

# Section I: Writing the Plan

---

<b>Developing the Service Delivery Plan (SDP): A Step-by-Step Approach</b>
Step 13: Write the SDP.
Step 14: Send the SDP for review.
Step 15: Revise the SDP.
Step 16: Communicate the SDP and begin implementation.

## **I.1 Organizing the Documentation**

Once you have completed all planning activities for the Service Delivery Plan (SDP), then comes the task of actually writing the Plan. You should have a wealth of notes, data, and ideas from planning team activities and other stakeholder input. Moreover, the charts and templates you completed during the planning process can be included as well. You should have files that you created at the beginning of the planning process for each section of the Plan that you can utilize for writing the specific sections of the Plan.

## **I.2 Writing the SDP**

Appendix I.1 is a suggested table of contents that may be customized to fit your SDP. In this section, you will find suggestions for inclusions for each section of the SDP.

An executive summary is usually the first section after the title page. It provides an opportunity for you to reinforce your state’s commitment to migrant education, feature the key needs of migrant children and youth in the state, and introduce overall ways that the MEP plans to address these needs. Some state MEPs have a mission statement that should be included in this section. The executive summary is generally one to two pages long.

### **1. Introduction**

#### **a. Legislative Mandate**

Summarizing the legislative mandate for SDPs will enable you to review requirements and will enable your readers to understand the extent to which the Plan is grounded in the law. (Revisit Section B.)

#### **b. Description of the state MEP**

A description of the organization of the MEP will provide the foundation for readers to understand the context in which the implementation of the SDP will take place. Useful information will include the organization of the state program, local programs, and key collaborators. Visuals, such as an organizational chart or state map that shows number and location of programs, allow for vast amounts of information to be easily shared. If you developed this information to share with the planning team at the beginning of the process, it should be ready to insert into the Plan. (Revisit Section D.)

c. Description of the Planning Process

A description of the planning process conveys a sense of commitment to a collaborative process and shows the range of experience and expertise that impacted the development of the SDP. Information in this section can be represented in lists and charts, enabling readers to get a sense of the process quickly.

You should include the following topics:

- Timeline
- Planning team members
- Planning team meetings (purposes and tasks) (Revisit Section D.)

The next section of the SDP includes the following required components: state performance targets, needs assessment, service delivery strategies, Measurable Program Outcomes (MPOs), and evaluation. While each of these components will need to be featured separately, the alignment chart that you developed in Section E should be included to illustrate how each of the components relates to the others.

2. General Framework – Plan Alignment

- Performance Targets – List your state’s performance targets, since these were the starting point for the SDP. (Revisit Section E.2.)
- Needs Assessment – Include a summary of the needs and concerns statements developed in the Comprehensive Needs Assessment (CNA). (Revisit Section E.3.)
- Service Delivery Strategies – List the strategies that were selected to address the needs. (Revisit Section E.4.)
- MPOs – Include MPOs that articulate what you would like to see happen as a result of the implementation of the strategies. (Revisit Section E.5.)
- Evaluation – Include evaluation questions for each MPO that reflect implementation and results. These will serve as the foundation for the development of the Evaluation Plan that is addressed in the *Evaluation Toolkit*. (Revisit Section E.6.)

We recommend that you include a section that includes the project plan with description of activities, programs, people carrying out the activities, a timeline, and resources needed.

3. Project Plan

The foundation for this section can be the project plan chart that you developed in Section E.7 that provides details on how the strategies in the SDP will be operationalized.

The next four sections feature specialized topics for the SDP that will ensure that services are targeted and delivered efficiently.

4. Priority for Services (PFS) Students

This section should include your state’s process for identifying those migrant students most in need of services, including the criteria your state established for prioritizing these

students for services, and ways to ensure that services are targeted toward PFS students. (Revisit Section F.1.)

5. Identification and Recruitment (ID&R) Plan

This section should include the process and structure for the ID&R process. You should address staffing as well as staff training. In addition, you should discuss what types of accountability and quality assurance are in place to ensure that sound eligibility determinations are made. (Revisit Section F.2.)

6. Parent Involvement Plan

This section should include strategies that the state will implement to ensure that parents of migrant children are involved in the education of their children. The plan should include information on state and local migrant Parent Advisory Councils, supports for migrant parents, and resources. (Revisit Section F.3.)

7. Exchange of Student Records

This section should include how the MEP will establish (or review) policies and procedures for sending and receiving records for migrant students through intrastate and interstate transfer, strategies for providing training and information on the Migrant Student Information Exchange (MSIX), strategies for cross-state collaboration, and ways your state student information system can assist with record transfer. (Revisit Section F.4.)

The last two sections include plans for the MEP to support local projects in implementing the SDP and holding them accountable.

8. Implementation and Accountability in Local Programs

This section should include

- Ways that the MEP will communicate with local programs to keep them informed about the SDP and solicit feedback
- A technical assistance plan to build the capacity of local operating agencies (LOAs) to plan and implement their programs
- Strategies for ensuring that the local granting process requires applicants to implement the SDP
- A plan for local monitoring, including specific indicators for which LOAs will be held accountable (Revisit Section G.)

9. Looking Forward

This section should include how you will communicate the Plan and ensure that it remains relevant. Topics should include:

- Communicating the SDP to local projects
- Communicating the SDP to other stakeholders
- Reconvening the planning team to review formative data and emerging issues and determine any needed changes in the Plan

- Setting a target date for the next CNA and SDP Process
- Building and maintaining collaborations (Revisit Section G.)

The Plan for Looking Forward in *Appendix H.1* could be used to provide details on activities related to these topics.

### **I.3 Revisiting the Checklist**

The checklist included in *Appendix B.1* will assist you with reviewing the SDP to ensure that it meets all Federal legislative requirements. While the focus of the planning process has been on determining how to implement the solution strategies identified in the Comprehensive Needs Assessment, you should not lose sight of the required components and content that have been summarized in the checklist. Each item listed must be addressed in some fashion in the SDP.

### **I.4 Sending the Plan for Review**

Even though the development of the SDP involved a range of stakeholders, having others not involved in the process to review the Plan with fresh eyes will assist with ensuring that the Plan is readable, coherent, and likely to be effective. Reviewers may include:

- Local migrant program staff
- Parents
- Administrators from other Federal programs like Title I, Part A or Title III
- Program planning and evaluation staff

You should provide a feedback form that requests specific information that will help you revise the Plan. Online surveys are an efficient way to solicit feedback. See *Appendix I.2* for a suggested feedback form that may be adapted for your needs.

### **I.5 Revising and Launching the SDP**

Once you revise your plan based on reviewer feedback, you should follow the strategies and timeline included in the section on “Looking Forward” to communicate the Plan and begin implementation.

### **I.6 Resources and Tools in Appendix I**

Appendix I.1 Suggested Table of Contents for the Service Delivery Plan

Appendix I.2 Service Delivery Plan Sample Feedback Form

## Appendix I.1 Suggested Table of Contents for the Service Delivery Plan

Executive Summary

Table of Contents

1. Introduction
  - a. Legislative Mandate
  - b. Description of the State Migrant Education Program
  - c. Description of the Planning Process
    - Timeline
    - Planning Team Members
    - Planning Team Meetings (Purpose and Tasks)
2. General Framework – Plan Alignment
  - a. Performance Targets
  - b. Needs Assessment
  - c. Service Delivery Strategies
  - d. Measurable Program Outcomes
  - e. Evaluation
3. Project Plan
4. Priority for Services Students
5. Identification and Recruitment Plan
6. Parent Involvement Plan
7. Exchange of Student Records Plan
8. Implementation and Accountability in Local Programs
  - a. Local Level Communication
  - b. Local Level Professional Development and Technical Assistance
  - c. Subgranting Process
  - d. Monitoring and Accountability
9. Looking Forward
  - a. Communicating the SDP to Local Projects
  - b. Communicating the SDP to Other Stakeholders
  - c. Reconvening the Planning Team to Review Formative Data and Emerging Issues and Determine Changes Needed in the SDP
  - d. Setting a Target Date for the Next Comprehensive Needs Assessment and SDP Process
  - e. Building and Maintaining Collaborations

## Appendix I.2 Service Delivery Plan Sample Feedback Form

*[Note: You may adapt this form for an online survey or use it as a feedback form that is disseminated by email.]*

Thank you for agreeing to review the Migrant Education Program Service Delivery Plan (SDP) for [State Name]. The development of an effective SDP is a process that benefits from the input and feedback from a variety of stakeholders. By responding to the questions on this feedback form, you will provide important information that will enable the planning team to improve the SDP to ensure that it is a relevant and usable plan for ensuring that migrant children in youth will have the support to access and succeed in educational opportunities and reach state educational performance targets.

After reading the SDP, please respond to the following statements by [deadline]. If you have any questions or are unable to provide your responses by the deadline, please call or email me.

Sincerely,

[State Director's Name, Title, Email, Phone Number]

Name of Reviewer: \_\_\_\_\_ Title/Position: \_\_\_\_\_  
Program or Agency Represented: \_\_\_\_\_

Please respond to the following statements by circling the most appropriate rating. Any additional comments that you can provide related to the strengths or areas of needed improvement for these features of the SDP would be greatly appreciated.

**Evaluation Scale: (5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree**

1. The SDP was clearly written and easy to read. 5 4 3 2 1

Strengths:

Areas in need of improvement:

2. The SDP shows a clear understanding of Federal requirements guiding the development of the plan. 5 4 3 2 1

Strengths:

Areas in need of improvement:

3. The SDP shows clear alignment of state performance targets, needs assessment, service delivery strategies, measurable program outcomes, and evaluation. 5 4 3 2 1

Strengths:

Areas in need of improvement:

4. The needs and concerns statements depict the full range of needs (both instructional and non-instructional) of migrant children and youth.

5      4      3      2      1

Strengths:

Areas in need of improvement:

5. The strategies clearly relate to the Measurable Program Outcomes (MPOs).

5      4      3      2      1

Strengths:

Areas in need of improvement:

6. The MPOs provide a concrete picture of the results the Migrant Education Program hopes to achieve.

5      4      3      2      1

Strengths:

Areas in need of improvement:

7. The evaluation questions will form the basis of a strong evaluation plan that will measure both implementation and results.

5      4      3      2      1

Strengths:

Areas in need of improvement:

8. The project plan is sufficiently detailed to operationalize the strategies.

5      4      3      2      1

Strengths:

Areas in need of improvement:

9. Priority for Services students are targeted throughout the plan.

5      4      3      2      1

Strengths:

Areas in need of improvement:

10. The Identification & Recruitment (ID&R) plan will ensure that sound eligibility determinations are made.

5      4      3      2      1

Strengths:

Areas in need of improvement:

11. The parent involvement plan will ensure that parents of migrant children are provided the support they need to be involved in their children’s education. 5 4 3 2 1

Strengths:

Areas in need of improvement:

12. The SDP includes a plan for requesting and transferring student records in an efficient way. 5 4 3 2 1

Strengths:

Areas in need of improvement:

13. The SDP includes sufficient strategies to foster ongoing communication with local projects. 5 4 3 2 1

Strengths:

Areas in need of improvement:

14. The SDP includes a detailed plan for providing technical assistance to local projects. 5 4 3 2 1

Strengths:

Areas in need of improvement:

15. The local granting process will require applicants to plan their program around the MPOs and strategies in the SDP. 5 4 3 2 1

Strengths:

Areas in need of improvement:

16. The SDP includes a plan for monitoring local projects. 5 4 3 2 1

Strengths:

Areas in need of improvement:

17. Plans for communicating the SDP to local projects will likely create buy-in. 5 4 3 2 1

Strengths:

Areas in need of improvement:

18. The plans for revisiting the SDP will ensure that it remains flexible and relevant. 5 4 3 2 1

Strengths:

Areas in need of improvement:

19. The SDP includes strategies for coordination and collaboration with key programs and agencies. 5 4 3 2 1

Strengths:

Areas in need of improvement:

**Please provide any additional comments related to the overall effectiveness of the SDP:**

**Submit this form to:**

**[Contact Name, Email]**