicable)
- Any other performance targets that the state has identified for migrant children

Migrant students are held to the same high standards as all students in the state.

Following is an example of a state performance goal and a related performance target:

State Performance Goal: All students will earn a high school diploma.

State Performance Target: In 2013-2014, 87% of all students will earn a high school diploma within two years of their expected time of high school graduation; each year after, there will be a 3% increase in the number of students who will earn a high school diploma within two years of their expected time of high school graduation until the goal of 100% high school diploma attainment is reached.

State performance targets guide the development of all subsequent parts of the SDP. The purpose of the SDP is to provide the strategies, implementation support, and accountability to ensure that migrant students can achieve the state performance targets.

We suggest that you, with input from the planning team, develop an alignment chart that shows the relationship between state performance goals, needs and concerns identified in the CNA related to the goals, service delivery strategies, MPOs, and evaluation questions. The template for the alignment chart is in *Appendix E.1*. It would be helpful to complete this chart for each state performance goal and need.

The step-by-step process for completing the alignment chart will be demonstrated in the following example.

Step 1: Select a goal area and include the state performance target.

Table E.1 State Performance Goals and Targets

GOAL AREA: READING AND LANGUAGE ARTS	
State Performance Target	The number of students who attain proficiency in reading and language arts/math will increase by at least five percentage points each year until all students attain proficiency.

E.2.1 Serving Migrant Students who are not Part of the State Accountability System (Summer-Only Migrant Programs)

Some states have migrant students only for limited periods of time in the summer and will need to adapt performance targets for these students to accommodate the brief time they are in the state. These students do not take the state assessment and will not be part of the state's accountability system. *Appendix E.2* provides strategies for determining MPOs and performance targets for states with summer-only programs.

E.2.2 Summary of Key Concepts

- Each state has set performance goals and targets for all children that are included in its CSA.
- Performance targets should be included in the SDP, and guide the development of all subsequent parts of the plan.

E.2.3 Reflection and Application

1. What are the state’s performance goals and targets for all students in the areas of reading, math, high school graduation, reducing school dropouts, and school readiness?
2. Are there any other performance targets that the state has adopted?

E.3 Needs Assessment

The CNA examined the gaps in performance of migrant students in relation to state performance goals and targets. To close the gaps, the CNA team identified Concern Statements for migrant students related to the Office of Migrant Education’s MEP Goal Areas and Areas of Concern. Additionally, your CNA developed Need Statements and proposed research-based solution strategies for the concerns and needs. See *Appendix E.3 Overview of the Comprehensive Needs Assessment Process Outlined in the Comprehensive Needs Assessment Toolkit* for a snapshot of the framework that OME recommends for the CNA.

The SDP should include a summary of the data reviewed in the CNA that illustrates the gaps in performance between migrant students and all other students in the state. In particular, the summary should feature the gaps in performance of Priority for Services (PFS) students to reinforce the importance of targeting services for these students. The CNA summary should also include the needs and concern statements and solution strategies developed in the needs assessment process.

Step 2: For each state performance goal and performance target, list the related Concern Statements, data summary, and Need Statements. (These should be available in the CNA.) Note that Concern Statements propose possible reasons for the gaps in performance of migrant students. Need Statements define gaps between overall student performance and the performance of migrant students, and especially migrant students identified as PFS. The SDP will likely include several Concern Statements and Needs Statements surrounding each state performance goal. (In the example provided below, we include only one Concern Statement and Need Statement.)

Table E.2 Needs and Concerns Related to the State Performance Target

GOAL AREA: READING AND LANGUAGE ARTS	
State Performance Target	The number of students who attain proficiency in reading and language arts/math will increase by at least five percentage points each year until all students attain proficiency.
Concern Statement	We are concerned that migrant students do not receive sufficient instructional time to achieve proficiency in reading/language arts due to their high mobility and school absences.
Data Summary	In grades 3, 8, and 11, the percentage of migrant students attaining proficient or advanced in reading/language arts was 73.2% (for PFS students, the percentage was 66.4%) compared to the percentage for all students of 86.7%.
Need Statement	In grades 3, 8, and 11, the percentage of migrant students attaining proficient or advanced in reading/language arts needs to increase by 13.5% for all migrant students (20.3% for PFS students).

Considerations for Small States. For MEP directors of small states, or those states with limited time and resources, we suggest that you discuss with the planning team the scope and scale of the SDP. Specifically, you should prioritize the needs that you can effectively address in the SDP.

Note the criteria from the *Comprehensive Needs Assessment Toolkit (Section I)* that were recommended for focusing the needs of the MEP:

- Magnitude in the gaps between “what is” and “what should be”
- Critical nature of the need
- Special needs of PFS students
- Degree of difficulty in addressing the need
- Risks/consequences of ignoring the need
- External factors such as state and district priorities and goals

You may also think in terms of addressing needs over time. Perhaps you want to address only a limited set of needs during the first year of the SDP, and build on these by addressing other needs in subsequent years.

E.3.1 Reflection and Application

1. What is the best way to summarize the CNA in the SDP?
2. What are the most significant performance gaps between migrant students and all other students in the state? What are the most significant performance gaps between PFS students and all other students in the state?
3. What needs and concerns were identified in the CNA? How do they relate to state performance goals and targets?
4. How will you determine the scope and number of needs to address in the SDP?

E.4 Service Delivery Strategies

The CNA provided solution strategies for you to consider in developing the SDP. You should review these strategies and determine which ones should be implemented or adapted for the SDP. Keep in mind that the strategies developed in the CNA are the product of a collaboration of administrators, practitioners, and content experts that identified needs of migrant children unique to your state and research-based approaches for addressing the needs. The solution strategies provide a strong starting point for you and the planning team to select the strategies to include in the SDP.

You will want to consider a range of strategies:

- Instructional services for migrant students (to increase their academic achievement)
- Support services for migrant students (to increase their access to educational opportunities and their ability to come to school ready to learn)
- Program and staff capacity-building strategies, such as professional development
- Strategies specific to state-level initiatives
- Strategies specific to local project-level initiatives

Key Term from Guidance

Service Delivery. The State’s service delivery strategy must address: (1) the unique educational needs of migrant children that result from the children’s migrant lifestyle, and (2) other needs of migrant students that must be met in order for them to participate effectively in school.

E.4.1 Identifying Strategies

Step 3: Select strategies that address each concern and need that the SDP will address. There may be several strategies for each need, as illustrated in Table E.3 below.

Table E.3 Strategies

GOAL AREA: READING AND LANGUAGE ARTS	
State Performance Target	The number of students who attain proficiency in reading and language arts/math will increase by at least five percentage points each year until all students attain proficiency.
Concern	We are concerned that migrant students do not receive sufficient instructional time to achieve proficiency in reading/language arts due to their high mobility and school absences.
Data Summary	In grades 3, 8, and 11, the percentage of migrant students attaining proficient or advanced in reading/language arts was 73.2% (for PFS students, the percentage was 66.4%) compared to the range for all students of 86.7%.
Need Statement	In grades 3, 8, and 11, the percentage of migrant students attaining proficient or advanced in reading/language arts needs to increase by 13.5%

	for all migrant students (20.3% for PFS students).
Strategy 1	1.1 Each year beginning in 2013, local projects will provide opportunities for migrant students identified as PFS to participate in at least 60 hours of instructional time in reading/language arts beyond the school day through supplemental activities, such as after school or summer programs.
Strategy 2	2.1 Local projects will tailor supplemental reading/language arts instruction for PFS students based on results of an initial developmental reading assessment administered upon enrollment in a supplemental instructional reading/language arts program.

Considerations for Small States: As a state director, you will need to review the proposed solutions and strategies from the CNA and determine which of these can be reasonably implemented.

Consider the following:

- Extent to which the solution addresses a critical need (large gap between “what is” and “what should be,” a need that impacts a large number of migrant children, or a need that impacts subgroups of migrant children most in need, such as priority for service students)
- Likelihood the proposed solution will reduce the gap between “what is” and “what should be”
- Likelihood that the proposed solution will be appropriate for migrant students in your state
- Feasibility of implementing the solution (cost, training, resources)
- Whether the proposed solution will address a need that will only increase in severity if not addressed early
- Whether it addresses a root cause of poor academic performance of migrant children
- If the solution can supplement existing programs
- If it can be enhanced through cross-program or cross-agency collaboration
- If it can be supported with available resources

Note that these same criteria were considered by the CNA planning team when discussing a set of solutions to propose for the SDP, if they followed the framework recommended in the *Comprehensive Needs Assessment Toolkit*. (See Section K of the *Comprehensive Needs Assessment Toolkit*.)

E.4.2 Summary of Key Concepts

- The strategies selected for the SDP should address the needs and concerns identified in the CNA.

- The solution strategies provided in the CNA are a good starting point for selecting the strategies for the SDP; the planning team may wish to expand on or adapt the strategies, based on the range of its expertise and experience.
- Different types of strategies may include:
 - Instructional services for migrant students (to increase their academic achievement)
 - Support services for migrant students (to increase their access to educational opportunities and their ability to come to school ready to learn)
 - Program and staff capacity-building strategies, such as professional development
 - Strategies specific to state-level initiatives
 - Strategies specific to local project-level initiatives

Key Terms from Guidance

Measurable Program Outcomes: Measurable outcomes are the results the Migrant Education Program (MEP) hopes to achieve at the State and local operating agency level through the provision of specific educational or educationally related services. Measurable outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the Comprehensive Needs Assessment. The measurable outcomes should also help achieve the State’s performance targets.

E.4.3 Reflection and Application

1. Which of the solutions strategies identified in the CNA will address the needs of migrant students and increase their progress toward state performance targets?
2. Do these strategies need to be adapted or changed?
3. Are there additional strategies that you should consider?
4. Is there a clear linkage between each strategy and concern statement?
5. Have you considered both instructional and non-instructional strategies?

E.5 Measurable Program Outcomes

MPOs are the desired outcomes of the strategies included in the SDP. An appropriate MPO is one that articulates the difference that participation in the MEP will make for migrant students. Because the strategies are directly related to the identified concerns and needs, which relate to state performance targets, the MPOs, which quantify the differences that the MEP will make, are also connected to state performance targets.

Note that a strong MPO is:

- Focused
- Detailed
- Quantifiable

- A clear definition of what you would consider a “success” in meeting a particular need

Key components of an MPO define:

- Which students will participate
- What will happen in the program
- What is expected to happen as a result of participation in the migrant program
- In what time frame this will occur

As an exercise, review the following MPO that a planning team developed for the SDP:

Each year, the number of out-of-school migrant youth who earn credits toward high school graduation or complete a GED preparatory course will increase.

Ask yourself the following questions:

- Is there a specific time frame?
- Do you know which migrant students are involved?
- Do you know what MEP services will be provided?
- Is the change quantified?

As you can see, the MPO developed by the planning team needs much more specificity, which will guide the team in determining what specific changes (successes) the program should have, which children will be involved, and what services will be provided in a designated time frame.

Note the difference in specificity in a revision of the planning team’s MPO:

In SY 2012-2013 and each year afterwards [established time frame], the number of out-of-school migrant youth who accumulate three or more credits needed for high school graduation or complete a GED preparatory course [specific, quantifiable, for whom] through participation in site-based instructional services [as a result of what services] will increase by at least 10 percent [quantifiable result].

Strong MPOs provide a clear picture of what the MEP aims to achieve in the SDP. MPOs provide the foundation for a SDP that can be clearly communicated, implemented with fidelity, and evaluated.

E.5.1 Developing MPOs

Step 4: Develop MPOs that will quantify the expected difference a selected strategy will make.

Table E.4 Measurable Program Outcomes

GOAL AREA: READING AND LANGUAGE ARTS	
State Performance Target	The number of students who attain proficiency in reading and language arts/math will increase by at least five percentage points each year until all students attain proficiency.
Concern Statement	We are concerned that migrant students do not receive sufficient instructional time to achieve proficiency in reading/language arts due to their high mobility and school absences.
Data Summary	In grades 3, 8, and 11, the percentage of migrant students attaining proficient or advanced in reading/language arts was 73.2% (for PFS students, the percentage was 66.4%) compared to the percentage for all students of 86.7%.
Need Statement	In grades 3, 8, and 11, the percentage of migrant students attaining proficient or advanced in reading/language arts needs to increase by 13.5% for all migrant students (20.3% for PFS students).
Strategy 1	1.1 Each year beginning in 2013, local projects will provide opportunities for migrant students identified as PFS to participate in at least 60 hours of instructional time in reading/language arts beyond the school day through supplemental activities, such as after school or summer programs.
Measurable Program Outcome	1.1 Ninety percent of PFS students will participate in at least 60 hours of supplemental instruction in reading/language arts each year.
Strategy 2	2.1 Local projects will tailor supplemental reading/language arts instruction for PFS students based on results of an initial developmental reading assessment administered upon enrollment in a supplemental instructional reading/language arts program.
Measurable Program Outcome	2.1 The reading scale scores of each PFS student who receives 60 or more hours of supplemental instruction will increase by at least 5%.

Note that including MPOs specifically for PFS students is a strategy to target services for migrant students most in need of educational support and ensure accountability for serving them.

A MPO can be one that relates specifically to instruction and achievement, or one that relates to supporting migrant students in accessing and being able to participate fully in educational opportunities. MPOs for non-instructional support services could address areas such as attendance and student health, or in the case of the example, access to instruction.

E.5.2 Summary of Key Concepts

- Each MPO should relate to a state performance target, identified concern, need, or strategy.
- A well-written MPO includes:
 - Which students will participate
 - What will happen in the program
 - What is expected to happen as a result of participation in the migrant program
 - In what time frame this will occur
- MPOs can target PFS students.
- MPOs can be for instructional or non-instructional support services.

Non-instructional Supportive Services for Migrant Students

- Health/Dental
- Nutrition
- Transportation
- Advocacy/Outreach
- School Supplies
- Parent Education, Newsletters, Home Packets
- Translation
- Referrals to Community Services
- Counseling

*Adapted from MT Presentation
at State Directors Meeting
2/12*

E.5.3 Reflection and Application

- Have you reviewed all state migrant performance targets and needs/concern statements?
- Have you developed MPOs for each strategy?
- Do your MPOs include performance outcomes as well as outcomes that create supports for migrant students to access and be able to participate fully in educational opportunities?
- Did you include MPOs that target services for PFS students?

E.6 Developing Evaluation Questions

Developing evaluation questions in the SDP will provide a foundation for the MEP evaluation. The MEP evaluation is addressed in the *Migrant Education Program Evaluation Toolkit*.

Performance targets and MPOs establish a concrete vision for high-quality educational programs. They also serve as benchmarks against which to monitor and evaluate the success of programs. Evaluation of the MEPs takes place at two different levels.

- *At the state level*, you will monitor the results of all MEP activities and services combined by disaggregating state performance targets for PFS students, all other migrant students, and all non-migrant students. You will also provide data on specific indicators selected by the Office of Migrant Education to monitor its success in supporting your work.
- *At the service delivery level*, the implementation and results of specific educational or educationally-related services must be evaluated by the state or local MEPs that deliver them to migrant students and their families. Therefore, the SDP must include details about how you will evaluate the services described in the Plan.

- *Evaluating results* involves collecting data related to the MPOs in the Plan and comparing actual outcomes to the expected outcomes defined in the MPOs. Ideally, MPOs for instructional services should reflect expected improvements in academic performance, while MPOs for other support services should reflect expectations for increased participation and engagement in schooling.
- *Evaluating implementation* involves monitoring the quality of service delivery and the extent to which planned activities were carried out according to the SDP. This process may provide insight about the program elements that are most associated with success or shed light on how limitations in service delivery may have impacted results.

As mentioned in *Section D*, we recommend that the MEP evaluator be a member of the planning team. This person will collaborate with other team members to:

- Craft MPOs that will contribute to the accomplishment of state performance targets
- Focus the evaluation by generating a manageable set of questions related to implementation and results
- Identify potential sources of data or evidence related to the quality of implementation and achievement of MPOs
- Select the most appropriate methods for collecting and analyzing this evidence

The program evaluator will also be able to assist in aggregating outcomes achieved by local projects for state-level reporting and in summarizing the findings of the implementation evaluations across local projects.

E.6.1 Focus the Evaluation

Developing a manageable set of evaluation questions is critical for focusing the Evaluation Plan as a whole and making the best use of the resources available to conduct an evaluation at the service delivery level.

Building on the example discussed earlier in developing the alignment chart, note how the evaluation questions directly relate to the MPOs. A well-written MPO facilitates the development of evaluation questions that directly address program results and implementation. Table E.5 illustrates the linkage of all components of the SDP, reinforcing the alignment of all parts of the plan.

Step 5: Develop evaluation questions for results (that relate to the MPOs) and for implementation (that relate to the strategies).

Table E.5 Evaluation Questions

GOAL AREA: READING AND LANGUAGE ARTS	
State Performance Target	The number of students who attain proficiency in reading and language arts/math will increase by at least five percentage points each year until all students attain proficiency.
Concern Statement	We are concerned that migrant students do not receive sufficient instructional time to achieve proficiency in reading/language arts due to their high mobility and school absences.
Data Summary	In grades 3, 8, and 11, the percentage of migrant students attaining proficient or advanced in reading/language arts was 73.2% (for PFS students, the percentage was 66.4%) compared to the percentage for all students of 86.7%.
Need Statement	In grades 3, 8, and 11, the percentage of migrant students attaining proficient or advanced in reading/language arts needs to increase by 13.5% for all migrant students (20.3% for PFS students).
Strategy 1	1.1 Each year beginning in 2013, local projects will provide opportunities for migrant students identified as PFS to participate in at least 60 hours of instructional time in reading/language arts beyond the school day through supplemental activities, such as after school or summer programs.
Measurable Program Outcome	1.1 Ninety percent of PFS students will participate in at least 60 hours of supplemental instruction in reading/language arts each year.
Evaluation Questions for Program Results	1.1 What percentage of PFS students received at least 60 hours of supplemental instruction in reading/language arts this year?
Evaluation Questions for Program Implementation	1.2 What percentage of local projects were able to provide supplemental reading/language arts instruction beyond the school day for 90% of migrant students identified as PFS? 1.3 What is the mean (or median) percentage of PFS migrant students who received supplemental reading/language arts instruction beyond the school day through local projects? 1.4 How did local projects that had a 90% participation rate of PFS students in supplemental reading/language arts instruction beyond the school day remove barriers or facilitate participation?
Strategy 2	2.1 Local projects will tailor supplemental reading/language arts instruction for PFS students based on results of an initial developmental reading assessment administered upon enrollment in a supplemental instructional reading/language arts program.
Measurable	2.1 The reading scale scores of each student who receives 60 or more hours

GOAL AREA: READING AND LANGUAGE ARTS	
Program Outcome	of supplemental instruction will increase by at least 5%.
Evaluation Questions for Program Results	<p>2.1 What percentage of students who received 60 or more hours of supplemental reading instruction demonstrated at least a 5% gain in their reading scale scores?</p> <p>2.2 What is the average mean gain in the reading scale scores of students who received 60 or more hours of supplemental instruction in reading/language arts?</p>
Evaluation Questions for Program Implementation	<p>2.1 What percentage of local projects administered a developmental reading assessment to migrant students upon enrollment in a supplemental instructional program in reading/language arts?</p> <p>2.2 To what extent were local projects able to tailor instruction to meet the needs of individual students?</p> <p>2.3 Was tailored instruction provided in groups or one-on-one?</p> <p>2.4 How did projects that showed students with the most gain on reading scale scores tailor instruction to meet the needs of individual students?</p>

Once the evaluation questions have been identified, you should complete the evaluation plan by identifying what data will be needed to answer the evaluation questions, where to find it, how to collect it, who will be responsible for collecting it, and when it should be collected.

These topics are covered in the *Migrant Education Program Evaluation Toolkit* which is intended to be a stand-alone guide to evaluating MEPs. It can also be used as a reference for information about the following topics:

- Understanding state and local requirements for evaluating the MEP
- Planning the evaluation
- Collecting evaluation data
- Analyzing and interpreting evaluation data
- Reporting evaluation findings
- Using evaluation results

Keep in mind that evaluation is part of a Continuous Program Improvement Process described in *Section A*, and the SDP should include specific activities throughout the implementation of the plan for reviewing formative and summative evaluation data and making mid-course changes. (See *Section H.2.*)

E.6.2 Summary of Key Concepts

- The SDP must include a plan for evaluating services delivered by the state MEP or local projects.
- State and local MEPs must evaluate the implementation and results of the specific educational or educationally-related services they deliver.
- The MEP evaluator should be involved in the development of the SDP.
- Generating a manageable set of evaluation questions related to results and implementation will serve to focus the evaluation and guide the efficient use of resources.
- The evaluation questions will be the foundation for a formal Evaluation Plan. (See *The Migrant Education Program Evaluation Toolkit*.)

E.6.3 Reflection and Application

1. Are the evaluation questions you identified concrete and measurable, and do they follow logically from the measurable program outcomes?
2. Do the evaluation questions address both implementation and results?
3. Is the MEP evaluator a member of the SDP planning team?
4. Have you considered how you will collect, aggregate, and summarize program evaluation data from local MEPs for the purpose of state-level reporting?

E.7 Project Planning

Now that you have created an aligned SDP, the next step is to develop a project plan to flesh out activities, establish a timeline, identify who will conduct the activities, and what resources are needed. Note that the activities are connected to each strategy. You will need to determine which activities will be conducted at the state level and which activities will be conducted at the local project level. You will also need to consider what flexibility local projects have to determine their own activities to implement the strategies in the SDP or to achieve the MPOs.

E.7.1 Develop a Project Plan

Once you have selected the strategies for the SDP and feel confident that these are the ones that will meet identified needs and result in the outcomes and targets you've set, we recommend that you address the logistics of how the work will be accomplished. Each strategy should be broken down into smaller tasks and activities that have deadlines, people or agencies responsible, and resources identified.

Key questions to consider are:

- Which strategies will be conducted at the state level, and which ones will be conducted at the local level?

- For those conducted at the local level, what activities must take place at the state level to communicate local-level expectations and include support (professional development and technical assistance), oversight, and accountability to ensure that the strategies are implemented?
- What other programs and agencies will be involved in the implementation of the Plan, and what tasks must take place to communicate expectations and ensure follow through?
- What is the timeline for each of the activities to be completed?
- What resources are needed for each of the activities: staffing, funding, or materials?

In the following chart, note how the strategies are operationalized through activities. Once specific activities have been identified, setting timelines, assigning responsibility, and identifying resources will enable you and all others involved with SDP implementation to know what is expected and for what you and they are accountable.

Table E.6: Service Delivery Plan Project Plan

Goal Area: Reading and Language Arts				
MPO.1: Ninety percent of Priority for Services (PFS) migrant students will participate in opportunities to receive supplemental instruction in reading/language arts each year.				
Strategy(ies)	Activities/Tasks	Projected Completion Date	Agency/Level (SEA or LOA) Responsible	Resources Needed
Strategy 1.1: Each year beginning in 2013, local projects will provide migrant students identified as PFS opportunities for at least 60 hours of instructional time in reading and language arts beyond the school day through supplemental activities, such as after school or summer programs.	1.1.1 Migrant Education Program (MEP) will provide information on effective models of after school and summer programs that serve migrant students through professional development activities.	9/1/13	MEP	MEP staff time, consultation with reading and curriculum specialists, venues for professional development – webinars or conferences
	1.1.2 Local programs will establish after school or summer instructional programs for PFS migrant students where the need for these programs exists.	9/1/14	Local operating agencies (LOAs)	Local staff time, facility, community support, materials, instructional staffing, operational funding
	1.2.1 Local programs will contact each parent of a PFS migrant student and assist with enrolling his/her child in after school or summer programs.	9/1/14	LOAs	Local staff time, database with all PFS students
	1.2.2 Local programs will identify and remove barriers, such as lack of transportation and poor health, to the participation of PFS migrant students in after school or summer programs.	Ongoing, once program implemented	LOAs	Local staff time, school district and community resources

Goal Area: Reading and Language Arts				
MPO.1: Ninety percent of Priority for Services (PFS) migrant students will participate in opportunities to receive supplemental instruction in reading/language arts each year.				
Strategy(ies)	Activities/Tasks	Projected Completion Date	Agency/Level (SEA or LOA) Responsible	Resources Needed
	1.3.1 Local programs will identify existing after school or summer instructional programs and establish ways that migrant students can be prioritized for enrollment and services between the after school or summer program and the local migrant program can be coordinated; memoranda of understanding and formal partnerships will be established as appropriate.	9/1/13	MEP	Local staff time; time with school district and community programs; resources to ensure unique needs of migrant students are met in these programs
MPO.2.1: The reading scale scores of each student who receive 60 or more hours of supplemental instruction will increase by 5 %.				
Strategy 2.1: Local projects will tailor supplemental reading/language arts instruction for PFS students based on results of an initial developmental reading assessment administered upon enrollment in a supplemental instructional reading/language arts program.	2.1.1 MEP will provide a list of recommended developmental reading assessments appropriate for migrant and/or English language learner students in grades 3–8.	9/1/13	LOAs	MEP staff time; consultation with reading assessment specialists; venue for communication and professional development
	2.1.2 Local projects will select and administer an appropriate developmental reading assessment to each migrant student.	11/1/13	LOAs	Local staff time; purchase of appropriate test; staff time in administering the test
	2.1.3 Local migrant staff will develop an improvement plan for each PFS migrant student, based on the results of the developmental reading assessment that will be utilized in a program consisting of 60 or more hours of supplemental reading instruction.	1/1/14	LOAs	Local staff time to develop the plan and to follow up on its implementation in the supplemental program

The Program Planning Chart in *Appendix E.4* will assist you in thinking through project activities and provide you with a plan to share with all those involved in carrying out tasks. We suggest that you complete the chart for each Measureable Program Outcome.

Considerations for Small States: As you develop the project plan, you should identify programs and agencies that serve migrant students with which the MEP can collaborate. For example, Title I, Part A and Title III serve migrant students, and some strategies could be included in programs and services already in place for at-risk students. Consider external agencies, as well, such as Boys and Girls Clubs that offer after school programs. Leveraging resources and establishing partnerships with programs and agencies will ensure that services are not duplicated and funds are spent efficiently.

E.8 Recommendations for SDP Planning Team Meeting 2

MEETING #2	
PURPOSE	OUTCOMES
<ul style="list-style-type: none"> • Development of aligned components that are required in the SDP: <ol style="list-style-type: none"> 1. State performance targets 2. Needs assessment information 3. Service delivery strategies 4. Measurable Program Outcomes 5. Evaluation Plan • Development of project plan 	<ul style="list-style-type: none"> • Completed alignment chart (See <i>Appendix E.1.</i>) • Completed project plan (See <i>Appendix E.4.</i>)
<p>Suggestions:</p> <ul style="list-style-type: none"> • Discuss the importance of alignment of all parts of the SDP by reviewing the logic model and “if-then” logic • Review the five required components of the SDP and the alignment chart in <i>Appendix E.1</i>; in a series of whole group discussions and small group activities, have the planning team complete the alignment chart <ul style="list-style-type: none"> ○ Identify the Concern Statements in the CNA that relate to state performance goals and targets; identify data in the CNA that affirm these concerns; select the solution strategies that you would like to include in the SDP (discuss the criteria for selection of the concerns and strategies) ○ Lead the planning team through the exercise for developing MPOs in <i>Section E</i> to build a common understanding of how to create strong MPOs ○ Develop evaluation questions for each of the MPOs • Discuss implementation challenges, resources, and collaborators in preparation for the planning team to complete the project plan; this could be an activity in which small groups take related strategies and complete the project plan chart in <i>Appendix E.4</i>; then the whole group reviews to ensure coherence 	
<p>Follow up:</p> <ul style="list-style-type: none"> • After the meeting, review all worksheets and complete and revise as needed; then compile into one coherent alignment chart and project plan • Share the alignment chart and project plan with other program planners for feedback; revise both as needed • Review alignment chart and project plan using the checklist in <i>Appendix B.1</i> to ensure that all requirements are met • Save all worksheets and meeting notes 	

E.9 Resources and Tools in Appendix E

Appendix E.1 Program Alignment Chart

Appendix E.2 States with Summer-Only Programs

Appendix E.3 Overview of the Comprehensive Needs Assessment Process Outlined in the
Comprehensive Needs Assessment Toolkit

Appendix E.4 Project Planning Chart

Appendix E.1 Program Alignment Chart

(Complete the chart for each goal area. Add rows to include each MPO and strategy.)

Goal Area:	
State Performance Target	
Concern Statement	
Data Summary	
Need Statement	
Strategy 1	
Measurable Program Outcome	
Evaluation Questions for Program Results	
Evaluation Questions for Program Implementation	
Strategy 2	
Measurable Program Outcome	
Evaluation Questions for Program Results	
Evaluation Questions for Program Implementation	

Appendix E.2 States with Summer-Only Programs

Some states have migrant families only on a seasonal basis. In particular, states in which migrant families reside only in the summer have unique challenges in planning educational services that will help migrant students progress academically. Because these students do not take the state assessment, they are not part of the overall state accountability system.

For states with summer-only programs, time is of the essence. Students must be identified and assessed, and services implemented to meet the students' needs during the short time they are available. Below are some suggestions for dealing with these issues:

- Develop interstate agreements for sending and receiving records and become proficient in utilizing the Migrant Student Records Exchange (MSIX) system. (See Section F.4 for more information.)
- Determine whether a student has previously participated in a summer program in your state. If so, the local education agency will likely already have the student's records.
- Since students in your state only for the summer will not likely have taken the state assessment, consider using a pre- and post-test approach to measuring growth over the duration of the summer program. You may use a commercially-available instrument or one that is designed specifically for the program. Keep in mind that indicators of growth must be customized to fit the short duration of program.
- Create measurable program outcomes that are scaled to fit the duration of the program.

The Service Delivery Plan for a summer-only program will include the same components as plans in other states, but will provide services of shorter duration, making best use of resources available in the summer.

Appendix E.3 Overview of the Comprehensive Needs Assessment Process Outlined in *The Comprehensive Needs Assessment Toolkit*

In 2002, the Office of Migrant Education (OME) issued guidance that states consider using the needs assessment approach published in *Planning and Conducting Needs Assessments: A Practical Guide* (Witkin & Altschuld, 1995). OME's *Comprehensive Needs Assessment Toolkit* describes this approach and recommends it for use by state migrant education programs (MEPs). However, the process is only recommended; migrant state directors may choose to utilize and adapt the process as best fits their program.

The five basic steps are described below.

Step 1 - Preliminary Work

- The state director reviews requirements of the CNA.
- The state director develops a management plan that sets the project's general timeline and identifies the teams needed for accomplishing each phase.
- The state director or management team convenes a Needs Assessment Committee (NAC) that reflects a broad representation of perspectives to provide thoughtful guidance to the process.
- The state director or management team develops a migrant student profile that provides baseline data on the migrant population.

Step 2 - Explore "What Is"

- The NAC reviews existing data and program evaluation reports.
- The NAC identifies concerns about migrant students and families and suggests areas for additional data collection that will confirm and challenge these assumptions. The concerns are expressed as Concern Statements.
- The NAC develops Need Indicators, which articulate the type of data that would affirm the Concern Statements.

Step 3 - Gather and Analyze Data

- The state director or management team and the NAC develop and collect data that measure the perceived needs and the gaps between migrant students and their non-migrant peers.
- The NAC, or subset (e.g., data work group), organizes and analyzes the data.
- The NAC identifies Needs, defined as the gap between "what is" and "what should be."

- The NAC creates a set of Need Statements in order of priority. Need Statements are defined as the degree to which migrant students (and PFS students) need to improve in order to close the gap between “what is” and “what should be.”

Step 4 - Make Decisions

- The NAC reviews Need Statements and proposes evidence-based solutions for closing the educational gaps that migrant children face in school.

Step 5 – Transition to a Service Delivery Plan

- The state director or management team writes a final CNA report that documents the CNA process and findings.
- The state director shares the CNA with stakeholders and administrators at the SEA and LEA level.
- The state director uses the CNA as the basis for initiating the SDP planning process.

Appendix E.4 Project Planning Chart

Goal Area:				
MPO:				
Strategy(ies)	Activities/Tasks	Projected Completion Date	Agency/Level (SEA or LOA) Responsible	Resources Needed