

South Carolina Migrant Education Program

Service Delivery Plan

Revised October 2014

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▪ Does the LEA/LOA have a copy of the written comprehensive needs assessment report?.....	30
<i>(ESEA § 1306 (a)(1)(D); 34 CFR § 200.83; Guidance, Chap. IV, ¶ B)</i>	30
<i>Does the SEA’s State Service Delivery Plan describe the strategies that the LEA/LOA will</i>	30

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1. INTRODUCTION

The SDP is an organic document. It is created with the intent of being a living document reflective of the needs for SCMEP improvement. Rendering the SCMEP, as reflected in the SDP, more efficient and effective is a continuous practice; a feedback loop in which the SDP is to serve as the mirror.

a. Legislative Mandate

According to the *Guidance*, the comprehensive State plan for service delivery is defined as a description of "...the services the SEA will provide on a statewide basis to address the special educational needs of migrant students (Chapter IV, B1).

Obligation for an SEA to complete a comprehensive needs assessment and service delivery plan are found in:

- Code of Federal Regulations, Title 34, Sec. 200.83, *Responsibilities of SEAs to implement projects through a Comprehensive Needs Assessment and a comprehensive state plan for service delivery* (<http://cfr.vlex.com/vid/200-83-implement-through-needs-delivery-19757826>).
- Elementary and Secondary Education Act, Section 1306, *Comprehensive Needs Assessment and Service Delivery Plan; authorized activities* (<http://www2.ed.gov/policy/elsec/leg/esea02/pg8.html#sec1306>).

Further clarifications of the regulations are found in:

- *Non-Regulatory Guidance: Education of Migrant Children under Title I, Part C of the Elementary and Secondary Education Act of 1965* (specifically Chapter IV Comprehensive Needs Assessment and Service Delivery Plan) (<http://www.ed.gov/programs/mep/mepguidance2010.doc>).

b. Description of the State Migrant Education Program

At least since 1971¹ (Gouwens: 42), the South Carolina Department of Education has served migratory children through the Migrant Education Program. The program, confirmed since 1974², to have been a summer only program, piloted its first regular school year program for the school year 2013-2014. The preponderance of migratory students is present in South Carolina in the summer months. Still, there are some students that migrate within South Carolina. SCMEP is considered a small state³. It receives a little more than half a million dollars annually to serve migrant children and youth. The amount of eligible migrant students averages 1,196 for the past four years⁴.

Traditionally, the summer MEPs have been run via local education agencies (LEAs) in the areas with the highest concentration of migratory students. Particularly, these areas have been: Spartanburg, Aiken, Clarendon, Colleton, Charleston, and Beaufort (See Figure 1-a). These LEAs have also served migrant students and youth in the surrounding areas (See Figure 1-b).

As mentioned the majority of the students and youth who qualify for the migrant education program arrive during the summer months. While there is wide variety of produce in South Carolina, most of the families and student youth work in the preparation, planting, and harvesting of peaches, tomatoes, and watermelons (**See Appendix 1-Figure 4**) However, many growers have been planting a second crop of tomatoes resulting in a fall harvest especially of tomatoes resulting in migrant student being present for the beginning months of the regular school year⁵.

The SC migrant education program is situated in Special Populations, of the Office of Federal and State Accountability under the South Carolina Department of Education. As of 2012, the

¹ Gouwens, Judith A. (2001) *Migrant Education : A Reference Handbook*, ABC-CLIO E-Books, Contemporary education issues. Accessed on line 11 August 2014 at <http://books.google.com/books?id=nZVVi7mJyTMC&pg=PA43&lpg=PA43&dq=history+of+migrant+education+program+in+south+carolina&source=bl&ots=FpHcARiFri&sig=RXqaVPc0ZNSB89fgQeNMkPhI3dQ&hl=en&sa=X&ei=293oU7WiKsLIASu-oGwCg&ved=0CFEQ6AEwCA#v=onepage&q=history%20of%20migrant%20education%20program%20in%20south%20carolina&f=false>

² Chisolm, Joyce (2013) Personal Interview of nurse for Migrant Education Program regarding Migrant Education Program History in Beaufort, St. Helena, SC Saturday 22 June 2013 by Jennifer Almeda at MEP On-site visit.

³ A small state is defined as a state that receives \$1m or less in MEP funding. Migrant Education Program Evaluation Toolkit A Tool for State Migrant Directors (2012) *Office of Migrant Education*. Accessed on 11 August 2014 at: <http://results.ed.gov/sites/results.ed.gov/files/pe-toolkit.pdf>

⁴ The Category 1 Child Count, is defined in the Consolidated State Performance Report (CSPR) as "the unduplicated statewide number by age/grade of **eligible** migrant children age 3 through 21 who, within 3 years of making a qualifying move, resided in your State for one or more days during the reporting period of September 1 through August 31. This figure includes all eligible migrant children who may or may not have participated in MEP services." The Category 1 counts in the CSPR for: SY09-10 was 1,201; SY10-11 was 1,118; SY11-12 was 1,265; and for SY12-13 1,198.

⁵ A good resource on recent the effect of recent agricultural developments and their impact on the migratory population is found in section IV.B of the Community Assessment (2013) *East Cost Migrant Head Start Project SC Direct Services*.

SCMEP has a full time state coordinator who is responsible for overseeing the subgrant process for LEAs/LOAs who implement the MEP at the local level. The state coordinator is also the team leader for the MEP at the state level and is responsible for managing the state level team's efforts. The state level MEP team comprises of the State Data Specialists and the State level migrant recruiters/liaisons (Figure 1-c).

Map of South Carolina School Districts

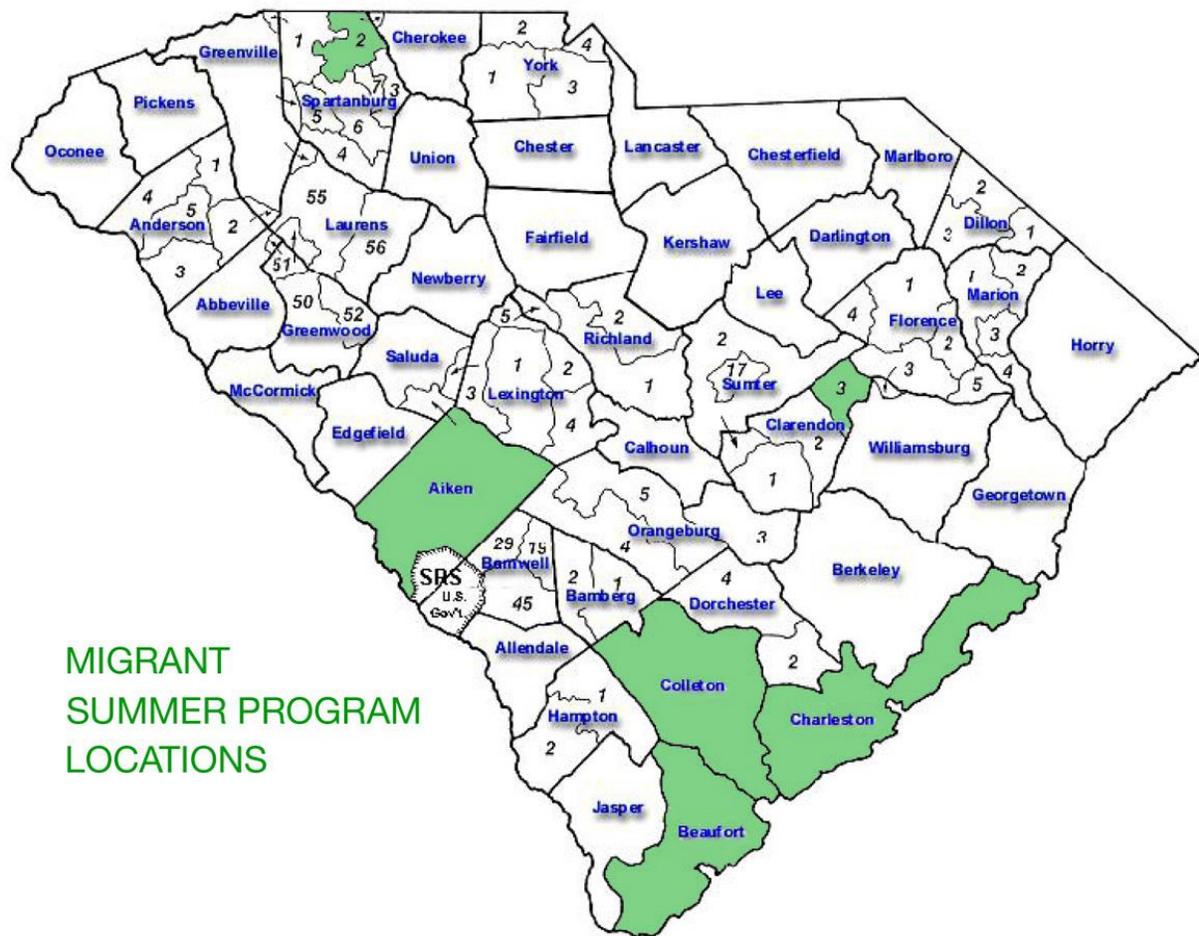


Figure 1-a Traditional SCMEP LEA Summer Programs

SUMMER PROGRAM COVERAGE AREAS

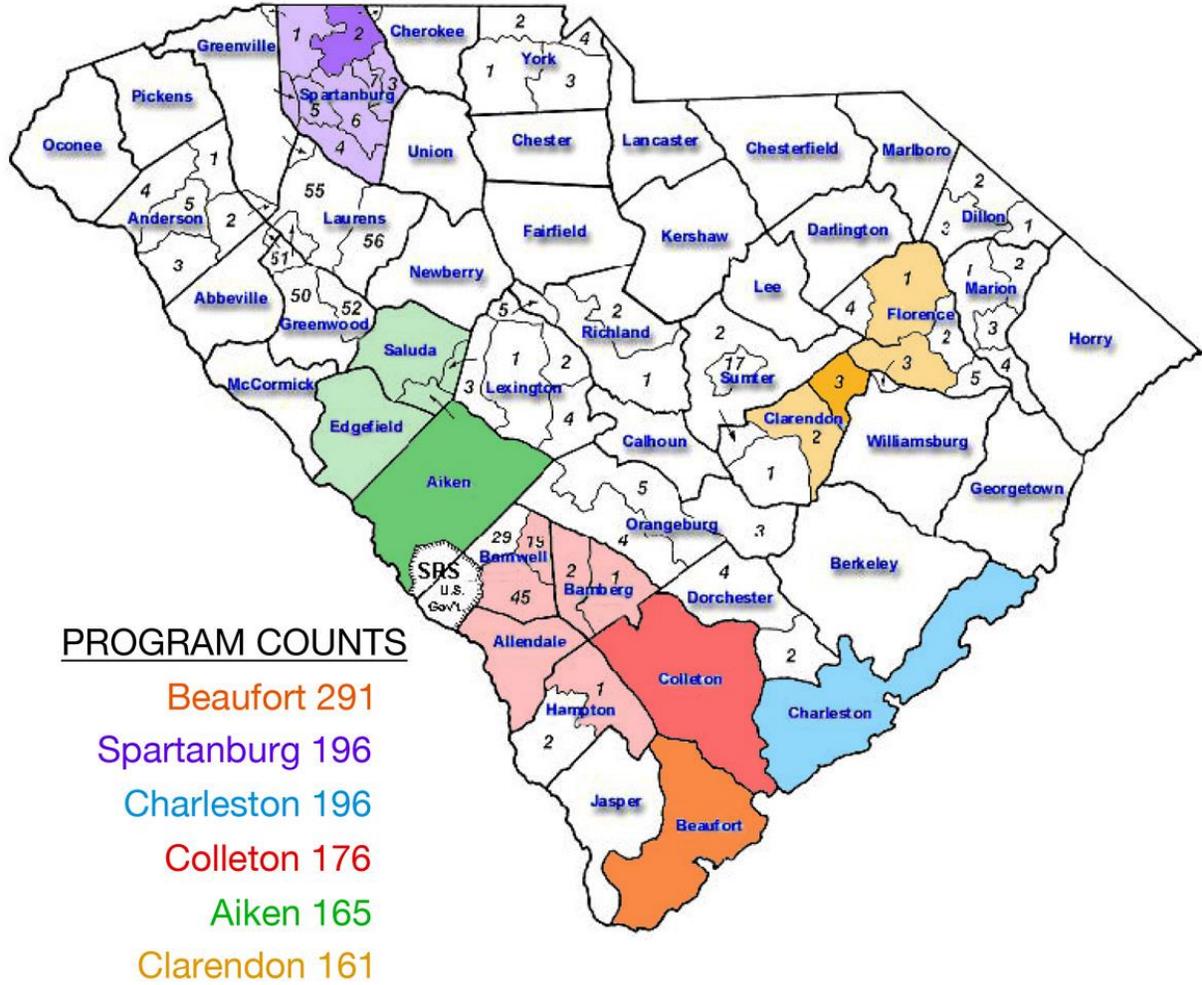


Figure 1-b Areas of Summer LEA program coverage

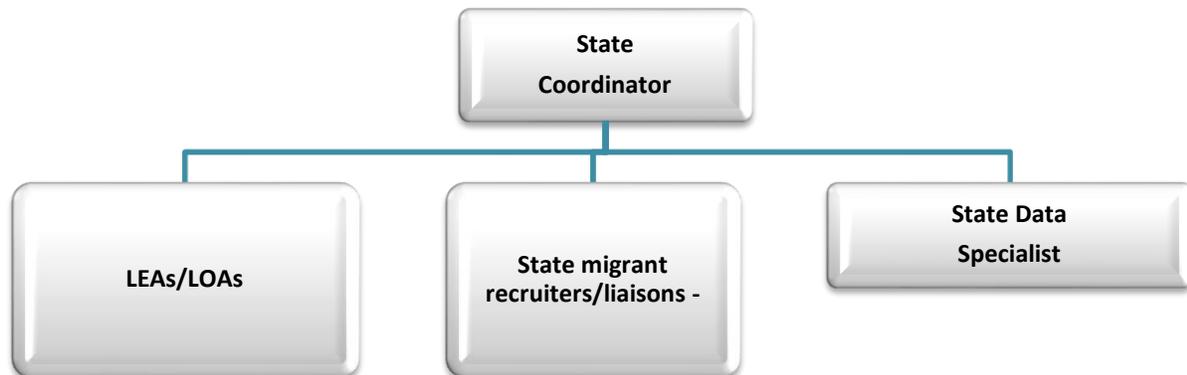


Figure 1-c – Organizational structure of SCMEP at the state level

c. Description of the Planning Process

The primary stakeholders in executing the migrant program are the practitioners. Ergo, it was understood that the practitioners of the programs needed to be involved and generate the Comprehensive Needs Assessment (CNA) which would generate the Service Delivery Plan (SDP). Several accommodations had to be made to modify the needs of the CNA/SDP process to the SCMEP. Due to the fact that SCMEP is a small state and many of the practitioners wear several hats as regular school year, the CNA/SDP process had to occur during two intense meetings.

The meetings established the needs of the SCMEP based on collected data and practitioner experience. Also involved in the meetings were the State level coordinators for the McKinney-Vento and Title III Federal Programs. The first meeting of also included the first statewide Parent Advisory Council (PAC) meeting.

The Migrant state coordinator was responsible for organizing and guiding the meetings. The 2012 OME toolkits for the Comprehensive Needs Assessment and Service Delivery Plan were employed for the structure and outline of the meetings and for composition of the CNA/SDP. In light of the fact this was the first time the state wide MEP endeavored to create and produce a CNA/SDP along with the nature of being a small MEP state and having only summer programs the process was modified appropriately.

i. Timeline

- 16 December 2013 - 1st CNA meeting and 1st ever statewide PAC
- 06 February 2014 – 2nd CNA meeting – MPOs established
- March 2014 – MPOs incorporated into statewide MEP application
- April 2014 – MEP applications open for submission
- May 2014 – MEP applications awarded and commencement of summer programs
- June and July 2014 – summer programs implemented with new MPOs
- August 2014 – SDP draft completed; program evaluation template completed
- 15 August 2014 – End of summer 2014 feedback, evaluation, program improvement meeting, SDP draft distributed to practitioners
- September 2014 practitioners review SDP
- 16 September 2014 – summer program evaluations due
- October 2014 – SDP for 2014-2016 finalized
- September 2015 – SDP reviewed and modified if necessary
- December 2016 – February 2017 new CNA/SDP cycle commences
- December 2017 – new SDP for 2017-2019 finalized

ii. Planning Team Members

In determining the planning team members, the following questions were considered from the SDP toolkit section D3:

- What programs and agencies are most involved in serving migrant students?
- What areas of the state or what local programs (or types of local programs) should be represented?
- What expertise and experience is critical for developing the SDP?
- What perspectives should be represented in the SDP?
- How will parents be involved in developing the SDP?
- What individuals will be willing to devote significant time and effort to developing a quality plan?

Based on consideration of these questions the following members were invited and participated in the meetings: the State McKinney-Vento and Neglected and Delinquent coordinator; the State Title III-ESOL coordinator; the State Migrant Education coordinator; the State Team Leader for Special Populations; the State Migrant Data Specialist; the State Migrant recruiters/liaisons; migrant parents; representatives from East Coast Migrant Head Start Project (ECMHSP), including the ECMHSP State Administrator, the Early Childhood Education Specialist, and the Family Services Coordinator; local MEP Directors; LOA director; local OSY coordinators; local OSY instructors; local recruiters; and teachers.

The practitioners apart from MEP had the following expertise: Preschool teacher; Speech Language Therapist; Speech Language Pathologist; English Linguistics Instructor; Middle School Administrator; High School English teacher; Social Workers; Nurse; School District Technology Coach; Early Childhood Education Specialists; PhD of Psychology; certified health, physical education, guidance counselor; Title I Bilingual coordinator, high school Spanish teacher and ESOL coordinator; and Family Service Liaisons.

Collectively, the practitioners that comprised the expert committees have over 300 years of experience in migrant education, education, and related fields. Due to their MEP experience coupled with the accumulated expertise in relevant fields, the committee members were girded with the appropriate knowledge and experience necessary to fulfill the obligations of the CNA/SDP process.

iii. Planning Team Meetings (Purpose and Tasks)

Meeting 1 of 2 for the CNA was conducted on 16 December 2013. This meeting also corresponded with the first attempted statewide PAC meeting. Unforeseen circumstances arose that only allowed one parent to attend, still this parent participated greatly in the process and provided invaluable insight and guidance. In this meeting the introduction and overview of the CNA was discussed, along with the legislative basis for the CNA/SDP. Migrant student demographics and data were presented along with data from other agencies. Concern statements were created, identified, and prioritized, and from there needs indicators were developed and prioritized by expert work groups. The meeting concluded with an analysis of the data, and writing and prioritizing need statements. (Please see Appendix 2 CNA meeting 1 of 2 Agenda Appendix 3 CNA meeting 1 of 2 sign in sheet)

Meeting 2 of 2 for the CNA transpired on 06 February 2014. A review of the first CNA meeting occurred. Following, the practitioners divided into expert work groups as the needs assessment committee (NAC) based on their expertise of the areas of concern. The work groups identified, reviewed, and summarized proposed solutions to the need statements generated from the first meeting. The second half of the meeting focused on recommendation of priority solutions, the development of criteria and the prioritization of the proposed solutions. Concluding the meeting was the development of measurable program outcomes/objectives (MPOs) for the prioritized solutions. (Kindly refer to Appendix 4 CNA meeting 2 of 2 Agenda and Appendix 5 CNA meeting 2 of 2 sign in sheet)

End of summer 2014 feedback, evaluation, program improvement meeting scheduled for 15 August 2014, is to involve all the practitioners from the CNA meetings to review the first season of the MPOs created by the group. In this meeting, the SDP draft engendered by the state coordinator is to be distributed to the practitioners for their review. Opportunities for overall state and local improvements will also be discussed and recommendations will be implemented into the Fidelity of Implementation Index (FII) to ensure follow through.

2. GENERAL FRAMEWORK – PLAN ALIGNMENT

The following details the performance targets, needs assessment, service delivery strategies, measurable program outcomes, and evaluation established by the committee of practitioners for use of the 2014-2016 CNA/SDP cycle initiating with the summer 2014 programs.

a. Performance Targets

Each State Educational Agency (SEA) must submit to the US Department of Education (ED) indicators and goals for all students with the aim of improving their academic achievement. Performance targets are established by the SEAs, which they are expected to obtain. These are quantifiable measurements which can be seen as targets towards reaching the overarching goals.

As specified in section E.2 of the SDP toolkit, the performance targets listed below are what the SEA has adopted for reading, math, high school graduation, reducing school dropouts, and school readiness. The goals are also stated in the SCMEP application.

GOAL 1: PROFICIENCY IN ENGLISH LANGUAGE ARTS. Students in South Carolina will be proficient in reading, writing, speaking, listening, and language to ensure that all students are college and career ready in English Language Arts no later than the end of high school.

GOAL 2: MATHEMATICS. Students in South Carolina will be proficient in comprehension of mathematical concepts, operations, and relations, procedural fluency, and productive disposition to ensure that all students are college and career ready in mathematics no later than the end of high school.

GOAL 3: SCHOOL READINESS. Children and youth in South Carolina will engage in play to develop individual approaches to learning; show curiosity, eagerness and satisfaction as a learner; demonstrate initiative, engagement, and persistence in learning; demonstrate an ability to envision a goal and to accomplish it; and extend their learning through the use of memory, reasoning, and problem-solving skills.

GOAL 4: GRADUATION FROM HIGH SCHOOL, CREDIT ACCRUAL, DROPOUT PREVENTION, AND SERVICES TO OUT-OF-SCHOOL YOUTH. SCDE's goal is to increase the high school graduation rate through efforts to better prepare students for success after graduation, whether their preference is to immediately enter the workforce or to continue their education. The state has set the goal that each high school in South Carolina reach a high school graduation rate of at least 90 percent by 2020.

b. Needs Assessment

Encompassed below are the concern statements that expert practitioners of the four NAC groups identified during examination of the performance discrepancy of migrant students in relation to the state performance targets and goals. Working to close the discrepancy the team members indicated concern statements in line with the Office of Migrant Education's (OME) areas of concern and goal areas. Included in the tables below are the needs indicators, data reviewed, comparison group considered, and the need statement generated.

GOAL 1: PROFICIENCY IN ENGLISH LANGUAGE ARTS.
<p>1. Concern Statement: We are concerned that migrant student not properly identified during school year; inadequate communication between schools and migrant families and migrant students score lower percentage of passing state standardized achievement tests than non-migrant students.</p> <p>Need Indicator : Interrupted education, sporadic attendance, lack of supplemental educational services, improper identification, lack of parental involvement</p> <p>Data Source : PowerSchool, state report card, Migrant student scores on state standardized tests compared with all students, English language proficiency; migrant school enrollment and attendance; economic disadvantage status; PFS student characteristics; participation rates in other programs such as Advanced Placement, gifted and talented programs, special education, Title III, Mc-Kinney Vento homeless education, child nutrition, early childhood programs, summer school, and regular school programs.</p> <p>Comparison Group: Non-migratory students enrolled for the full school year</p> <p>Need Statement : Increase in scores of standardized tests</p>

GOAL 2: MATHEMATICS
<p>1. Concern Statement: We are concerned that migrant student not properly identified during school year; inadequate communication between schools and migrant families and migrant students score lower percentage of passing state standardized achievement tests than non-migrant students.</p> <p>Need Indicator : Interrupted education, sporadic attendance, lack of supplemental educational services, improper identification, lack of parental involvement</p> <p>Data Source : PowerSchool, state report card, Migrant student scores on state standardized tests compared with all students, English language proficiency; migrant school enrollment and attendance; economic disadvantage status; PFS student characteristics; participation rates in other programs such as Advanced Placement, gifted and talented programs, special education, Title III, Mc-Kinney Vento homeless education, child nutrition, early childhood programs, summer school, and regular school programs.</p> <p>Comparison Group: Non-migratory students enrolled for the full school year</p> <p>Need Statement : Increase in scores of standardized tests</p>

GOAL 3: SCHOOL READINESS

1. Concern Statement: (Educational Continuity) We are concerned that there is a lack of efficiency in receiving school records (intra/interstate) and it makes it challenging to develop an individualized plan for study for each child.

Need Indicator: Lack of complete data found in M6, MIS 2000, and COEs, ChildPlus (ECMHSP).

Data Source: M6, MIS 2000, COEs, ChildPlus (ECMHSP)

Comparison Group: Child enrolled for the full school year, children enrolled in Regional Head Start

Need Statement: Efficient and accurate data entry in M6, MIS 2000, on COEs, and in ChildPlus. Enhance data sharing between ECMHSP and SC MEP.

2. Concern Statement: (Educational Support in the Home) We are concerned that parents lack strategies and access to resources in the community to provide additional educational support.

Need Indicator: Community Assessment data (community resources available), Family Literacy Surveys (Beaufort/Charleston), Parent Pre/Post Survey (ECMHSP)

Data Source: Demographics Data- language, literacy, education levels (ECMHSP), COEs, Family Literacy Survey (Beaufort/Charleston), Parent Pre/Post Survey (ECMHSP), Community Assessment (ECMHSP), Community Resource Directory

Comparison Group: Regional Head Start, children enrolled year round in public school, children enrolled in private child care

Need Statement: Increase parent education training on what is school readiness and the importance of parent engagement.

Enhance community partnerships in order to increase awareness of the unique needs of migrant workers and their families and how our partners can better serve this population.

Please refer to Appendix 6 for full documentation

GOAL 4: GRADUATION FROM HIGH SCHOOL, CREDIT ACCRUAL, DROPOUT PREVENTION, AND SERVICES TO OUT-OF-SCHOOL YOUTH

OSY Services

- 1. Concern Statement:** We are concerned that mobility and short exposure to instruction often causes OSY to lose what they are taught and that the three hour service requirement is a challenge during the summer program due to several factors, and that there are unrealistic expectations for gains for OSY students.

Need Indicator: OSY usually have no parents with them to advocate for them and the Adult Education Programs hesitant to provide classes if they are penalized for not getting 60 hours

Data Source: percentage of OSY students making gains on pre/post tests; Adult Education performance and attendance data

Comparison Group: Non-migrant Adult Education students

Need Statement: Gains of OSY students of pre/post tests will increase positively correlating with number of hours of instruction received and length of stay in SC

HS Graduation/Credit accrual

- 2. Concern Statement:** We are concerned that :
- a. Most High School migrant students do not reside in the state for the entire school year.
 - b. Schools are concerned about their graduation rates and are reluctant to enroll high school migrant students, sometimes denying enrollment.
 - c. Lack of awareness of available programs for high school migrant students and transportation.
 - d. Older immigrant OSY (16-17 years of age) are denied enrollment due to LEP.

Need Indicator: percentage of students meeting graduation requirements

Data Source: HS graduation rates in SC from report card grades and lack of data on migrant graduations

Comparison Group: non-migrant high school students

Need Statement: Increase ID&R efforts of migrant students enrolled in High School. Document effort in case none are present. When identified, increase efforts, IEP, work with schools to ensure they are priority. All students identified and enrolled in High School will show an increase in credits towards graduation.

Dropout Prevention

3. Concern Statement: We are concerned with the lack of data for migrant dropouts

Need Indicator: migrant parents are usually LEP, limited time available, intimidated

Data Source: lack of data from SC department of education

Comparison Group: non-migrant high school and middle school students

Need Statement: Increase awareness and effort to retain students. Document efforts; percentage of students aware of programs available; percentage/increased ID&R of these students (High School and Dropouts)

c. Service Delivery Strategies

Enumerated below are the key strategies developed by the practitioners for the implementation of the MPOs. Included are the data elements to be used in evaluation and the method for collecting and reporting data.

Component 1 GOAL 1: PROFICIENCY IN ENGLISH LANGUAGE ARTS. Students in South Carolina will be proficient in reading, writing, speaking, listening, and language to ensure that all students are college and career ready in English language arts no later than the end of high school.

Required Measurable Program Outcomes:

1. By the end of the 2013-2014 academic year, and each year thereafter, the percentage of migrant students passing state standardized tests measuring English Language Arts (ELA) will increase by 1%.

Key Strategies MPO 1 By the end of the 2013-2014 academic year, and each year thereafter, the percentage of migrant students passing state standardized tests measuring English Language Arts (ELA) will increase by 1%.

- Provide small group and individualized instruction as supplemental educational services
- Provide staff development to staff on meeting the migrant students' ELA needs
- Provide in-services and technical assistance to schools regarding identification of MEP students, proper procedure for documentation, and provision of needed resources
- Coordination of services for MEP students and families with other school offices such as ESOL, Adult Education, teachers, parent advocates, and agencies to promote educational and social services to MEP students and families

MPO	Data Element	Method used for collecting/reporting data
1	<ul style="list-style-type: none"> ▪ Aggregate student scores on state standardized test 	State level aggregate data
1	<ul style="list-style-type: none"> ▪ Individualized student progress on test components 	Individual pre/post assessment scores

Component 2 GOAL 2: MATHEMATICS. Students in South Carolina will be proficient in comprehension of mathematical concepts, operations, and relations, procedural fluency, and productive disposition to ensure that all students are college and career ready in mathematics no later than the end of high school.

Required Measurable Program Outcomes:

2. By the end of the 2013-2014 academic year, and each year thereafter, the percentage of migrant students passing state standardized tests measuring mathematics (math) will increase by 1%.

Key Strategies MPO 2 By the end of the 2013-2014 academic year, and each year thereafter, the percentage of migrant students passing state standardized tests measuring mathematics (math) will increase by 1%.	
<ul style="list-style-type: none"> ▪ Provide small group and individualized instruction as supplemental educational services ▪ Provide staff development to staff on meeting the migrant students' math needs ▪ Provide in-services and technical assistance to schools regarding identification of MEP students, proper procedure for documentation, and provision of needed resources ▪ Coordination of services for MEP students and families with other school offices such as ESOL, Adult Education, teachers, parent advocates, and agencies to promote educational and social services to MEP students and families 	

MPO	Data Element	Method used for collecting/reporting data
2	<ul style="list-style-type: none"> ▪ Aggregate student scores on state standardized test 	State level aggregate data
2	<ul style="list-style-type: none"> ▪ Individualized student progress on test components 	Individual pre/post assessment scores

Component 3 – GOAL 3: SCHOOL READINESS. Children in South Carolina will engage in play to develop individual approaches to learning; show curiosity, eagerness and satisfaction as a learner; demonstrate initiative, engagement, and persistence in learning; demonstrate an ability to envision a goal and to accomplish it; and extend their learning through the use of memory, reasoning, and problem-solving skills.

Required Measurable Program Outcomes:

- 3a. By the end of the 2014-15 school year and each year after, there will be an improvement of data sharing between state agencies and data accuracy by 5%.
- 3b. By the end of the 2014-15 school year and each year after, the percentage of parents' participation will increase by at least 5%.
- 3c. After participating in at least 2 weeks of instruction, 50% of 3–4 year old migrant children and youth will demonstrate proficiency on assessments, checklists, or portfolios measuring developmental skills in language/literacy and math.

<p>Key Strategies : 3a. By the end of the 2014-15 school year and each year after, there will be an improvement of data sharing between state agencies and data accuracy by 5%.</p>
<ul style="list-style-type: none"> ▪ Inform parents prior to leaving to bring records or educational information to document academic progress.
<ul style="list-style-type: none"> ▪ (Continuity Packet) through district
<ul style="list-style-type: none"> ▪ Establish relationships with the sending states to receive records prior to the school year ending
<ul style="list-style-type: none"> ▪ Marry our MIS2000/MSIX and East Coast (ChildPlus)/ PowerSchool to assist with accurate assessment and grade level
<p>Key Strategies : 3b. By the end of the 2014-15 school year and each year after, the percentage of parents' participation will increase by at least 5%.</p>
<ul style="list-style-type: none"> ▪ collaborate with local agencies
<ul style="list-style-type: none"> ▪ use of community directories/memorandum of understanding
<ul style="list-style-type: none"> ▪ Referrals to agencies that provide service. Especially, to those counties that do not have a MEP family lit or education program
<p>Key Strategies After participating in at least 2 weeks of instruction, 50% of 3–4 year old migrant children and youth will demonstrate proficiency on assessments, checklists, or portfolios measuring developmental skills in language/literacy and math.</p>
<ul style="list-style-type: none"> ▪ Provide home- and school-based school readiness instruction that reflects developmentally appropriate strategies, ensuring that curriculum and instructional materials are in place.

MPO	Data Element	Method used for collecting/reporting data
3a	<ul style="list-style-type: none"> ▪ instances of shared data 	M6, MIS 2000, COEs, ChildPlus (ECMHSP), contact logs
3b	<ul style="list-style-type: none"> ▪ documented participation of parents 	Demographics Data- language, literacy, education levels (ECMHSP), COEs, Family Literacy Survey (Beaufort/Charleston), Parent Pre/Post Survey (ECMHSP), Community Assessment (ECMHSP), Community Resource Directory

Component 4 GOAL 4: GRADUATION FROM HIGH SCHOOL, CREDIT ACCRUAL, DROP OUT PREVENTION, AND SERVICES TO OUT-OF-SCHOOL YOUTH. The State's goal is to increase the high school graduation rate through efforts to better prepare students for success after graduation, whether their preference is to immediately enter the workforce or to continue their education. The State has set the goal that each high school in South Carolina reach a high school graduation rate of at least 90 percent.

Required Measurable Program Outcomes:

4a. By the end of school year 2014 and thereafter, there will be a 1% increase of services to migrant students enrolled in High School.

4b. Migrant students identified and enrolled in High School will show a 5% increase in credit accrual towards graduation.

4c. By the end of school year 2014 there will be an increase of awareness of support programs to potential migrant students dropouts and families in order to decrease the migrant drop-out rate by 2%.

4d. By the end of school year 2014 and thereafter, 25% of identified OSY will receive individualized or small group instruction in life skills.

4e. By the end of school year 2014 and thereafter, 25% of identified OSY will receive individualized or small group instruction in ELA.

4f. By the end of school year 2014 and thereafter, 25% of identified OSY will receive individualized or small group instruction in math.

<p>Key Strategies : 4a By the end of school year 2014 and thereafter, there will be a 1% increase of services to migrant students enrolled in High School.</p>
<ul style="list-style-type: none"> ▪ Increase ID&R efforts of migrant students in High School
<ul style="list-style-type: none"> ▪ Adoption/inclusion of migrant parent survey in school registration packets
<ul style="list-style-type: none"> ▪ Outreach efforts to school principals; attend principal meetings at least once a year
<ul style="list-style-type: none"> ▪ Provide in-services and technical assistance to schools regarding ID&R of MEP students and proper procedure for documentation and provision of needed resources
<p>Key Strategies : 4b Migrant students identified and enrolled in High School will show a 5% increase in credit accrual towards graduation.</p>
<ul style="list-style-type: none"> ▪ Monitor student progress through MSIX; note designated graduation school.
<ul style="list-style-type: none"> ▪ Review courses and number of credits of student; contact and discuss with Guidance Counselor a plan of action for credit accrual and graduation
<ul style="list-style-type: none"> ▪ Monitor High School students for progress every semester
<p>Key Strategies : 4c By the end of school year 2014 there will be an increase of awareness of support programs to potential migrant student dropouts and families in order to decrease the migrant drop-out rate by 2%.</p>
<ul style="list-style-type: none"> ▪ Establish the number of dropouts in each district by the end of 2014
<ul style="list-style-type: none"> ▪ Increase outreach efforts to principals, guidance counselors, and migrant families
<ul style="list-style-type: none"> ▪ Provide in-services and technical assistance to schools regarding potential dropouts of MEP students and proper procedure for documentation and provision of needed resources
<p>Key Strategies : 4d By the end of school year 2014 and thereafter, 25% of identified OSY will receive individualized or small group instruction in life skills.</p>
<ul style="list-style-type: none"> ▪ ID&R as soon as possible upon arrival date to ensure early enrollment and delivery of services
<ul style="list-style-type: none"> ▪ Consult H2a website and crew leaders to determine proposed arrival date
<ul style="list-style-type: none"> ▪ Utilize SOSOSY life skills lessons
<ul style="list-style-type: none"> ▪ SC MEP personnel including state recruiters, LEA personnel, and contracted service providers will provide instruction in life skills

<p>Key Strategies : 4e By the end of school year 2014 and thereafter, 25% of identified OSY will receive individualized or small group instruction in ELA.</p> <ul style="list-style-type: none"> ▪ ID&R as soon as possible upon arrival date to ensure early enrollment and delivery of services ▪ Consult H2a website and crew leaders to determine proposed arrival date ▪ Utilize SOSOSY ACRES lessons for Pre GED ▪ SC MEP personnel including LEA teachers and contracted service providers will provide instruction in ELA ▪ Contract with Adult Education to provide ESL/ELA
<p>Key Strategies : 4f By the end of school year 2014 and thereafter, 25% of identified OSY will receive individualized or small group instruction in math.</p> <ul style="list-style-type: none"> ▪ ID&R as soon as possible upon arrival date to ensure early enrollment and delivery of services ▪ Consult H2a website and crew leaders to determine proposed arrival date ▪ Utilize SOSOSY math lessons ▪ SC MEP personnel including LEA teachers and contracted service providers will provide instruction in math

MPO	Data Element	Method used for collecting/reporting data
4a	<ul style="list-style-type: none"> ▪ number of HS migrant students, number of services to HS migrant students 	MIS2000, PowerSchool, service logs
4b	<ul style="list-style-type: none"> ▪ number of HS migrant students, amount of credits accrued towards graduation 	MIS2000, PowerSchool, logs of recruiter/service provider and guidance counselor meetings and plans, number of hours MEP provided assistance to HS migrants
4c	<ul style="list-style-type: none"> ▪ number of HS and middle school migrant students, number of HS and middle school migrant students at risk of failing or failing, number of contact hours with failing or at risk of failing students and their families 	MIS2000, PowerSchool, logs of recruiter/service provider and guidance counselor meetings and plans, number of hours MEP provided assistance to HS and middle school migrants and their families
4d	<ul style="list-style-type: none"> ▪ number of OSY, number of life skills lessons 	MIS2000, COEs, OSY tracking forms, pre/post tests
4e	<ul style="list-style-type: none"> ▪ number of OSY, number of ELA lessons 	MIS2000, COEs, OSY tracking forms, pre/post tests
4f	<ul style="list-style-type: none"> ▪ number of OSY, number of math lessons 	MIS2000, COEs, OSY tracking forms, pre/post tests

d. Measurable Program Outcomes

GOAL 1: PROFICIENCY IN ENGLISH LANGUAGE ARTS

Required Measurable Program Outcome:

By the end of the 2014–15 academic year, and each year thereafter, the percentage of migrant students passing state standardized tests measuring English Language Arts (ELA) will increase by 1%.

GOAL 2: MATHEMATICS

Required Measurable Program Outcome:

By the end of the 2014–15 academic year, and each year thereafter, the percentage of migrant students passing state standardized tests measuring mathematics (math) will increase by 1%.

GOAL 3: SCHOOL READINESS

Required Measurable Program Outcomes:

- 3a. By the end of the 2014–15 school year, and each year after, there will be an improvement of data sharing between state agencies and data accuracy by 5%.
- 3b. By the end of the 2014–15 school year, and each year after, the percentage of parents' participation in the childrens' academic development will increase by at least 5%.
- 3c. After participating in at least 2 weeks of instruction, 50% of 3–4 year old migrant children and youth will demonstrate proficiency on assessments, checklists, or portfolios measuring developmental skills in language/literacy and math.

GOAL 4: GRADUATION FROM HIGH SCHOOL, CREDIT ACCRUAL, DROPOUT PREVENTION, AND SERVICES TO OUT-OF-SCHOOL YOUTH.

Required Measurable Program Outcomes:

- 4a. By the end of school year 2015, and thereafter, there will be a 1% increase of services to migrant students enrolled in high school.
- 4b. By the end of school year 2015, migrant students identified and enrolled in high school will show a 5% increase in credit accrual towards graduation.
- 4c. By the end of school year 2015, there will be an increased awareness of support programs for potential migrant students, dropouts, and families in order to decrease the migrant dropout rate by 2%.
- 4d. By the end of school year 2015, and thereafter, 25% of identified OSY will have received individualized or small group instruction in life skills.
- 4e. By the end of school year 2015, and thereafter, 25% of identified OSY will have received individualized or small group instruction in ELA.
- 4f. By the end of school year 2015, and thereafter, 25% of identified OSY will have received individualized or small group instruction in math.

e. Evaluation - State level and local level

Evaluation for the MEP is mandated under the Statutory requirements of: Title I, Part C, Sections 1301(4); 1303(e); 1304(b)(1) and (2); 1304(c)(5); 1304(d); 1306(a)(1)(C) and (D) ; and the regulatory requirements of : 34 CFR 200.1-200.8; 200.83; 200.84; 200.85

State level evaluation:

State level evaluation is conducted at the State level to ED chiefly via the state MEP to OME.

Evaluation at the state level is conducted under the Elementary and Secondary Education Act (ESEA) Evaluation Terms stipulated for all students. The following are defined under ESEA⁶:

- State Performance Goals
- State Performance Indicators
- State Performance Targets

The SEA, via the annual Consolidated State Performance Report (CSPR), reports to OME the following evaluative terms as required "on Performance Goals 1 and 5 using the state performance indicators for each goal, disaggregating the data by migrant status, and comparing it to state performance targets for each grade:"⁷

- Performance Goal 1: By 2013–2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and math.
 - Performance Indicator 1.1: The percentage of students at or above the proficient level each year on the state assessment in reading/language.
 - Performance Indicator 1.2: The percentage of students at or above the proficient level each year on the state assessment in math.
- Performance Goal 5: All students will graduate from high school.
 - Performance Indicator 5.1: The percentage of students who graduate from high school each year with a regular diploma.
 - Performance Indicator 5.2: The percentage of students who drop out of school each year.

To adhere to the Government Performance and Results Act (GPRA) of 1993, four GPRA measures were included for OME to ensure accountability and progress of the MEP at the federal level. Due to this, all MEPs must annually report the following to the U.S. Department of Education. This is done reported via the CSPR:

- (1) Percentage of MEP students that scored at or above proficient on their state's annual reading/language arts assessments in grades 3-8 and high school
- (2) Percentage of MEP students that scored at or above proficient on their state's annual Mathematics assessments in grades 3-8 and high school
- (3) Percentage of MEP students who were enrolled in grades 7-12 and graduated or were promoted to the next grade level

⁶ The following section is extracted from Section B of the Migrant Education Program Evaluation Toolkit A Tool for State Migrant Directors (Summer 2012) from the *US Department of Education Office of Migrant Education through a contact with The SERVE Center at the University of North Carolina-Greensboro.*

⁷ Ibid

(4) Percentage of MEP students who entered 11th grade and received full credit for Algebra I, or who were enrolled in a non-remedial Math course for which Algebra I was a prerequisite

Furthermore, the State MEP:

Through the Comprehensive Needs Assessment (CNA), the state develops a sophisticated understanding of instructional and other factors that affect migrant students' participation and success in school. The CNA committee studies evidence-based solution strategies and selects specific strategies that address the underlying factors inhibiting migrant students' academic progress. The state then develops a Service Delivery Plan (SDP) to communicate the types of instructional and support services that are consistent with selected strategies and establishes Measurable Program Outcomes (MPOs) for these services.⁸

It is the responsibility of the state MEP to evaluate the implementation and results of the program especially for priority for service (PFS) students. Evaluation is accomplished with an implementation evaluation which serves to determine the extent to which the program meets the needs of migrant students, with a focus on PFS students. Indicators examined in the evaluation comprise of comparing documented participation and performance of migrant students against the created MPOs.

According to OME's 2012 Evaluation toolkit, section B.3; the following are State Requirements for Evaluation:

If your state receives Title I, Part C funds for migrant education, you must evaluate the effectiveness of your state MEP using the following information:

- The four state performance targets related to Goals 1 and 5 (included in Section B.2 of the *Toolkit*) —disaggregated for PFS and other migrant students;
- MPOs established for specific activities and services disaggregated for PFS and other migrant students at the service delivery level and summarized at the state level.

States that adopt a performance target for school readiness determine their performance indicators, usually adopting some measure of early literacy. If your state adopted a performance target for school readiness or any other state performance targets, you must be prepared to provide services that enable migrant students to meet those targets and to disaggregate performance data for PFS students, other migrant students, and non-migrant students related to those targets.

⁸ Ibid

Other requirements for state MEPs:

- The comprehensive state plan for service delivery must determine the effectiveness of its program through a written evaluation (34 C.F.R. Section 200.83). (See *Section C Planning The Evaluation*)
- The MEP should examine program implementation within the first or second year of the program and every two-three years thereafter. (*Guidance*, Chapter VIII, C5).
- MEP results based on performance measures, state performance targets, and measurable program outcomes should be examined every year (*Guidance*, Chapter VIII, C5).
- The state must focus on migrant children who are PFS students and develop methods for disaggregating state assessment data and measurable outcomes in order to determine the impact of the MEP on PFS students (34 C.F.R. Section 200.84; *Guidance*, Chapter VIII, C8).
- The state MEP must use the results of the evaluation to improve services to migrant children (34 C.F.R. Section 200.84 and 200.85) (See *Section G Using Evaluation Findings*).
- The state MEP must periodically document the evaluation in a written report (34 C.F.R. Section 200.84). (See *Section F Communicating Evaluation Findings*)
- OME requests that states submit a written program evaluation report once every two to three years (*Guidance*, Chapter VIII, C5).

States should report the *purpose* of the evaluation, *methodology* for what data were collected and how they were collected, *results* of the implementation evaluation, *results* for PFS and other migrant students, and the *implications* for making decisions about the program (*Guidance*, Chapter VIII, D2).

In September of 2013, SCMEP received a finding from OME for lack of adequate program evaluation. SMEP received a corrective action to submit an evaluation that complies with reporting requirements by October 2014. Henceforth, in order to comply with regulations, SCMEP will continue to conduct an annual evaluation of LEA/LOA subgrantee reporting requirement (detailed below). To ensure compliance with federal regulations, SCMEP has requested the assistance of the SC Department of Education's Grant Management Office to review and verify that all reporting fields collected.

Statewide, SCMEP will present a programmatic evaluation to OME October 2014. SCMEP will work with OME regarding suggestions and feedback from the submitted evaluation to ensure more stringent reporting. If the evaluation to be submitted in October does not meet federal standards, SCMEP will work with OME to ensure compliance. If the evaluation does meet federal standards, SCMEP will incorporate OME suggestions and feedback to include for the program wide evaluation in 2016.

Local Level LEA/LOA Subgrantee Reporting Requirements:

Delineated in OME's 2012 Evaluation toolkit, section B.4 is the following requirements for Local Evaluation:

B.4 Local Requirements for Evaluation

Local operating agencies (LOAs) that receive subgrants from the state MEP for migrant education must also evaluate the effectiveness of their services for meeting the needs of migrant students, especially PFS students. The local project evaluation should measure both the implementation of the project and student performance against the project's MPOs, the state's MPOs, and the state's performance targets. (*Guidance*, Chapter VIII, C3)

- The LOA should develop MPOs that are aligned with the state's MPOs (*Guidance*, Chapter VIII, B6).
- The LOA must use the results of the evaluation to improve services to migrant children (34 C.F.R. Section 200.85).
- LOAs should evaluate progress of migrant children in the project against MPOs, report these outcomes to the state MEP, and use evaluation results to improve services for children in MEP preschool projects (*Guidance*, Chapter VIII, C10).

LEA/LOA reporting obligations are detailed in the SCMEP's application for funding. Specifically the application for funding for 2014-2015 states the following:

All subgrantees must provide a certification of eligibility for each child served by the MEP and are required to use the Certificate of Eligibility (COE) form to document determination of eligibility for migratory children and youth. Newly completed COEs must be submitted to the State Data Specialist within one week. The student tracking form will include a list of the types of services and the amount of time to OSY, K-12, and Pre-K. Student tracking forms must be reported to the SCDE within two weeks of the student being identified for eligible services.

Each program will be required to submit a final evaluation report upon the completion of their program no later than June 16, 2015, for regular school year programs (both types) and September 16, 2015, for summer/intersession programs. The SCDE will provide additional guidance to subgrantees for completing the report. Components will include

- A description of how priority children and youth were identified and received priority services
- Measurable outcomes for the six components provided in the proposal
- A list of the support services from multiple sources provided
- A list of the parent involvement activities
- The total number of eligible migrant students enrolled and served, and students identified as non-English proficient or limited English proficient (LEP) with a state approved language assessment tool, eligible migrants served within family literacy, and eligible OSY served
- Copies of the enrollment and attendance for each class of instruction and enrollment/registration of any participants in a family literacy program class or home-based services.

3. Project Plan

As this is the first state wide CNA/SDP process generated solely by the practitioner of the SCMEP and is linked with the corrective action meted to SCMEP, the project plan for the SDP is linked closely with the objectives of the plan for the corrective action. The action plan for the corrective action has been demarcated within a fidelity of implementation index (FII) attached in Appendix 7.

Figure 3 a below shows an abbreviated FII. The full FII in the appendix sets forth the activities discussed and agreed to complete; the activities completed and yet to complete; the goal and MPO the activity aligns with; and the entity or entities responsible for the activity completion.

SCMEP abbreviated FII for OME corrective action due by Oct 2014		
<i>Corrective action</i>	<i>Details of corrective action</i>	<i>Rectifiable actions</i>
<u>Corrective Action 1 – Performance Indicators</u>	1a - Report on performance indicator results indicating percentage of migrant and non-migrant student at or above proficiency in mathematics and reading/language arts for elementary, middle, and high school students not disaggregated by priority for services (PFS).	1a. - Compile data in accessible format
		1a.1 - Receive most recent data from assessment
		1a.2 – Email for data request
		1a.3 Identify students marked as migrant; identify students that took state tests; cross reference with migrant database
		1a.4 Put in graph and narrate results of migrants

	1b - Report annual mean score of student increases desired for elementary, middle, high school and end of course examinations	1b. 1b - Report annual mean score of student increases desired for elementary, middle, high school and end of course examinations 1b.1 Set school year (SY 2013-2014) as baseline year for measurement of desired increases 1b.2 - Email for data request 1b.3 - Receive most recent data from assessment 1b.4 - Identify students marked as migrant; identify students that took state tests; cross reference with migrant database 1b.5 Put in graph and narrate results of migrants
<u>Corrective Action 2 – Measureable Program Outcomes (MPOs)</u>	2a - Create MPOs distinct from performance indicators, which measure the effectiveness of specific services, and that are disaggregated by PFS and non-PFS students.	2a.1 Compile data in accessible format 2a.2 Update LEA/LEO application to reflect new MPOs 2a.3 Include new MPOs in Service Delivery Plan (SDP) 2a.4 evaluate new MPOs for summer 2014 2a.5 Submit to OME by 01 oct 14
<u>Corrective Action 3 – Implementation Results</u>	3a - Create a Fidelity of Implementation Index (FII) based on the Service Delivery Plan	3a.1 compile data in accessible format 3a.2 create SDP 3a.3 create FII 3a.4 submit to OME by 01 oct 14
<u>Corrective Action 4 – Improvement of Services</u>	4a – Improve services based on the analysis of performance indicator data, MPO data, and FII adherence, define and prioritize performance gaps and decide program course based on the aforementioned.	4a.1 Request assessment data for SY2013-2014 at end of school year 4a.2 Set school year (SY 2013-2014) as baseline year for measurement of desired increases 4a.3 Implement new CNA/SDP changes for SY13-14 4a.4 Review data for SY2013-2014, define and prioritize performance gaps and recommend program course adjustments 4a.5 compile data in accessible format 4a.6 create FII 4a.7 submit to OME by 01 oct 14

Figure 3 a - abbreviated SCMEP FII

4. Priority for Services Students

SCMEP’s criteria and prioritization of services for PFS students is described in the extract from the SCMEP application:

Priority For Services (Section 1304 (d))

Subgrantees are required to offer and document how funds/services were first offered to migrant students who “are failing, or at most risk of failing, to meet the State’s challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year.”

During discussions at on-site visits with LEAs/LOA on the implementation of the new MPOs for summer 2014, inadequacy of the state wide criteria for PFS students arose. Albeit, the criteria have been in place for at least a decade, it was evident that there needed to be more specification regarding the criteria for PFS. Slated on the agenda for the 15 August 2014 – end of summer 2014 feedback, evaluation, program improvement meeting, is discussion for re-evaluation of PFS criteria. From the meeting will arise a plan for new, more specific and apropos criteria for PFS students.

5. Identification and Recruitment Plan

SCMEP is responsible for the identification and recruitment (ID&R) of all eligible migrant children and for documenting the basis of a child's eligibility. SCMEP currently utilizes both state and local recruiters in order to maximize ID&R efforts throughout the state in its entirety.

The Guidance states that SCMEP is responsible for:

- Creating a process for mapping where migrant families are likely to live and work within the state
- Developing procedures to effectively identify and recruit all eligible migrant children in the state
- Training, guiding, and deploying recruiters
- Providing quality assurance procedures to ensure accuracy and written eligibility documentation
- Revising procedures as needed

Recruiters are responsible for:

- Obtaining information provided by parents, guardians, and others regarding the child's eligibility for the MEP
- Making determinations of eligibility
- Accurately and clearly recording information that establishes that a child is eligible for the MEP on a COE
- Act as a liaison between migrant families, schools, and service agencies (e.g., providing information regarding English as a Second Language, GED classes or OSY classes)
- Interview migrant families and make eligibility determinations
- Clarify information from parents, guardians, and self-eligible youth with additional sources when necessary
- Participate in quality assurance efforts
- Maintain accurate and thorough records
- Ensure only children eligible for migrant services are served through the respective funds

The recruiter works to bridge the gap between migrant families and youth and the services that are available to them through the SCMEP, LEAs and other community agencies. ID&R is an essential component to the SCMEP since often times our migrant students and OSY with the greatest needs are the most challenging to locate. It is of the upmost importance that SCMEP recruiters build and maintain rapport with growers, crew leaders, LEA staff (particularly Title I & Title III, McKinney-Vento Homeless Liaisons, social workers and other bilingual liaisons).

Recruiters participate in an annual SCMEP training held in the spring of each year that addresses ID&R practices and procedures, information regarding proper completion of COE and OSY profile, cultural awareness and state ID&R updates. Additionally, SCMEP recruiters participate in ID&R trainings and seminars hosted by other states such as Florida, Georgia and North Carolina Migrant Education Programs. Such interstate training, networking and coordination ultimately serves to increase ID&R of our migrant children, youth and OSY in

South Carolina. Further information regarding ID&R policies and procedures can be referenced in the SCMEP ID&R Manual.

6. Parent Involvement Plan

Traditionally SCMEP operated only summer only programs and thus were exempt from consultation with Parent Advisory Councils (PAC) for the planning and operation of MEP (Title I, C §1304(c)(3) and Guidance Chapter VII, A1.) Accommodations for parental involvement for the regular school year were accomplished by school districts under Title I, §1118.

Cognizant of section 1304(c)(3), and its obligations transitioning from summer only to summer and regular school year programs, SCMEP made provisions in the first CNA meeting in December 2013 to include the first ever statewide PAC meeting. Albeit circumstances resulted in only one parent being able to attend, this parent fully participated and contributed to the planning and operation of SCMEP.

SCMEP plans on convening another PAC in 2015 and will strive to secure more mediums to ensure that migrant parents may attend. Furthermore, SCMEP outlines the obligations for local parental consultation in the application:

Parental Consultation (Section 1304 (c)(3))

LEAs/LOAs that operate a regular school year program must establish and consult with their parent advisory councils (PAC) for parental input in planning and operating the local MEP. In particular, they must consult with the PAC about the comprehensive assessment of the needs of migratory children and youth to be served and the design of the comprehensive service delivery plan. Eligible PAC members include parents or guardians of eligible migrant children and youth and individuals who represent the interests of such parents. LEAs/LOAs that operate summer programs must demonstrate how migrant parents were consulted. More detail concerning parent consultation and parental involvement is provided in Chapter VII: Parental Involvement of the [*Non-Regulatory Guidance for the Title I, Part C Education of Migratory Children \(2010\)*](#).

Support and resources for migrant parents are primarily given through the efforts of LEA/LOA programs and through migrant recruiters. Support and resources are ensured by the establishment of community networks and resource guides. This results in referrals to other agencies as needed, such as migrant health, migrant Head Start, local social services, and community food banks.

7. Exchange of Student Records Plan

In June 2013 MEP staff received a two day professional development from then OME supported Records Exchange Advice, Communication, and Technical Support (REACTS) on the use of the Migrant Student Information Exchange (MSIX). SCMEP also established a state data specialist in April 2013 after an evaluation was conducted, and approved; of student records procedures (please refer to **Error! Reference source not found.** for the full analysis).

Currently SCMEP employs the use of MIS2000 as a state wide migrant student database. SCMEP state and local personnel are required to complete annual training in the use of MSIX; completed training screen shots or print outs of the MSIX on line training are sent to the migrant state coordinator for record. State and local personnel use MSIX as medium to send and receive migrant student records. Furthermore, LEAs, such as Colleton, that have frequent arrivals of migrant students from particular areas of Florida, have established direct communication with home schools in Florida for the speedy transfer of student records.

Cross-state collaboration has been fostered through the participation of state and local level staff at the national migrant education conferences due to extensive networking with key MSIX personnel. At the state level, the state data specialist is indispensable with working with the staff of MIS2000 in a constant feedback loop of student records improvement. The state data specialist and the state coordinator also collaborate extensively with the staff of the research and data analysis division of the SC Department of Education to improve on the data quality process and procedures.

SCMEP is primarily a receiving state. That is, there are few students that spend the bulk of the regular school year in SC. In turn, there are few requests for records transfers. However, there has been an effort in the summer 2014 MEP programs to provide parents with documentation of their child's participation in the program and the program contact information. Parents are instructed to keep the documentation and present it at the next school of attendance. The SCMEP plans to formalize the existing procedures in an Exchange of Student Records Plan.

8. Implementation and Accountability in Local Programs

Sections 8 and 9 provide details on how the state level MEP can assist LEAs/LOAs to apply the SDP and methods to determine accountability. Specifically, plans on communication with LEA/LOA MEP programs on the SDP are included, along with details to ensure their participation and feedback. Information regarding technical assistance to aid local MEP to implement programs and build capacity is included below. Strategies from SDP local implementation and monitoring for accountability are also detailed.

a. Local Level Communication

The primary method for local level communication regarding the SDP is via the participation of the practitioners at state level MEP meetings. These meetings include the annual MEP training in the spring and also the end of season meeting in August. The current SDP is to be presented on 15 August 2014 at the end of the season meeting. The majority of the participants are practitioners who were on the CNA/SDP creation meetings. They will be given access to the SDP and their feedback will be solicited for improvement of the SDP in order to create the final draft. The final SDP draft, after approval from OME, will be posted on the SCMEP website.

b. Local Level Professional Development and Technical Assistance

Professional development and technical assistance are provided at the annual SCMEP training, and individually at on-site monitoring visits. At the 15 August meeting, practitioners will be asked for their feedback on professional development and technical assistance provided by

SCMEP. Their responses will shape the professional development and technical assistance approach by SCMEP.

c. Subgranting Process

Elucidated in the SCMEP application is the subgranting process. Below is the extract from the 2014-2015 application regarding the process:

Eligibility and Selection Criteria

LEAs, LOAs, private nonprofit organizations, and institutions of higher education are eligible to apply for MEP funds.

To receive funding, eligible applicants must submit an application to the SCDE as instructed below. Eligibility and selection for funding will be determined based on the applicant's ability to fulfill the obligations required for MEP. Once the application is approved, the grantee is required to comply with all applicable statutory and regulatory requirements.

Submission Instructions: How to Apply

Eligible applicants must submit the MEP application online at

<https://adobeformscentral.com>

[/?f=FBLGfkTU2JugLfxIeQswhw](https://adobeformscentral.com/?f=FBLGfkTU2JugLfxIeQswhw) by **5:00 p.m., Friday, May 23, 2014.**

Applications must include the information requested online and a complete proposal that includes the Private School Consultation form, Budget Narrative, and a signed Certification Signature Page.

Follow the order below to ensure all information is collected, prepared, and saved as directed prior to completing the online submission.

1. Prepare the Proposal Narrative as outlined on page 9 based on your plan to implement the program.
2. Acquire all required signatures on the Certification Signature Page and scan as a PDF document.
3. Engage in the private school consultation, complete the Private School Consultation form, obtain appropriate signatures, and scan the page as a PDF document.
4. Compile the information to be completed online using the screenshots below.

Applicants are able to save their progress online, but it is strongly recommended to complete all components for submitting the application prior to going online.

d. Monitoring and Accountability

LEA/LOA monitoring and accountability to the adherence of the SDP will be verified through end of program evaluations and on-site monitoring visits. Program evaluations are submitted by

LEA/LOA directors online. The evaluation for the program is created in collaboration with the Grant Management office to ensure compliance of federal regulations.

Rendering the on-site monitoring more stringent, implemented for the summer 2014 was a non-singular system. Specifically, a two member team including the MEP state coordinator, and another state level staff member of the Office of Federal and State Accountability (OFSA) conducted an on-site visit of each MEP funded LEA/LOA. After the monitoring visit, another OFSA with financial training completed the monitoring through a financial inquiry.

On-site monitoring is completed using an on-site monitoring tool adapted from the OME’s state level monitoring tool for state level MEPs. Included in the tool is a section for CNA/SDP compliance (kindly refer to Figure 8 a - extract of SCMEP monitoring tool for CNA/SDP below).

<p>B. Program Services/ Provision of services (Sec. 1304(d), 1306 (1)(a)-1306(1)(g))</p>	
<p>B1 Comprehensive State Plan (ESEA § 1306); 34 CFR § 200.83; Guidance, Chap. IV)</p>	
<p>B1a Comprehensive Needs Assessment (34 CFR § 200.83(a)(2); Guidance, Chap. IV, ¶)</p> <p><i>How does the LEA/LOA identify and assess the (1) unique educational needs of migrant children that result from their migratory lifestyle; and (2) other needs that must be met for migrant children to participate effectively in school?</i></p>	<ul style="list-style-type: none"> ▪ Does the needs assessment identify the grade levels/instructional areas on which the program will focus? Select children with the greatest need for special assistance? Use the results of written or oral tests? Identify children whose needs are being met by other programs? Assess resources (e.g., personnel, instructional materials)? ▪ Does the LEA/LOA have a copy of the written comprehensive needs assessment report? ▪ How frequently is the needs assessment conducted? ▪ How does the LEA/LOA identify the needs of students who have a priority for service? ▪ How does the LEA/LOA identify those children who have priority for services and to identify their special educational needs? ▪ How does the LEA/LOA use needs assessment data to determine student and program needs and service delivery strategies? How does the LEA/LOA use the results of the needs assessment to determine what services to provide? ▪ How did the results of the needs assessment affect this year's program? How are the results of the needs assessment conveyed to local operating agencies?
<p>B1b Service Delivery Plan (ESEA § 1306 (a)(1)(D); 34 CFR § 200.83; Guidance, Chap. IV, ¶ B)</p> <p><i>Does the SEA’s State Service</i></p>	<ul style="list-style-type: none"> ▪ Does the LEA/LOA have a copy of the written comprehensive needs assessment report? ▪ How does the LEA/LOA ensure that it’s program complies with the SDP? ▪ Does the LEA/LOA application align with

<p>Delivery Plan describe the strategies that the LEA/LOA will pursue to achieve the State's measurable program outcomes and contribute to the attainment of the State's performance targets?</p>	<p>the SDP?</p>	
<p>B1c Priority for Service Students (ESEA § 1304(d); 34 CFR § 80.40(a); Guidance, Chapter V)</p> <p>How do the LEA/LOA ensure that migrant children who (1) are failing, or at risk of failing, to meet the State's standards; <u>AND</u> (2) have an educational interruption during the regular school year are given priority for MEP services?</p>	<ul style="list-style-type: none"> ▪ How has local project staff <u>implemented</u> this requirement (if applicable, following the guidance or instruction that they received from the SEA)? 	
<p>B2a Coordination of Services (ESEA § 1304(b)(3); Guidance, Chapter VI)</p> <p>How does the LEA/LOA promote coordination and continuity in the provision of instruction and related support services for migrant children as they move across school districts and States, including the transfer of credits for high school students?</p>	<p><i>Migrant Child Population</i></p> <ul style="list-style-type: none"> ▪ Where do the migrant students in this area move from/to? ▪ What is the pattern of enrollment across the district (by school, district, State)? <p><i>Coordination with Other Districts/States.</i></p> <ul style="list-style-type: none"> ▪ How does the LEA/LOA help students meet the academic requirements in their "home" school districts, including preparing for and taking required competency exams, where applicable? ▪ How do sending/receiving schools provide for continuity of instruction for migrant children whose education has been interrupted during the school year? ▪ How do you communicate with other States? ▪ With which other States do you work? ▪ How does the LEA/LOA request and transmit student records both within the State and with other States? Does this State participate in MSIX? If yes, has the State submitted MDEs for all three phases (i.e., core demographic data, assessment data, and secondary course history)? When does the State plan to submit all necessary MDEs? <p><i>Records Transfer</i></p> <ul style="list-style-type: none"> ▪ What data besides COE data do you collect? ▪ How do you protect the privacy of COEs and data on migrant children maintained at the and local level? (e.g., password protection, user authentication) ▪ What kinds of reports do you run and how often do you run them? 	

	<ul style="list-style-type: none"> ▪ How and how often do you back-up the data in the system? ▪ Can staff keep up with the submitting data? If not, why? Insufficient staffing? Equipment issues? Other problems? <p><i>Training</i></p> <ul style="list-style-type: none"> ▪ What type of training is provided to LOA staff? Who provides the training? What does the training cover [ask to see a training agenda]? 	
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Figure 8 a - extract of SCMEP monitoring tool for CNA/SDP

9. Looking Forward

This concluding section details how the SDP will be disseminated and how it will be employed as an organic document adapting to increase the efficiency and effectiveness of SCMEP. Elaborated below are points on the sharing of the SDP with LEAs/LOAs and other stakeholders. Finally, a strategy for keeping the SDP as a continuous feedback loop on the improvement of MEP is sketched.

a. Communicating the SDP to Local Projects

Discoursed above, was the plan for communicating the SDP to local projects. In summary, the first draft of the 2014-2016 SDP is slated to be presented to the SCMEP state and local practitioners at the end of season meeting on 15 august 2014. The practitioners will then review the document and provide their feedback to the MEP state coordinator. The MEP state coordinator will review the feedback from the practitioners and other stakeholders and prepare a final draft. OME will receive a final draft of the 2014-2016 SCMEP SDP in October 2014. After OME's revision, their feedback and suggestions will be incorporated into the SDP. From there it will be posted on the SCMEP website with MEP LEAs/LOAs and other stakeholders receiving individual notification of its posting.

b. Communicating the SDP to Other Stakeholders

SCMEP coordinates closely with other stakeholders both within the SC Department of Education and within the network of programs serving migrants. Examples of the former include: Title A; Title III; Mc-Kinney Vento/Homeless; Neglected and Delinquent; Data and Assessment; and Adult Education. Latter examples of coordinating partners include East Cost Migrant Head Start; Migrant Health; SC Ag Labor Coordinating committee; the migrant programs of NC, GA, FL, TN; and local coordinating committees and agencies.

SCMEP highly values the input of these stakeholders. Hence, many of the representatives participated as practitioners in the CNA/SDP process. When the SDP process is complete as described above, the stakeholders will also be privy, through individual communiques of its finalization.

c. Reconvening the Planning Team to Review Formative Data and Emerging Issues and Determine Changes Needed in the SDP

Considering the nature and limitations of SCMEP as a small state, emerging issues and formative data affecting the SDP will be reviewed at state level MEP meetings most notably during the annual training and end of season evaluation. Notes from individual professional development and technical assistance to LEAs/LOAs will also be compiled for the practitioners' consideration.

The SDP is an organic document. It is created with the intent of being a living document reflective of the needs for SCMEP improvement. Rendering the SCMEP, as reflected in the SDP, more efficient and effective is a continuous practice; a feedback loop in which the SDP is to serve as the mirror.

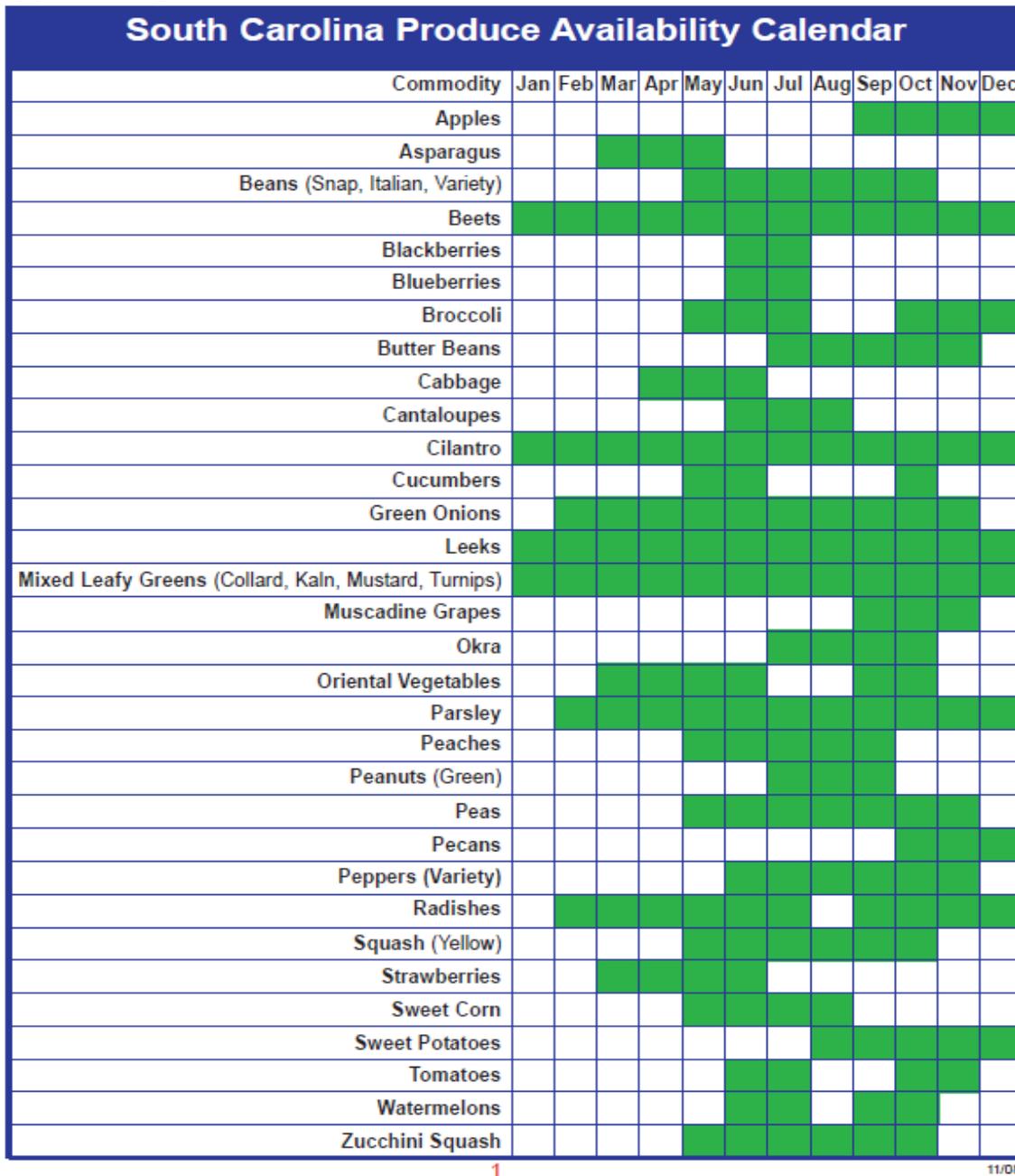
d. Setting a Target Date for the Next Comprehensive Needs Assessment and SDP Process

This current SDP is set for 2014-2016. Signposted in the timeline under Section 1.i of this document is the schedule for the formal commencement of the next iteration of the SDP.

e. Building and Maintaining Collaborations

Collaborations are essential for the effectiveness and efficiency of SCMEP, especially given limited resources. Collaboration is the lifeblood of SCMEP. Ergo, within the nature of the existence of SCMEP, collaboration will continue to be built and maintained, so SCMEP can be sustained.

Appendix Figure 4



Appendix 1 South Carolina Produce Availability Calendar
SC Produce Availability Calendar, South Carolina Department of Agriculture (2014) accessed on 11 August 2014 at: <https://agriculture.sc.gov/fruitsandvegetables>



Agenda SCMEP 1of2 CNA 2014-2016 and 1st statewide PAC 16 dec13

I. Introduction and Welcome II. PAC explanation III. CNA part I

- A. Introduction and Overview to CNA
 - A.4 Seven Areas of Concern
 - A.5 Step-by-step Approach to the CNA
- B. Overview of Statues, Regulations, and Non-Regulatory Guidance Related to the CNA
 - B.1 Legal Requirements
 - B.2 What is a Comprehensive Needs Assessment?
 - B.3 Migrant Education Program Priority and Goal Areas, GPRA, PFS
- C. Developing a Management Plan for the CNA
- D. Creating a Needs Assessment Committee
- E. Creating a Migrant Student Profile
 - E.1 Demographics on Students and Families
 - E.2 Academic Outcomes
 - E.3 Mobility
 - E.4 Data from other Agencies
 - E.5 Representing and Archiving Data

IV. Break

Step 2 -

- F: Identifying Concerns
 - F.2 Generating Concern Statements
 - F.3 Prioritizing Concerns
 - F.5 Archiving Information for the CNA

V. Lunch

- G: Writing Need Indicators
 - G.2 Developing Needs
 - G.3 Recommending Data Sources
 - G.4 Comparison Groups for Needs Indicators
 - G.5 Prioritizing Needs Indicators
 - G.6 Archiving Information for the CNA

VI. Break

Step 3 -

- I: Analyze Data
 - I.3 conducting a participatory data review and analysis process
 - I.4 Writing Needs Statements
 - I.5 Prioritizing Need Statements
 - I.6 Archiving Information for the CNA

VII. Conclusion

SCMEP CNA for 2014-2016 meeting 1 of 2 and 1st Statewide PAC addenda 16dec13 SC Department of ED, Conference Center, Columbia, SC 09h-16h30

Appendix 2 CNA meeting 1 of 2 Agenda

Appendix D.1 Needs Assessment Committee Participation Chart SCMEP 2014-2016 CNA meeting 1of2 Monday 16Dec2013 SC Department of Education, Conference Center, Columbia, SC 09h-16h30

	NAME	CATEGORY	LEVEL (State, Regional, local)	GEOGRAPHIC (County, Region)
1	Egilda Santiago	Recruiter	Local Migrant	Beaufort SC
2	Bruce Wright	Recruiter SCDE	State	upstate
3	Man McOrin	MEP Coordinator	Local	Aiken
4	Steve Abbott	State MEP	State	state
5	Patricia Hamilton	Nurse	Local	Midlands
6	Michael Edwards	Recruiter / Family Support	Regional	Colleton
7	Jayne Grant	Data Specialist	State	State
8	Crystal Fields	Federal Programs	State	State
9	David Hill	Federal Programs	State	State
10	Stephen Boags	CCSD / MYP	Regional	East
11	Dana Rogers	ECMHSP	Regional	State
12	Lynal Gomez	ECMHSP / para	Regional	State
13	Chloe Garrison	ECMHSP	Regional	State
14	Gail J. Mencer	Coordinator - BFT	LOCAL	Beaufort
15	JOSEPH TAYLOR	OSY - COORD.	LOCAL	BEAUFORT
16	Celina Anthon	Federal Reg. Adm	Local	charleston
17	Jennifer ALMEIDA	State MEP	State	SC
18				
19				
20				
21				
22				
23				
24				

Category:

- State MEP personnel
- Federal programs administrators (e.g., Title I, Title III, homeless education)
- Regional migrant coordinator
- Local migrant staff – recruiter
- Local migrant staff – advocate
- Local migrant staff – teachers, tutors, paraprofessionals
- Local migrant staff – data entry specialists or clerks
- District and school administrators
- Migrant parents
- State or local Parent Advisory Committee representatives
- Migrant students or former migrant students
- State or local coordinating agency staff (e.g., county health department staff)
- Subject matter experts (reading, mathematics, school readiness, graduation/school completion)
- Research and evaluation specialists
- Data collection and analysis experts

D-1-1 Adapted from: Comprehensive Needs Assessment Toolkit: Step 1- Preliminary Work: Creating a Needs Assessment Committee
Appendix D.1 Needs Assessment Committee Nominations Chart

Appendix 3 CNA meeting 1 of 2 sign in sheet

Agenda SCMEP 2of2 CNA 2014-2016 Thursday 06 February 2014 10h-17h

**I. Introduction and Welcome
II. CNA Part I Review**

Review of 1st meeting:

- Section A : Introduction and Overview
 - Seven Areas of Concern
 - CNA Step by Step Approach Review
- Section B : Statutory and Regulatory Obligations Review
 - What is a CNA? review
 - Review – MEP Priority and Goal Areas
 - GPRA
 - PFS
 - Preschool
- Section C : CNA Management Plan Development Reviewed
- Section D : Creation of a Needs Assessment Committee (NAC)
- Section E : Brief Review of Migrant Student Profile
- Section F : Identifying Concerns
 - Report by groups
- Section G : Writing Needs Indicators
 - Report by groups
- Section H : Developing and Collecting Data Review
- Section I – Analyzing Data and Writing Need Statements
 - Report by groups

III. Break

IV. CNA Part 2

Step 3

- J : Proposing Specific Solutions
 - J.1 Preparing for the NAC Meeting
 - J.2 Convening the NAC
 - J.3 Expert Work Groups – Getting on the Same Page
 - J.4 – Expert Work Groups – Identifying Solutions
 - J.5 Reviewing Proposed Solutions
 - J.6 Summarizing the Proposed Solutions
 - J.7 Archiving Information for the CNA
 - J.8 Manager’s Checklist and Reflection

V. Working Lunch

Step 4

- K: Recommending Priority Solutions
 - K.1 Developing Criteria for Prioritizing Proposed Solutions
 - K.2 Prioritizing Solutions
 - K.3 Developing Measurable Program Outcomes for Prioritized Solutions
 - K.4 Archiving Information for the CNA
 - K.5 Manager’s Checklist and Reflection

VI. Break

Next Steps - Discussion

VII. Conclusion

Appendix 4 CNA meeting 2 of 2 Agenda

Appendix D.1 Needs Assessment Committee Participation Chart SCMEP 2014-2016 CNA meeting 2of2 Thursday 06Feb2014 Aiken Adult Education, Byrd Learning Center 1 Willis Circle Graniteville, SC 10h-17h

	NAME	CATEGORY	LEVEL (State, Regional, local)	GEOGRAPHIC (County, Region)
1	Dana	Local migrant staff	Regional	Charleston
2	Laura	Local migrant staff	Regional	Charleston
3	Jayne	Data Specialist	State	
4	Dana	SCMEP Recruiter	SC	upstate
5	Mary	District MEP coord	district	midlands
6	Gandy	Prog. Co-ordin.	district	Beaufort
7	Josef	OSY coord	DISTRICT	BEAUFORT
8	Esilda	Recruiter	District	Beaufort SC
9	Selin	MEP coordinator	Charleston SSD	Charleston, SC
10	Jay	MEP Coordinator	Colleton County	Walterboro S.C.
11	Stephan	OSY Coordinator	district/Regional	Charleston
12	Linda	ECMHS Fed Prog.	State	state
13	Michael	ECMHS/TODS	Collator	Lowcountry
14	LARRY	LOCAL TEACHER	LOCAL	MIDLANDS
15	Lennie	State MEP	State	State
16				
17				
18				
19				
20				
21				
22				
23				
24				

Category:

- State MEP personnel
- Federal programs administrators (e.g., Title I, Title III, homeless education)
- Regional migrant coordinator
- Local migrant staff – recruiter
- Local migrant staff – advocate
- Local migrant staff – teachers, tutors, paraprofessionals
- Local migrant staff – data entry specialists or clerks
- District and school administrators
- Migrant parents
- State or local Parent Advisory Committee representatives
- Migrant students or former migrant students
- State or local coordinating agency staff (e.g., county health department staff)
- Subject matter experts (reading, mathematics, school readiness, graduation/school completion)
- Research and evaluation specialists
- Data collection and analysis experts

Appendix 5 CNA meeting 2 of 2 sign in sheet

SC MEP

School Readiness Concerns Committee

Monday, December 17, 2013

Participants:

Dana Rogers (ECMHSP), Laura Gonzalez (ECMHSP), Chloe Garrison (ECMHSP), Liza Santiago (SC MEP – Beaufort), Jayme Grant (SC MEP – Data Specialist)

School Readiness Definition – Head Start defines SR as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life. Families are also prepared to support their children as lifelong learners.

4. **Goal Area:** School Readiness

Concern Statement: (Educational Continuity) We are concerned that there is a lack of efficiency in receiving school records (intra/interstate) and it makes it challenging to develop an individualized plan for study for each child.

Need Indicator: Lack of complete data found in M6, MIS 2000, and COEs, ChildPlus (ECMHSP).

Data Source: M6, MIS 2000, COEs, ChildPlus (ECMHSP)

Comparison Group: Child enrolled for the full school year, children enrolled in Regional Head

Start

Need Statement: Efficient and accurate data entry in M6, MIS 2000, on COEs, and in ChildPlus. Enhance data sharing between ECMHSP and SC MEP.

5. **Goal Area:** School Readiness

Concern Statement: (Educational Support in the Home) We are concerned that parents lack strategies and access to resources in the community to provide additional educational support.

Need Indicator: Community Assessment data (community resources available), Family Literacy Surveys (Beaufort/Charleston), Parent Pre/Post Survey (ECMHSP)

Data Source: Demographics Data- language, literacy, education levels (ECMHSP), COEs, Family Literacy Survey (Beaufort/Charleston), Parent Pre/Post Survey (ECMHSP), Community Assessment (ECMHSP), Community Resource Directory

Comparison Group: Regional Head Start, children enrolled year round in public school, children enrolled in private child care

Need Statement: Increase parent education training on what is school readiness and the importance of parent engagement.

Enhance community partnerships in order to increase awareness of the unique needs of migrant workers and their families and how our partners can better serve this population.

Notes:

1. Educational Continuity

- a. Frequency of moves disrupts continuity of educational services.
 - i. ECMHSP – demographics reports
 - ii. SC MEP - COEs
- b. The short duration of attendance in a structural educational setting also disrupts the continuity of educational services.
 - i. ECMHSP – demographics reports
 - ii. SC MEP – COEs
- c. The lack of efficiency of receiving school records (intrastate and interstate) makes it difficult to develop an individualized plan of study/support for children.
 - i. Challenging to identify needs because have not received records from previous school
- d. Because of the nature of migrant work, there are internal and external factors that impact program design, management and operation of the program.
 - i. Program structure – flexibility with changes in season
 - ii. Funding issues

2. Educational Support in the Home

- a. Long work hours, lack of education, and low literacy levels can make it challenging for parents to provide educational support in the home.
- b. Parents lack information about strategies and resources to provide educational support in the home.
 - i. Strategy – Increase parent education about school readiness and importance of parent engagement
 - ii. Change approach to parents – individualize!

Appendix 6

Event	SCMEP – Development of corrective action plan
Date and lieu	Thursday 03 july 2014 10h-16h30 SCDE 504-C Monday 14 july 2014 10h-16h30 SCDE 504-C
Participants	Jayne Grant, Jennifer Almeda

Corrective Action 1 – Performance Indicators

1a - Report on performance indicator results indicating percentage of migrant and non-migrant student at or above proficiency in mathematics and reading/language arts for elementary, middle, and high school students not disaggregated by priority for services (PFS).

Performance Indicators already taken 1a

- State Assessment Performance Data was requested (06Dec13) and received (11dec13, HSAP and EOC still pending) from Research and Data Analysis.
- Said Data received was reviewed, cross referenced with students named as migrant in SCMEP database v those marked as migrant in PowerSchool and with attendance records, and compiled for review

Data reviewed by practitioners at state-wide comprehensive needs assessment (CNA) meetings (16Dec13 and 06Feb14)

Actions still to be taken for 1a according to 1st progress report to OME delivered on 28Feb14:

- Compile data in accessible format
- Submit to OME by 01 Oct 14

Activities discussed and agreed to complete	Aligns with SDP		Timeline (Completed by)	Responsible*						Completion		Notes/observations
	Goal #	MP O#		S	D	R	I	LEA/LOA	O	Date completed	Completion evidence located at	
1a. - Compile data in accessible format			Submit to OME by 01 Sep 14									
1a.1 - Receive most recent data from assessment			Fri 11 july14						SCDE assessment			
1a.2 – Email for data request			Thur 03 july 14	☹					SCDE assessment	Thur 03 july 14 Send reminder email by Friday 18	Jennifer email	Waiting for assessment response - Follow up email

desired increases													
1b.2 - Email for data request			Thur 03 July 14 Monday 14 July	👤						SC DE ass em ent	Thur 03 July 14 Sent reminder email Monday 14 July	Jennifer email	Waiting for assessment response Follow up email
1b.3 - Receive most recent data from assessment			Fri 11 July 14 Monday 28 July							SC DE ass em ent			Modified since not received response by 14 July – date subject to reception of data
1b.4 - Identify students marked as migrant; identify students that took state tests; cross reference with migrant database			Monday 14 July Monday 28 July	👤	🏖️								Modified since not received response by 14 July – date subject to reception of data
1b.5 Put in graph and narrate results of migrants			Monday 28 July Monday 04 August 14	👤	🏖️								Modified since not received response by 14 July – date subject to reception of data

Corrective Action 2 – Measureable Program Outcomes (MPOs)

2a - Create MPOs distinct from performance indicators, which measure the effectiveness of specific services, and that are disaggregated by PFS and non-PFS students.

Performance Indicators already taken 2a

- State-wide practitioners established MPOs at the second CNA (06Feb14) based on their knowledge, expertise, and understanding of the realities of the MEP in SC

Actions still to be taken for 2a according to 1st progress report to OME delivered on 28Feb14:

- Compile data in accessible format
- Update LEA/LEO application to reflect new MPOs
- Include new MPOs in Service Delivery Plan (SDP)
- Submit to OME by 01 Oct 14

Activities discussed and agreed to	Aligns with	Timeline	Responsible*	Completion	Notes/observations
------------------------------------	-------------	----------	--------------	------------	--------------------

complete	SDP		(Completed by)											
	Goal #	MPO #		SC	D	R	I	LEA/LOA	SD	P	O	Date completed	Completion evidence located at	
2a - Create MPOs distinct from performance indicators, which measure the effectiveness of specific services, and that are disaggregated by PFS and non-PFS students.	Title I, C, §1304(b)(D)		06 feb 14									16 dec 13 06 feb 14	SCMEP 2014 application	Completed at CNA/SDP meeting
2a.1 Compile data in accessible format			14 aug 14										Section E of CNA/ and SDP	Data compiled for CNA
2a.2 Update LEA/LEO application to reflect new MPOs			04 april 14									Sent to LEAs/LOA 04 april	SCMEP 2014 application; also posted on Grants Management Grant opportunities website archived	Assisted by Julie Hicks of Grants management
2a.3 Include new MPOs in Service Delivery Plan (SDP)			14 aug 14											
2a.4 evaluate new MPOs for summer 2014			Wed 24 sep 14											Final evaluation reports for summer due by 16 sep 14
2a.5 Submit to OME by 01 oct 14			Monday 29 sep 14											

Corrective Action 3 – Implementation Results

Create a Fidelity of Implementation Index (FII) based on the Service Delivery Plan

Performance Indicators already taken 3a

Held CNA (16Dec13 and 06Feb14) to establish basis for SDP

Actions still to be taken for 3a according to 1st progress report to OME delivered on 28Feb14:

- Compile data in accessible format
- Create SDP
- Create FII
- Submit to OME by 01 Oct 14

Activities discussed and agreed to complete	Aligns with SDP		Timeline (Completed by)	Responsible*								Completion		Notes/observations
	Goal #	MPO #		SC	D	R	I	LEA/LOA	SD	P	O	Date completed	Completion evidence located at	
3a.1 compile data in accessible format				☹								16 December 2013	Section E of CNA	
3a.2 create SDP			14 aug 14	☹										Will follow OME SDP 2012 toolkit in organization
3a.3 create FII			14 aug 14	☹	🏖									Commenced on 03 july, continued on 14 july 2014
3a.4 submit to OME by 01 oct 14			01 oct 14	☹										

Corrective Action 4 – Improvement of Services

4a – Improve services based on the analysis of performance indicator data, MPO data, and FII adherence, define and prioritize performance gaps and decide program course based on the aforementioned.

Performance Indicators already taken 4a

- Conducted review of the SCMEP at the State level to determine issues, avenues for growth, and further steps (01 Aug 13)
- Conducted review of the SCMEP at the State wide level with state and local staff (07Aug13) to determine issues, avenues for growth, and further steps
- State Assessment Performance Data was requested (06Dec13) and received (11dec13, HSAP and EOC still pending) from Research and Data Analysis.
- Said Data received was reviewed, cross referenced with students named as migrant in SCMEP database v those marked as migrant in PowerSchool and with attendance records, and compiled for review

Conducted CNA (16Dec13 and 06Feb14) to review data

Actions still to be taken for 4a according to 1st progress report to OME delivered on 28Feb14:

			14																		
4a.6 create FII			Final to OME by 29 sep 14																		Commenced on 03 july, continued on 14 july 2014
4a.7 submit to OME by 01 oct 14			Final to OME by 29 sep 14																		

<u>South Carolina Migrant Education Program (SCMEP) 28 February 2014 One Page Progress Report, First of Two on the Program Evaluation</u> <u>Corrective Action as Required by the Office of Migrant Education (OME)</u>		
Corrective Action	A. Actions Taken to Date	B. Actions Remaining
<i>1 – Performance Indicators</i>		
1a - Report on performance indicator results indicating percentage of migrant and non-migrant student at or above proficiency in mathematics and reading/language arts for elementary, middle, and high school students not disaggregated by priority for services (PFS).	<ul style="list-style-type: none"> ▪ State Assessment Performance Data was requested (06Dec13) and received (11dec13, HSAP and EOC still pending) from Research and Data Analysis. ▪ Said Data received was reviewed, cross referenced with students named as migrant in SCMEP database v those marked as migrant in PowerSchool and with attendance records, and compiled for review ▪ Data reviewed by practitioners at state-wide comprehensive needs assessment (CNA) meetings (16Dec13 and 06Feb14) 	<ul style="list-style-type: none"> ▪ Compile data in accessible format ▪ Submit to OME by 01 Sep 14
1b - Report annual mean score of student increases desired for elementary, middle, high school and end of course examinations	<ul style="list-style-type: none"> ▪ State Assessment Performance Data was requested (06Dec13) and received (11dec13, HSAP and EOC still pending) from Research and Data Analysis. ▪ Said Data received was reviewed, cross referenced with students named as migrant in SCMEP database v those marked as migrant in PowerSchool and with attendance records, and compiled for review ▪ Data reviewed by practitioners at state-wide CNA meetings (16Dec13 and 06Feb14) and desired increases established 	<ul style="list-style-type: none"> ▪ Set school year (SY 2013-2014) as baseline year for measurement of desired increases ▪ Compile data in accessible format ▪ Submit to OME by 01 Sep 14
<i>2 – Measureable Program Outcomes (MPOs)</i>		
2a – Create MPOs distinct from performance indicators, which measure the effectiveness of specific services, and that are	<ul style="list-style-type: none"> ▪ State-wide practitioners established MPOs at the second CNA (06Feb14) based on their knowledge, expertise, and understanding of the realities of the MEP in SC 	<ul style="list-style-type: none"> ▪ Compile data in accessible format ▪ Update LEA/LEO application to reflect new MPOs ▪ Include new MPOs in Service Delivery

disaggregated by PFS and non-PFS students.		Plan (SDP) <ul style="list-style-type: none"> ▪ Submit to OME by 01 Sep 14
<i>3 – Implementation Results</i>		
3a – Create a Fidelity of Implementation Index (FII) based on the Service Delivery Plan	<ul style="list-style-type: none"> ▪ Held CNA (16Dec13 and 06Feb14) to establish basis for SDP 	<ul style="list-style-type: none"> ▪ Compile data in accessible format ▪ Create SDP ▪ Create FII ▪ Submit to OME by 01 Sep 14
<i>4 – Improvement of Services</i>		
4a – Improve services based on the analysis of performance indicator data, MPO data, and FII adherence, define and prioritize performance gaps and decide program course based on the aforementioned.	<ul style="list-style-type: none"> ▪ Conducted review of the SCMEP at the State level to determine issues, avenues for growth, and further steps (01 Aug 13) ▪ Conducted review of the SCMEP at the State wide level with state and local staff (07Aug13) to determine issues, avenues for growth, and further steps ▪ State Assessment Performance Data was requested (06Dec13) and received (11dec13, HSAP and EOC still pending) from Research and Data Analysis. ▪ Said Data received was reviewed, cross referenced with students named as migrant in SCMEP database v those marked as migrant in PowerSchool and with attendance records, and compiled for review ▪ Conducted CNA (16Dec13 and 06Feb14) to review data 	<ul style="list-style-type: none"> ▪ Request assessment data for SY2013-2014 at end of school year ▪ Set school year (SY 2013-2014) as baseline year for measurement of desired increases ▪ Implement new CNA/SDP changes for SY13-14 ▪ Review data for SY2013-2014, define and prioritize performance gaps and recommend program course adjustments ▪ Compile data in accessible format ▪ Submit to OME by 01 Sep 14
<p>C. Statement of schedule fidelity The project is on schedule. Enormous and valiant effort and strides have been made by practitioners and staff to ensure compliance of regulations that are reflective of the realities of the MEP in South Carolina considering that the South Carolina Migrant Education Program is changing its modus operandi after at least four decades.</p>		

Appendix 7 - SCMEP FII for OME

